CHIEF EDITOR'S NOTE

"Four things support the world: the learning of the wise, the justice of the great, the prayers of the good, and the valor of the brave"
– Prophet Muhammad (pbuh) d. 632

Assalamualaikum and welcome to the second edition of the LEADER Magazine!

When the inaugural edition came out last year, my team and I were anxious to see how it would be received. This labour of love between the Higher Education Leadership Academy (AKEPT) and Universiti Sains Islam Malaysia (USIM) had been months in the making, involving many sleepless nights, doing countless revisions, fueled by numerous cups of coffee. We wanted the end product to not only showcase Malaysian higher education, but also become an avenue of reflective discourse that would relate to all walks of life in the education industry – from early career academics to highly esteemed policymakers.

So did the hard work pay off? Absolutely!

The response we received was immense – our initial print was handed out in such quick time that we had to do a second reprint. We have had encouraging reviews from industry experts both locally and abroad, and the demand for this second edition has been humbling. On behalf of our editorial board, I would like to extend my heartiest gratitude for all the positive support that we have had throughout this endeavour. We will strive to continue doing our best for the betterment of Malaysia's higher education.

In this issue of LEADER, our cover story puts the spotlight on Tan Sri Dato' Seri Dr. Wan Zahid Mohd Noordin, the Chairman of AKEPT's Board of Directors. In his decades of experience in academia, he shares his rebel streak and how putting his utmost trust in his team has led to remarkable outcomes in the face of extreme odds.

We also introduce a new Board of Directors section, which is kicked off by Tan Sri Datuk Dr. Arsyad Ayob, member of AKEPT's BoD. In addition, Vice Chancellors and academic staff from across Malaysia continue to highlight pertinent thought-provoking matters in our VC and IPT columns.

This edition shows that diverse leadership styles can be a boon or a bane, but it is up to us to leverage them towards making our higher education sustainable.

Dr. Norhidayah Azman
Chief Editor

We welcome all forms of feedback and article contributions. Email us at *leaderakept@gmail.com.* Thank you!

The Roles of Board of Directors (BoD) in the Leadership of Public Universities

Tan Sri Datuk Arshad Ayub

Member, Board of Advisor AKEPT

The Malaysia Education Blueprint 2015-2025 (Higher Education) or the MEB (HE) has laid out ten shifts and one of the shifts is Shift #6: Empowered Governance, which aims to empower universities with greater decision-making rights, autonomy along with greater accountability. As leaders of the universities, Boards will be entrusted on behalf of the Ministry and the Malaysian public to oversee their institutions.

In this age where changes are rapid and demanding, leadership is a critical success factor for many organisations. Your view on this?

Talking about management and leadership, these surely are factors that bring great impact specifically to organisations as well as people. But I would like to narrate my personal stories in relating the roles of leadership at every level of the organisation in which in this context the institutions of higher learning. Environment is a critical factor in leadership. The exposure that a person has from home to school influences the character building. My personal experience is about the struggle in my personal life. I went through obstacles such as poverty, hardship during the Japanese occupancy and failure just because of my poor mastery in English Language. The hardships in life had put me in a nomadic life. I had to do odd jobs to survive and find means of knowing people so that I can mobilized my opportunities. I looked for opportunities, I reflected upon why I failed – "kalau kita jatuh, apa kita nak buat selepas itu, kita perlu bangkit semula". Relating this to university administration, knowledge and experience are formed through the environment.

Being strategic is another element. I take for instance my days in Serdang. There was only one road then and it was "jalan merah". Along the way, we would meet the jungle authority, the police and many others. I took the chance to know each and everyone of them. We mixed very well with each other. Another experience was when I worked as assistant economic officer for RIDA.

Later I was appointed as Chairman of Penang Entry port committee. The strategic role and exposure I had were privileges to the organisations I worked for. A phone call is all I need to act upon critical matters. My public service experience and strategic role accelerate the leadership qualities within me. This is what Vice Chancellors and leaders at the universities need to have in order to exhibit their leadership skills.

What would be the best approach to leadership dynamic these days Tan Sri?

My approach in leadership is very pragmatic – experiences of being a leader is crucial because you have to understand the role you have been given. Translating your leadership experiences from one portfolio to the other requires you to have strong networking. This is what I observe that is lacking today. In the universities, networking to professors is all about having the circle of experts within the discipline. This mindset has to change. It is about the experience of working with people from various sectors and maintaining the friendship. By having this network and relationship, we not only build network for leadership purpose but for students as well. Of course as leaders, you have to be sincere in order to ensure you are able to execute. My approach in leadership is pragmatic based on the experiences I gathered from the various ministries I was at. Maintaining friendship and network is part of leadership. This is important when there is a need for decision-making.

How do you put into perspective the roles of Chairman of Board of Director in relation to Vice Chancellors in terms of decision-making?

Let me start with the Vice Chancellor – the VC must be pretty open to all ideas in which he has to see it, whether he has all the Deputy VCs to be with him whenever he needs the advice, then the Deans and later the rest. First, to strengthen the rapport with BoD Members, the VC with the management team have to throw ideas to the Board for approval. The Board can agree to the ideas and also suggest ways on how to execute. My personal experience in private sector where I sit as the Board of a few public listed company, the most important is as a leader or Vice Chancellor, you need to prove that you understand the ideas. The Board will just endorse if the ideas are for the benefits of the organisations. In the university setting, ideas of development of the university must come from the management – there are four Deputy VCs, many deans and this is the place where all the brains are tapped. Board will endorse if the ideas are viable and workable for the universities. Of course, with some questions and issues to be raised. This is where the roles of Board of Directors – to challenge or sometimes even tease the Vice Chancellors to ensure the ideas are for the benefit of all. I put forward one example – relationship with alumni. Now universities are moving towards building the network with Alumni, but what is the approach? The approach has always been – getting the alumni to give or donate money but after that, nothing else is

AT A GLANCE

Prior Experience

- Deputy Controller, Industrial Development Division Ministry of Commerce & Industry
- Principal Assistant Secretary (Finance), The Federal Treasury
- Principal, MARA College of Business and Professional Studies, Selangor
- First Director, MARA Institute of Technology
- Deputy Governor, Bank Negara Malaysia
- Deputy Director-General, Economic Planning Unit, Prime Minister's Department
- Former Secretary-General, Ministry of Primary Industries
- Former Secretary-General, Ministry of Agriculture
- Former Secretary-General, Ministry of Land & Regional Development

Positions Held

- Member of the Governing Council of Asian Centre for Development Administration (ACDA)
- Trustee for Yayasan Pembangunan Ekonomi Islam (Foundation of Islamic Economic Development)
- Chairman, Palm Oil Registration & Licensing Authority (PORLA)
- Member of Advisory Board of the Centre for Policy Research, Universiti Sains Malaysia
- First Chairman of ASEAN Plant Quarantine Training Institute (PLANTI)

Education

- University of Malaya, Singapore (1949 – 1951)
- College of Agriculture, Serdang, Selangor (Oct 1951 – April 1954)
- University College of Wales, Aberystwyth, United Kingdom (September 1954 – June 1958)

Cover Story

The Roles of Board of Directors (BoD) in the Leadership
of Public Universities

derived from there; no activities that even involved the alumni except when money is required. Of course, the Board has every concern to raise this. The understanding of relationship between alumni and universities must be clear – alumni wants to see the benefit derived from the university, therefore, universities are obligated to show this. There must be sustainability of the relationship, not just by greeting and bidding farewells at events or ceremony.

Tan Sri, your vast experience being the Board of Universities is fundamental in providing some insights on how you view the evolution of Board. Please share your experience.

It has been a positive evolution as I see it from my perspective. I believe each board member has contribution in putting the universities towards excellence, however, the Board is unable to execute plans as implementation has to be done by the university – top management and the people. Let me share with you the role of Board of Director in the private sector. In most companies, the Board does not go down to implement or enforce, it is the

President, the Managing Director and the overall working team take the onus. Similarly, looking at universities, the Board leaves it to the VC to do the job. The Board puts up a wish list of what needs to be done and let the VC to take the ideas to people or the key management of the university to accept or otherwise. The bottom line is the achievement of the target. That is what the Board is concern of.

It is fundamental in executing plans is to realize the person who has the final decision. The question is very straightforward – who do you want the decision to be made – by the Board, the university or the Ministry? Take for instance the appointment of VCs and DVCs. I say that the Board should be given more authority to decide. It is important for the Board to recommend the right candidates and later the list goes to the Minister. I congratulate AKEPT for playing a role in putting scientific and objective recommendations that are to a certain extent an indicator for the committee to decide. But I still strongly say that the Board should have a say in the appointments of VCs and DVCs.

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At the Ministry level, the PMO office has produced a Green book "Enhancing University Board of Governance and Effectiveness" to shift the power of appointing to the Board. How do you value this direction Tan Sri?

This conquers with what I just shared. The system is in place now where the Board is consulted. Chairman can also put forward suggestions and advices. This is a good move. I congratulate the Ministry for putting up the guidelines for Board to be more effective and autonomous. But then again, execution and implementation must be seriously monitored and accounted for. The contents of the book must be understood and well received by all parties and levels at the university, otherwise, the ideas are not capitalised upon. I believe that the Board can take a good amount of responsibility in nominating and naming Vice Chancellor or Deputy Vice Chancellors for the university. After all, it is the Board that will be working with the appointed personnel. Frankly, the current system is good but of course along the way, the need to tighten up certain areas need to be done.

Finally Tan Sri, some words of wisdom from you to sum up leadership at all levels of the university.

"Integrity, Accountability and Open-Mindedness". Must go to the ground is also crucial. Leaders need to know what takes place at the ground to come to a decision. Build network to expedite processes and be strategic. To me, "a job is given to you, do the job. If you do not like the job, you resign." Do not accept a position if it is seen as a burden. Thank you.

> **"**
> # The Vision of the eye is limited, the vision of the heart transcends all barriers of time and space. **"**

- Caliph Ali. d. 661 AD

ALTS
AKEPT Leadership Talk Series

AKEPT's Leadership Talk Series (ALTS) is a multi-part talk series focusing on university leadership, with the intention to provide a platform to deliberate and help shape thoughts on academic leadership, academic management and institutional leadership. The ALTS is targeted towards AKEPT's selected talent pool of university leaders, including heads of programmes and faculty deans. The invited speakers range from vice chancellors to ministerial staff, sharing their vast knowledge and experience in a multitude of current topics. This edition of LEADER presents selected sessions from the last three ALTS dates in 2016 and the first two dates in 2017.

Prof. Emeritus Tan Sri Anuwar Ali,
Senior Advisor, Open University Malaysia (OUM)

ALTS 2016: 4th Series (21 July)
By: Dr. Norhidayah Azman, USIM

Prof. Emeritus Tan Sri Anuwar Ali, Senior Advisor, Open University Malaysia (OUM) comes with an illustrious background. As the former VC of UKM for 5 years, and his current involvement with OUM over the last 12 years, he has been a champion of life-long learning. Drawing upon his experience being away from public universities for almost 13 years, he encouraged more autonomy and self-governance, not unlike OUM's way. Looking at changing demographics, back in 1996, private higher education was not even looked at, but today, the numbers are mind-boggling due to tremendous student increases. 55% of all undergraduates in Malaysia are currently in private higher education. The profile of OUM students is 34 years old on average, with the oldest at 82 years old. 20 years ago, only a small minority of 10% would get into universities. Nowadays, 400,000 students graduate after SPM. Several recommendations were proposed. First, the discrepancy between education policy and recruitment exercises must be eliminated.

Leadership Challenges in the Changing Demographics in Higher Education

Student focus is also important, but KPIs emphasise more on writing output in international journals instead of judging whether you are a good teacher or not. The beauty of universities will be lost if this continues.

Additionally, our current system does not encourage our best students to go into local universities. Sponsorships, scholarships and bursaries have been sending our best students overseas for 60 years. Instead, they should be rewarded for choosing to go to any local universities of their own choice – UM, UKM, or wherever. In Japan, the best students go to the best local universities, and only selected students get sent overseas. This is unlike in Malaysia where low-ranking universities are still considered highly as long as they are overseas. He hopes that one day, public and private universities would merge into one education system.

Global Impact: Sharing Goals Within a Diverse Culture

Prof. Christine Ennew, on her final week as the Provost of UNMC, talked on the global impact of higher education, her experience working with different cultures, and recommendations for cross-culture collaboration. Higher education has had a massive impact on society, driving talent, growth and innovation. National and global impacts range from economic to cultural – safeguarding culture may not have economic impact but it is important still.

As for education impact, the Organisation for Economic Co-operation and Development (OECD) ran a study which showed tertiary graduates had higher employment rates, earned more than non-tertiary ones, enjoyed better health outcomes, and showed increased volunteering and political activism.

However, empirical evidence of impact is limited, especially when reconising public and private benefits. There are anecdotal evidence cases in China; 15 years ago their investment in higher education seemed to drive up participation rates to 23-24% compared to the world average of 10-11%, which trickles down to education and economic sectors. It is unclear if benefits are equally distributed across classes or not. The impact of research is even more difficult to

measure, particularly by private (business) and public (economy-wide) sectors. Half of output growth and 75% of productivity growth seems attributable to R&D spend. For example, America's $3.8b investment in the Human Genome project gave a $796b return.

Challenges in working across cultures are incredibly complex. People usually identify themselves by discipline, university, nationality, then professional qualifications. The diversity in cultures, from beliefs to shared visions, can be dealt with through listening, understanding, engagement and adaptation.

Collaboration is at the heart of academic endeavours. It is intrinsic to academic culture to work together, but not everything will succeed. Usually collaborations end when funding ends. Therefore, it is important to invest in higher education as part of a balanced development.

Forum: Building Strong, Visionary and Courageous Leadership in HE for Sustainability and Balance

This forum consisted of three panellists, namely Prof. Dr. Ahmad Fauzi bin Ismail, Deputy Vice-Chancellor (Research & Innovation), Universiti Teknologi Malaysia, Prof. Dato' Dr. Mohammad Shatar bin Sabran, Deputy Vice Chancellor (Students' Affairs & Alumni), Universiti Putra Malaysia, and Prof. Dr. Shahril Yusof, Deputy Vice-Chancellor (Research & Innovation), Universiti Malaysia Sabah.

The forum opened with discussions on the changing expectations among stakeholders of higher education institutions locally. The bar has risen considerably from when simply graduating from a university could guarantee employment. Today, job skills are more important. However, this is incongruent to current KPIs focusing on rankings, H-indexes and journal writing instead of generating productive human beings.

It is difficult to argue against the government's mandate. Prof. Dr. Ahmad Fauzi recommended an independent study showing the Ministry whether current KPIs correlate to student performance. Prof. Dato' Dr. Mohammad Shatar also lamented about passionate lecturers who are excellent in developing students but write papers purely to meet pre-requisites for promotion. This takes time and effort away from the more imperative goal of fixing society's ethics and morals. Prof. Dr. Shahril Yusof fashioned the Malaysian higher education as a cavalry, consisting of research universities (RUs) as aircraft

Prof. Christine Ennew
Former Provost of University of Nothingham Malaysia Campus

carriers, Malaysian Technical University Network (MTUN) as minesweepers and comprehensive universities (MCUs) as battleships, each playing individual roles towards achieving one common goal. It is inappropriate to set the same KPIs across the board.

Sometimes, comments from the industry are demoralizing; employers cannot expect workers to know everything from day one. However, universities must equip graduates with basic knowledge of doing things and not necessarily become an expert in everything.

Things cannot change overnight, but it is possible over time. God knows what you have done; in the afterlife, you will be asked how much effort you gave to your students. It is our job to keep reminding people, but their change is God's will.

The forum ended with key takeaways from each panel member: creating sustainable legacies, making people happy so Allah will do the same for you, do not do unto others what you do not want unto you, and walk the talk.

Tan Sri Prof. Dr. Mohd Kamal Hassan
Advisor for the Centre for Islamisation (CENTRIS)

ALTS 2016: 5th Series (23 August)
By: Dr. Norhidayah Azman, USIM

Leaders
as Role Models of Excellence with the Soul

"Profesor Ulung" Tan Sri Prof. Dr. Mohd Kamal Hassan, advisor for the Centre for Islamisation (CENTRIS), was introduced as a character admired for his personality – lovely, simple, humble, smiling face, like a father rather than a VC/rector.

His consciousness about losing the "soul" arose since 2006 back in Harvard. Currently, there are major crises of contemporary civilisation. Muslim leaders are among the most corrupt in the world. Wall Street institutions and Harvard graduates are mired in the disease of greed. Quoting Alan Greenspan's The Age of Turbulence, "the turbulence is in economics, banking, politics, climate, environment, culture, entertainment as well as in the soul." The turbulence outside is a mirror of the turbulence inside.

If we reconnect with the Creator, there will be stability. However, the soul has not been connected since the 15th century Enlightenment of reasoned and deconstructed rationality. Nothing is sacred anymore – existentialism in a new guise. The soul suffers terribly in this nihilistic environment.

What is a leader? The Earth belongs to God, and we are merely there as vicegerents to run the show according to His will, not the multi-national companies. Leadership is not an honour *(tashrif)* but a responsibility *(taklif)*. Power is not a privilege and must be tempered with justice, wisdom, moderation and restraint. Prophet Muhammad PBUH ruled that obedience and loyalty is conditional upon fulfilment of contractual obligations.

There must be mercy and compassion to Muslims and non-Muslims alike. Keep strict control on desires and earnings, and beware of corrupt elites. Uphold fairness, justice, impartiality, and avoid those who assist evil and despotic rulers. Select honest, truthful and pious people as your companions. We can take science and technology to reach other universes but moral values are eroding extremely fast. We should embrace the servant leadership model: share leadership, value and develop people, build communities, display authenticity, and provide leadership.

Building Sustainable Talents for Higher Education in a Market Demand Setting

Prof. Dato' Dr. Rahmah Mohamed, Vice Chancellor of INTI International University, started off her talk with a headcount of the audience according to baby boomers, Generations X, Y and Z. Noting that the majority was the Generation X group, she iterated that the key to effective education lies in understanding the generational gaps that exist today.

Educators need to discard the old psyche that we just teach, and the industry grooms them. The industry is also competing, so has no time to groom the students anymore. Public universities need to study employability markets and give fast projects that allow the students to prove themselves quickly. This "strawberry generation" grows easily as long as they are allowed to make a few mistakes without berating them. Clearly communicate what you want, why it matters, and be open to discuss how to do it. Provide meaningful experiences that enable them to grow while ensuring they can be themselves. The young generations describe success as having a high salary, being happy with who they are, in a good physical condition, enjoying their careers, and graduating from reputable universities.

We need to change their mindsets because job tasks nowadays require more complex communication. Work can increasingly be done anywhere: technological advances allow work to be carved up and shipped around the globe. Can our students withstand global competition? Major shifts in workplace abound; more focus on providing information than things, flatter companies, jobs becoming less routine, predictable and stable, work becoming more collaborative, more autonomy and more diverse populations. Universities must create an environment for inclusion and respect. The most important skills in the 21st century involve practical literacies like mathematics, English, meeting real-world challenges, critical thinking and communication.

Prof. Dato' Dr. Rahmah Mohamed
Vice Chancellor of INTI International University

Forum: Higher Education Institution Leaders for Inclusiveness and Sustainable Development

This forum consisted of three panellists, namely Prof. Dr. Adeeba binti Kamarulzaman, Dean, Faculty of Medicine, Universiti Malaya, Prof. Dr. Heng Swee Huay, Vice President (Research & Development), Multimedia University, and Prof. Dr. Faisal Rafiq Muhammad Adikan, Deputy Vice Chancellor, University of Malaya.

Addressing inclusivity, Prof. Dr. Adeeba talked from a medical faculty standpoint. In UM, gender and ethnicity do not matter as much as merit, need and specialization. However, student selection is not completely autonomous. The introduction of entrance exams correlated to better performance in the early years of medical school. The new curriculum also includes instructions on multi-cultural competencies such as issues like bomoh, sensei, Ayurveda, and LGBT matters.

Prof. Dr. Heng Swee Huay stressed that with only 40% of the state budget left for private higher education institutions, it is imperative to embrace sustainable development to become financially viable. In an Australian universities survey, teaching is integral towards financial sustainability, but if public universities do not change within ten years, they could risk going bankrupt.

Prof. Dr. Faisal Rafiq claimed that UM already thinks about achieving inclusivity, but doing it on a limited budget can be challenging. The inclusion of support staff and non-academics taps into a wealth of decades-long university development experience. To be an inclusive leader, tell yourself you do not know everything, and do not pretend that you know everything. Be a more hands-on person and be there to experience things yourself. Create platforms for people to approach you and say how best to do things.

Other recommendations to drive sustainability and diversity include ensuring inter-racial groupings, creating platforms for activities without gender/racial segregation, and encouraging transparency. Incentives and penalties for performing and non-performing staff members need to be rethought, as it is not the norm in overseas universities to reward staff for publications and patents.

Among the key takeaways of the forum is to prepare ourselves for future challenges like online universities and life-long learning courses. If you want to walk fast, walk alone. But if you want to walk far, walk together.

Datuk Ir. Abdul Rahim Hashim,
Vice Chancellor of Universiti Teknologi PETRONAS

**ALTS 2016: 6th Series (20 October)
By: Dr. Norhidayah Azman, USIM**

Transformative Higher Education Leadership: Anticipating the Game Changer

With the rising number in university students' intake every year, universities all over the world are facing concerns over budgets and funds. While having bigger populations of students in university means better access to higher education for more people, the issues of sustainability of the university itself and ensuring the quality of education being served by the university are creating major headaches to universities' management globally. The transformation of institutions of Higher Learning now is reaching a level known as University 4.0, where universities are co-creating the programmes together with the feedback from students to ensure what they learn and experience in their classes will still be relevant when they graduate and enter the job market. The current generation students of mostly digital natives have different demands and expectations as their education means their investment of their life and time. Lecturers and facilities provided by universities should be able meet the students' demand for multidisciplinary programmes, advanced technology and promise of future job guarantees. Universities are encouraged to engage with industry experts by having a joint approach in transforming the organisation. There must be a Master Plan followed by a roadmap and a transformation plan in phases to monitor the progress and levels of impact. All academics should be involved in order to change their mindset and be part of the implementation and action-plan carried out because the understanding for everyone at all levels of the organisation is vital. Accountability can be achieved through staff engagement and coordination in which everybody understands the plan and their roles, together with industry involvement and collaboration. Leaders should spearhead these changes – universities should create an ecosystem to attract international researchers and get ready to face market disruptors and transform their institutions of Higher Education.

Inclusive Leadership in Higher Education: Engaging for Future Challenges

Leaders must remain collegial, even if not everyone agrees with what they aspire to do. Driving Higher Education forward is not easy, especially when it is homogenous, but that does not mean that we have to do things the same way. Universities must understand their surroundings today and the dynamics of change. One overarching goal is to lift up income. When income and education increases, changes occur in many other ways. Public policy talks about a post-modernization society that wants to take charge of decision processes. Without engagement, even great ideas can still be considered wrong because of the lack of consultation. The whole of Malaysia must be engaged – a post-modernization society wants to be part of the process. They want choice, so we cannot say there is only one way of doing things. Four features are vital to create a more inclusive university leadership: information, customisation, networking and also innovation and creativity. Universities must differentiate themselves by finding something uniquely defining them. All universities in Malaysia have this opportunity – it is not always a race against the others. You must trust yourself about your offerings and how different you are. With regards to difficulties in change resistance, he claimed it was because it is unclear what has to be done. He does not believe in bulldozing, therefore he welcomes all forms of questioning, views and objections. In addition, there aren't as many bureaucratic restrictions on universities as usually perceived. There is space of creativity as long as you are brave to make that change, but it is not without risk – be prepared to make enemies. Leaders should be driven by what is in their hearts – a successful leader is driven by one true north.

Forum: Leadership by Design: Strengthening Integrity in Higher Education

This forum consisted of four panellists, namely Prof. Emeritus Dr. Tengku Mohd Tengku Sembok, Deputy Vice Chancellor (Academic and International), National Defence University Malaysia, Prof. Dr. Zulkiple Abd Ghani, Deputy Vice Chancellor (Academic & International), Universiti Sains Islam Malaysia, Prof. Dr. Yang Farina Abdul Aziz, Professor, Faculty of Science and Technology, Universiti Kebangsaan Malaysia, and Prof. Normah Omar, Director, Accounting Research Institute, University Teknologi MARA.

Prof Tengku Mohd began by explaining various style of leadership using examples of two different academic cultures. This was based on his current experience as Deputy Vice Chancellor (Academic and International) in UPNM and as a Dean of Faculty of Information Science and Technology in UKM (2000-2001). He distinguished the fact that one university can be "order-based, military style" from another university that applies a more democratic approach. Clearly, every institution has its own leadership philosophy although they implement similar core objectives of leadership.

The second panelist, Prof. Dr. Zulkiple began by emphasizing the fact that the integrity of a leader does not originate from our culture. A khatib for example, gives sermons to men on every Friday prayer which includes the element of amanah, relating to the integrity of a leader towards followers. The concept of amanah, coupled with *adil*, makes a good combination in any leadership style. A good leader is truly a good follower, and as a raa'in, a leader is to have a human touch as opposed to an emphasis of a mere output or effort based on key performance indexes. As a leader, a "servant leadership" style represents a devoted demeanour that holds on to the principle of "if you give more, you gain more rahmah". Hence, a servant leader is a leader by example; a doer and not just a director.

The third speaker, Prof. Yang Farina Abdul Aziz, remarked that globalisation had negatively influenced the field of education that in some institutions of higher learning, teaching and learning activities have been translated into financial opportunities by the educational institutions. More students are given the chance to get their tertiary education but the selection process could be questionable. The same scenario could also mean poor quality students entering the job market. While university is trying to replicate the corporate business model, making profit as the ultimate goal in higher learning institutions would jeopardise the quality of education as a whole. She urged leaders of institutions of higher learning to value the core principle of education which is integrity.

The fourth panelist, Prof. Normah Omar, discussed that it is quite common to hear problems such as academic dishonesty in institutions of higher learning as research and publication play a major part in the work and activity at tertiary level. There were academics who took desperate measures in trying to fulfil the requirements set by universities when it comes to research and publication. Politicisation in education had also reared its ugly head as it has led to many forms of malpractice and corruption in education as reported by Transparency International. The role of a university should always be making humans realise their potentials and this idea should be tied to the belief system and culture of the university.

Prof. Datuk Dr. Noor Azlan Ghazali,
Vice-Chancellor, Universiti Kebangsaan Malaysia

Dialogue Session with Dato' Seri Idris Jusoh, Honorary Minister of Higher Education

The esteemed guest of honour opened his dialogue session by relaying his current obsession: is Higher Education still relevant, given the multitude of disruptive technologies available–from driverless and tireless cars, to tricoders akin to Dr. McCoy's from 1960s Star Trek. With Google and IBM Watson providing intelligence better than most humans, is Higher Education doing enough? Undergraduate fees in Malaysian public universities are minimal but cannot be increased – students cannot be allowed to graduate with thousands in debt. However, classrooms have looked the same over the past 100 years – everybody is trained the same when they are not the same. Industries are doing much better – they pay a lot more to incentivize people to do more. Higher Education needs to be redefined via mentorship and personalization to stay relevant. This has resulted in MOHE's "Flexible Education", the first in the world to implement programmes such as iCGPA and CEO@Faculty, where corporate figures and public institutions come together for 30-hour engagement per year with staff and students.

Further industry-academia collaboration is promoted via 2u2i and 3u1i programmes. National accreditation has also been given to MOOCs. Accredited Prior Experiential Learning (APEL) allows students experiential learning while working. Multi-disciplinary credits have also been introduced, such as USIM's fiqh and food biotechnology double degrees. The jukebox concept also sees institutions working together with other universities both locally and abroad to provide better mobility, taking programs from different universities to create a degree from them. Values such as multi-lingualism, collegiality, commonalities and volunteerism are also vital. In essence, no other country is as dynamic as Malaysia in Higher Education, but it will not improve without all of us doing it together. He remarked that MOHE is the best ministry of all the Malaysian ministries, and it was his pleasure to be working with all the educators present.

ALTS 2017 : 1st Series (28 February)
By: Dr. Wan Nurul Izza Wan Husin, UNIMAS

Dato' Dr. Morshidi Sirat
DirectorCommonwealth Tertiary Education Facility (CTEF)

The Development of Malaysian Higher Education: Making Sense of Nation-building Agenda in the Globalisation Era

Professor Dato' Dr. Morshidi Sirat is currently a Professor at School of Humanities, USM and a founding director of Commonwealth Tertiary Education Facility (CTEF). He shared his opinion on the development of nation building in the context of Malaysian higher education. There are three approaches of nation building process; top-down approach, bottom-up approach and a combination of top-down and bottom-up approaches. He further explained that nation building is a multifaceted process, which combine these two process. Studies indicated that the combined approaches have resulted in two main strands of inquiry that are ethics conflicts and symbolic aspects of nation building. He quoted Mohamed Mustafa Ishak's idea that nation building's process is an 'interplay between the forces of ethnicity and nationalism'.

Professor Dato' Dr. Morshidi also asserted there are profound variations in how stakeholders view the purpose of the university in the globalisation era, with profound consequences of the (public) universities. One of the main features of a hybridized public

university is a closer interaction with business and other organisations in the private sector. The Public universities have become hybrid organisations driven by two steering paradigms that are governmental regulations and market forces, and these are not alien to the pressures and demands of globalisation and neoliberalism.

As a conclusion, he summarised that globalisation and neoliberalism have affected nation-building agenda in Malaysia, resulting in public universities in particular transforming themselves as hybridised organisations. Ideally, hybrid public universities need to be "mission-centred" and "market smart". Without market-smart, a university would not have the resources to pay attention to its main objectives. He added that public universities are currently navigating between corporatism and nation-building agenda.

Forum: Can Malaysian Universities Exist As A Social Enterprise?

This forum consisted of three panelists, namely Professor Dr. Faridah Hassan, Director of Halal Management and Science, UiTM, Professor Dr. Mohd Ridzuan Nordin, Assistant Vice Chancellor, UTeM, and Professor Dr. Abdul Rahim Abdul Rahman, Deputy Vice Chancellor, USIM. This forum moderated by Professor Datuk Dr. Rohana Yusof, Deputy Vice Chancellor, UM. Professor Datuk Dr. Rohana started the discussion with one of the very basic fundamental question: Can our Malaysian universities exist as a social enterprise?

Professor Dr. Faridah Hassan opened up the forum by explaining the definition of social enterprise. Social enterprise can be regarded as an enterprise that provides business solutions to social problems. According to Prof. Dr. Faridah Hassan, social enterprise has a clear social purpose; to reinvest profits back into the business/community. Thus, a university as a social entrepreneur should be able to recognise a social problem and use entrepreneurial principles to organise, create and manage a venture that drives social change. Statistics revealed by Harvard Business School, University of Harvard, indicated that the number of students enrolled in social enterprise courses or independent projects increased from 71 in year 1995 to 600 in year 2010. She also shared a citation by Colin McCallum, a prominent proponent of social enterprise from University of Salford, that contributing to social value should be at the heart of the mission of a university and promoting social enterprises is vital to this.

Professor Dr. Mohd Ridzuan, the second panelist emphasized that the main purpose of a university is to educate students and not to make profit over the university's governance. However, he believes that there are a few challenges which should be encountered by Malaysian public universities in adopting social enterprise approach. First, is the introduction of management approach that is flexible, lean and based on market dynamics. The revenue streams and cost structures in the operation of a public university must be monitored and managed by its management. There is also a need to account for the cost incurred to ensure resources are used to yield maximum result. Hence, the efficiency and effectiveness of a public institution has to be visibly managed and reported. As for private universities, the first major challenge is the consent of the owner of the university to have their asset transferred to a new entity, the social enterprise that will operate independently from it. This is the largest hurdle and could be facilitated by incentives provided by the government through the taxation system and the ability of the owner to benefit from the incentives. Professor Dr. Mohd Ridzuan concluded that formation of a regulatory body such as a Malaysian Higher Education Authority to consolidate the national level provision of higher education can facilitate the overall transformation of Malaysian higher education system.

The third panelist, Professor Dr. Abdul Rahim added that social enterprise termed as 'double bottom line' in which it provides both social return on investment (social impact) and financial return on investment (financial impact). Thus, he asserted that Malaysian universities need social enterprise because it can be a pragmatic shift and practical relevance of the university in the community instead of stuck with "ivory tower" mentality. Furthermore, it can reduce reliance of funding from government, hence more autonomy and independence. He strongly agreed with Muhammad Yunus's idea that although business continue to grow, global trade is booming, multinational corporations are spreading into markets in the developing world, and technological advancements continue to multiply, not everyone is benefiting. Global income distribution tells the story: 94% of the world income goes to 40% of the people, while the other 60% must live on only 6% of the world income. As a conclusion, all the three panelists strongly supported the idea that in this 21st century, a university should be governed as a social enterprise.

Emeritus Professor Dato' Dr. Hassan Said
Vice-Chancellor, University of Technology MARA (UiTM)

Strategizing Academic Freedom in a Market Setting

Emeritus Professor Dato' Dr. Hassan Said emphasized that 'good governance' is a key principle of strategizing academic freedom in a market setting. The good governance practices consensus-oriented decision, participative, responsive to the issues and follows the rule of law. In addition, good governance also upholds accountability, transparency, efficiency and accountability. Nowadays, the balanced academic excellence and business continuity is a big challenge to Malaysian universities whether public or private universities. Although both universities face different challenges in practicing academic freedom, but they shared the common issues when it comes generated revenue, managing cost, adopting technology in teaching and learning, retaining talents as well as pursuing ranking in a world class education. In this 21st century, Emeritus Professor have suggested universities to acquire new skills for global skills, entrepreneurial mindset, tech-savvy skills, transformative and innovative as well as managing risks skills. With regards to global skills, academicians should not only be an expert in a certain branch of knowledge, but, must also know how to expand networking to a wider and higher level in order to establish collaboration with local and international industries. However, shaping entrepreneurial mindset among academicians also important for the university moves towards integrated scientific, academic and commercial activities. Thus, universities will be interested to commercialise an academic intellectual property through knowledge (e.g. consultating), transfer of technology (e.g. patent or licensing) and transfer of products or services.

Emeritus Prof. Dato' Dr. Hassan Said concluded his talk with five important points; Malaysian universities should practice academic freedom for financial sustainability. Wisely managed, the university exercises not only good governance, but also good system and process. The public universities need to acquire the right business skills, while private universities should enhance their research capability to meet market demands. He ended his talk by saying "good leadership is a game changer". As a leader, we should know what the game is, and how to play the game efficiently.

"Integrity is choosing your thoughts and actions based on values rather than personal gain "

- Kahlil Gibran , d-1931

ALTS 2017: 2nd Series (13 Apr)
By: Narmi Abdullah, UIA

Transforming MTUN and Moving Towards Premier Technical Universities

Prof. Dr. Wahid Razzaly, Vice Chancellor, Universiti Tun Hussein Onn Malaysia (UTHM) began with a brief history of MTUN, from its humble beginnings in 1993 to its current incarnation mooted back in 2007. Specialising in higher technical and technology programmes which are practical-oriented, MTUN aims to produce highly skilled workers and engineers. The current research done by MTUN, as shown in the 2014 MTUN showcase in Bangi, reflects the objectives of MTUNs: practical use by industries, commercialisation, and sharing across industries.

He urged higher education (HE) leaders to solve tomorrow's problems of the world instead of focusing on the problems of the day, because today will become yesterday. MTUN has individual autonomy and aspirations, but must continue to collaborate and work together. He urged that products of MTUN is shared to be commercialised.

Several areas were the focus of his talk, namely the shaping of talent; the fundamental knowledge needed; research; services; impact of MTUN and

direction. He introduced the idea that there is a need to look for HUSSEIN, which actually refers to turning our Malaysian talents into Honest, Unique, Skillful, Strive, Effective, Intelligent and National. He also highlighted that we need to focus on the impact and not the outcome; the talent produced should be one that can support the industry and in order to do so, emphasis must be made on shaping not just the professionals but also on the scholars.

New Teaching and Learning Competencies for Technical Educators in the Era of Industry 4.0

In this final session of the day, Prof. Datuk Dr. Shahrin Sahib@Sahibuddin, Vice Chancellor, Universiti Teknikal Malaysia Melaka (UTeM) delivered a talk encouraging the audience to reflect on and participate in ensuring that the goals of the Malaysian Blueprint are reached. He highlighted that in our aspiration to be a premier education hub through globalised learning, we should remember our roots especially in this borderless world and we should know our core business. Based on statistics, there are currently more devices/mobile gadgets than there are people in Malaysia and the information and internet access is still improving, so there is still a big discrepancy in the accessibility. In comparison to other countries, we are not producers – so there is a "bit deficit", instead Malaysia still imports most of its data, and this shows that we are not creators of information – but we should strive to be so. The challenge is to mobilise academicians to churn out materials that get reffered to. Subsequently, there's definitely a necessity to create a national eLearning centre. All educators should change how we use the technology and ensure that the students do not get the wrong idea that teaching does not occur when technology is used such as in a Flip Learning. There has to be a continuous learning platform, for instance student profiling is already carried out in schools, however this practice is not brought forward to college or university level. We and our students need to consistently learn, unlearn, relearn, get certified, recertified. The rate of change and the rate of innovation is moving at the speed of light. The way we live now has fundamentally changed, we need to call on leaders and citizens to shape a future that puts people first. The solution for this is with us – we cannot wait, we need to move faster.

Not to be outdone, Tn. Hj. Wan Izni Rashiddi started with a quote "We are preparing our young for jobs that do not yet exist and technology which is not yet available.". He questioned why we are not teaching as how the current world is teaching. Why are we

educating the children of today to do the job of yesterday, instead of the future? These questions beg us to look forward in order to source out different scenarios and do more. As TVET policy makers, there is a need to move more quickly so that the TVET graduates will be relevant to the industry by the time they graduate. As TVET providers, there is a need to engage with the industries moreso that we can be more prepared and know what is to come. In comparison, Malaysia numbers show that only 30% of graduates go into TVET, but in other nations 40-60% of graduates enter TVET.

Prof. Datuk Dr. Shahrin
Vice Chancellor, Universiti Teknikal Malaysia Melaka (UTeM)

Forum: TVET as Progressive Education for Future Human Resource Development in Malaysia

This forum consisted of four panellists, namely Assoc. Prof. Dr. Razali Hassan, UNESCO UNEVOC Coordinator, Faculty of Technical Education and Vocational, Universiti Tun Hussein Onn Malaysia (UTHM), Dr. Mohammad Naim Yaakub, Director of Professional Excellence Division, Department of Polytechnic Education, Ministry of Higher Education, and Tn. Hj. Wan Izni Rashiddi Wan Mohd Razalli, Director of Academic & Continuing Education Division, Department of Community College, Ministry of Higher Education.

Among the views Dr. Mohammad Naim shared with the audience was on Industry 4.0, Sustainable Development Goals (2015-2030), and the roles of TVET and Skills Development. According to him, currently there are many issues with TVET concerning the uncoordinated governance, lack of technology recognition, competency gap among instructors as well as the fragmented TVET delivery in terms of multiple providers, gap in programmes and lack of specialisation. The workforce breakdown shows that there are roughly 29% high skilled workers, 62% middle skilled workers and 10% low skilled workers, but do these number mean a productive or developed Malaysia? It would be more efficient if there is a coordinated TVET delivery among all the players. There is also a vocational and academic drift between the HE and TVET; STEMA jobs require TVET qualifications, but TVET jobs require STEMA knowledge and skills. So the curriculum design should be based on particular standards and must lead to employability skills and communication skills. There is a need for TVET provision to pay attention to sustainability, economic development and social development. Also as financing has become constrained, there has to be collaboration between industry and institutions.

On a similar note, Prof. Razali Hassan discussed the current TVET landscape and new demand on TVET graduates. He also talked about the need to have 1TVET a central body to govern all units/ organisations/institutions such like those which are already implemented in other ASEAN countries, this idea echoes what Dr. Naim said earlier regarding coordination between the parties involved. In reference to the PPP (Public Private Partnerships) collaboration in the TVET system, Prof. Razali stated that the current scenario is that most PPPS work in isolation, which does not help the situation. He contends that we need to look into integrated learning in order to improve the image and quality of TVET whilst strengthening its capability and capacity. He further recommends that there has to be commitment by the industry players which lead to a mutually beneficial implementation. Perhaps, certification led training programmes should now be put into play.

> " In light of the changing landscape in higher education ecosystem and the complexity of the future 21st century work attributes, there is a crucial demand for revisiting the current state of higher education to be relevant and competitive. The vision on the future of higher education calls for "redesigning" and this is the aspiration of the Honorary Minister of Higher Education,

Redesigning Higher Education for Relevance

Prof. Dr. Mohamad Kamal Hj. Harun FASc

Director of AKEPT

In light of the changing landscape in higher education ecosystem and the complexity of the future 21st century work attributes, there is a crucial demand for revisiting the current state of higher education to be relevant and competitive. The vision on the future of higher education calls for "redesigning" and this is the aspiration of the Honorary Minister of Higher Education, Dato' Seri Idris Jusoh. His narration of redesigning higher education was conveyed at his inaugural address 2017 held on 12 January 2017 at Putrajaya International Convention Centre (PICC). "Redesigning Higher Education" for relevance spells out the commitment of the Ministry to serve its stakeholders through a comprehensive social innovation agenda in ensuring a more holistic achievements and contributions are attained not just for students and community of academics but extended to the society as well as the nation at large. It is timely for higher education to bring this impact of transferring knowledge in order to uplift the society and thus lead to a more defined role of higher education institutions.

In line with the aspiration, universities must embark on democratising knowledge by allowing access to knowledge that is not central for students only, but society to be inclusive of the access. In realizing the aspiration, several critical initiatives were announced for the Ministry to embark on. The initiatives unravel the need for individuals to stay abreast with the changing competencies, work knowledge and skills at the workplace. With this spirit, Accredited Prior Experiential Learning (APEL) has been introduced to allow any individual who are currently working to utilise their work experience to make a comeback to the universities for re-tooling and re-skilling. This effort is supported by putting up Massive Open Online Courses (MOOC) coupled with Digital Innovation, which can certainly facilitate the learning process for any working adults. This approach is also a mean to have higher education more affordable for many to access. Another dynamic drive by the Ministry towards providing access to higher education is liberalising higher education through the establishment of private universities and branches of international universities. With the mushrooming of these higher learning institutions, this has markedly improved access to higher education in the country. Realizing that every private and public university is unique in strengths and potentials, the minister

encourages the spirit of Collegiality and Commonality among them so that through optimisation of resources available, we can realize the opportunities for much vigor Malaysian higher education system.

Translational Research Programme is another key area within this underlying principle of "redesigning higher education". This initiative focuses on translating research outputs to beneficial outcomes for government, industries and society. New knowledge obtained through research by the universities must be made available and should be directed towards solving the societal and industrial problems that could lead towards sustainable social innovation. While continuously acknowledging the effort of publishing research for international recognition, universities must realize the demand to raise the knowledge and capability levels of the society in deriving to a more economically competitive and socially sustainable nation.

Connecting all the earlier initiatives, the ultimate role is to provide an enriching learning experience for the students. Students must acquire the skills required for the future. Sense making, knowledge management, design mindset, social intelligence, novel and adaptive thinking, cross-cultural are among the identified skills needed for future jobs. They are the essential domains in achieving and sustaining excellence. Hence, universities have been prompted to incorporate experiential and action learning into the curriculum in which the opportunity to leverage learning through doing, exploring and practising. The strategy is to collaborate with the stakeholders within industries and/or society to have a part in constructing the student's learning process. On that note, the CEO Faculty, 2U2I, iCGPA along with Gap Year are initiatives to provide such avenue. Under the commitments and the guidance of the CEOs, universities may construct a learning curriculum that allows students to spend two years in the industry and two years in the university that shall not only improve students understanding of the world of works but also provide immense learning experience for them to relate theories to actual application. This can not only lead to increased opportunities for employability, but also more importantly, allow the students to learn how to contextualise theories to practices. It is this ability to contextualise that brings about innovation. The Gap Year Programme on the other hand is to allow students to take a year off from the study period for reflections and realizing their natural talents and potentials. This has been inspiring, as past experiences have proven that students who embarked on working with certain communities

in their gap year program for example, are urged to think and understand cultures and thinking of people outside their boundaries. The deep societal cultural understanding has urged the students to think beyond the borders of their classroom and examinations.

This urge has shown to shape their mindset into wanting to create a meaningful social change within the community. To further excite Gap Year, Juke Box programme will pave the way for students to endure their desires in opting for their learning mission. Students will have the privilege of choosing subjects that fit their interest and outcomes they desire for. The concept of Juke Box will certainly facilitate students to intensify and harness their talents.

As the 4th Industrial revolution wave marches forward, the call for advanced automation, robotic, smart and advanced manufacturing within technology driven by cyber physical system, the Internet of Things and cloud computing cannot be denied. Efficiency through smart manufacturing and advanced asset management is key for competitiveness. Therefore, a combination of vocational and thinking competencies are required to cope with the competitive edge. High-end TVET Education as the Premier Choice of Education is aimed at producing individuals who are competent with the doing skills as well as having the abilities to think, to vision and to conceptualise. This combination entails the strength of the workforce of tomorrow. The time is just right to now put TVET and university education at a similar standing and to allow a seamless connection between the two. This initiative will discard the perception of TVET as second-class education; in fact, it will be valued as another premier educational track that opens doors for working professionals to continuously equip themselves for the future work tasks.

The redesigning agenda is not left to just narrating the initiatives, however a key element has also been highlighted by the Minister in which optimisation of resources for sustainability is a concern. The Optimisation of Resources encompasses human resource, finance and expertise matters whereby these are contributing factors towards university excellence. Registrars as human resource managers and bursars as Chief Financial Officers are way forward for the universities in supporting the Income Generation initiative. Universities are now more autonomous to financially plan and spend – this can progressively reduce the dependency on government funds and venture into attracting fund such as waqaf and endowment, philanthropic

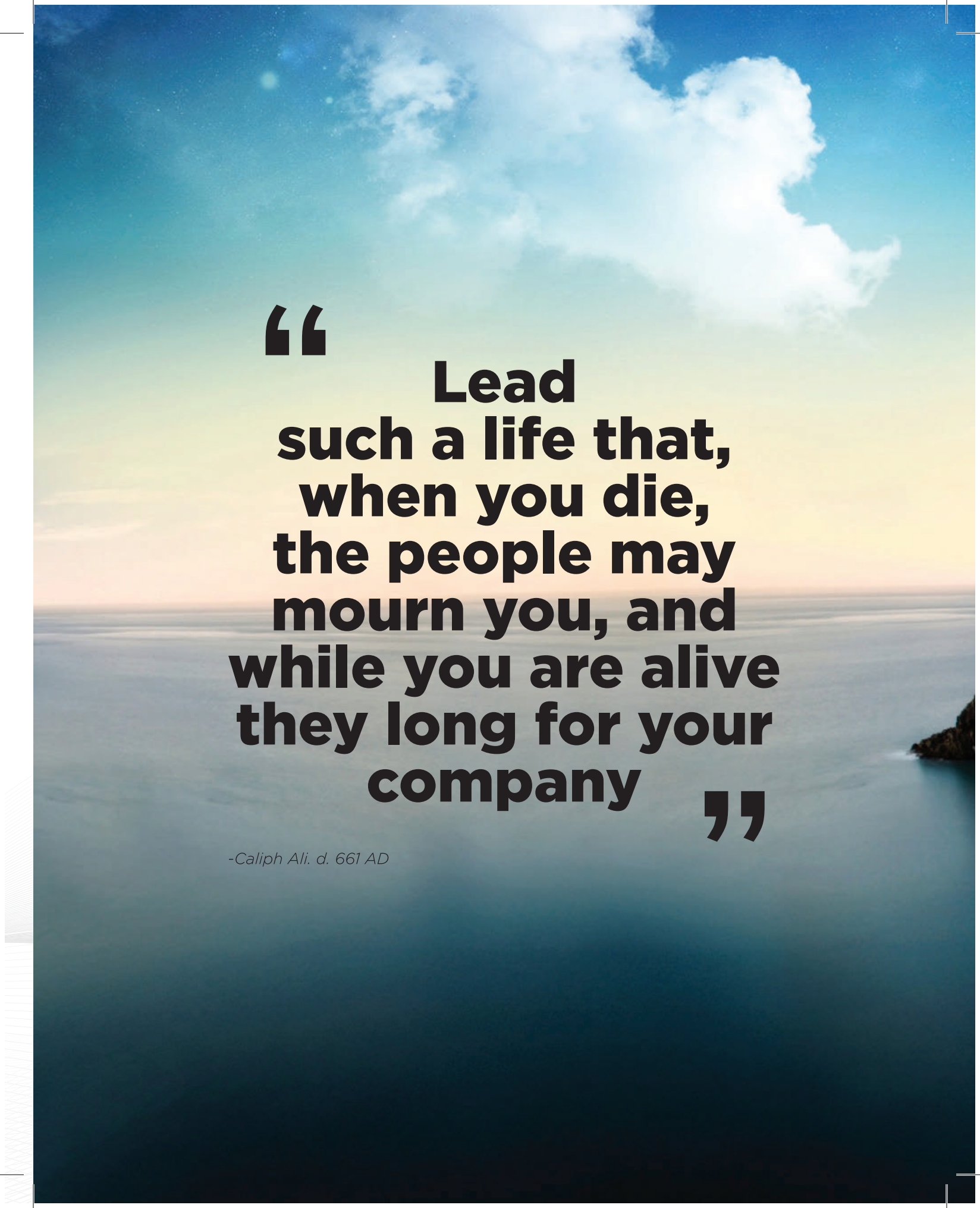Redesigning Higher Education for Relevance
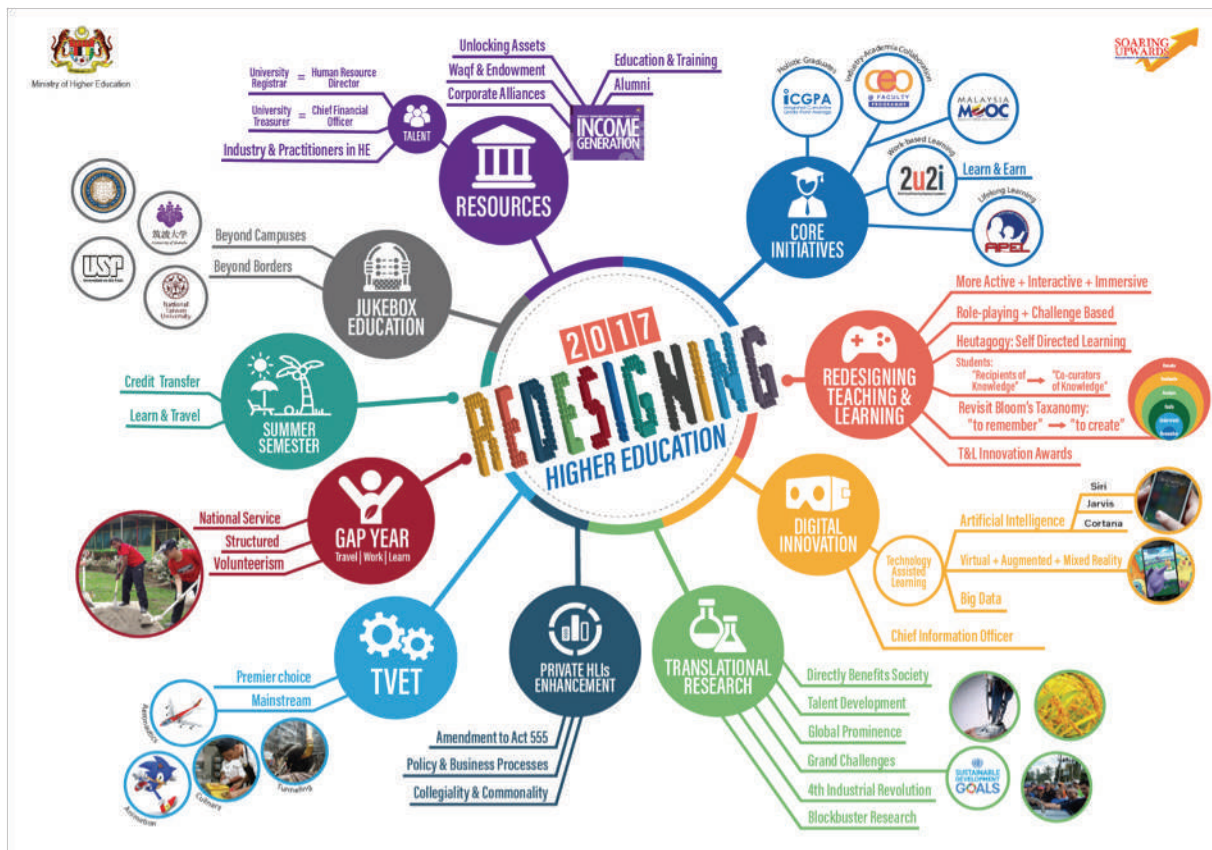
contribution, establishments of chairs from the society and corporate sectors. In addition to that they should also be able to measure how well can they contribute towards the growth of development such as commercialisation of novel ideas and findings, empowering community through social innovation as well as obtaining research funding from the communities, industries and corporate sectors for product development.

The way forward for higher education to remain relevant is not to rest on our laurels – as the Minister's aspiration in ensuring the role of higher education in leading Malaysia's future has comprehensively laid out initiatives to be executed by universities. Hence, Malaysian higher education leadership is about reconstructing the ecosystem, understanding the underlying philosophy and principles for every initiative and embedding creativity and innovation in the designing process to ensure every initiative is

achieved. No doubt, for all this to happen but there is a dire need for leaders to come to common terms that is not an option if Malaysia dreams to provide the best higher education for the country and the region – and DREAM, Malaysia SHOULD!

> " **Nothing has saddened me so much in life as the hardness of heart of educated people**
>
> *-Mahatma Gandhi , d.1948* "

" Lead
such a life that,
when you die,
the people may
mourn you, and
while you are alive
they long for your
company "

-Caliph Ali. d. 661 AD

The Nexus of Talent Management

Assoc. Prof. Dr. Ismie Roha Mohamed Jais
Deputy Director of AKEPT

Leadership and talent are buzzwords in the industry today as we strive in many perspectives to reach to an answer that is always uncertain. Defining them gives an even more complex dimension within the higher education sector. The interpretation of leadership and talent is diverse that it leads to the challenge of identifying the specific model that can match the expectations of the masses. Hence, it has become a journey that is eternal for many institutions be it in the industry or public sectors. The effort in search of talents for leadership positions needs to be intensified as to ensure continuity and sustainability of an institution.

We are facing an ageing workforce day by day and new generation of talents need to be groomed. Higher Education Institutions (HEIs) have to be ready with the pipeline of talents in order to avoid the critical stage of replacing key position leaders. The crucial need of HEIs is to establish the pragmatic approach to managing and developing talents for leadership positions. The question is how to kick-start this due to a unique ecosystem of higher education. One must understand the reality of higher education ecosystem in order to explore further in the leadership and talent quest that is never ending.

The question that we are faced with – "Is leadership and talent management at infancy stage for universities?". This takes us to dwell into several key issues that are linked to the ecosystem of HEIs. This is a global concern. Many universities either locally or abroad find it challenging when asked to identify their talents for key leadership positions.

Leading academics may just want to remain as researchers rather than assuming leadership roles, as the interest in being specialists of their discipline is the ultimate for many academics. Furthermore, the career tracks in HEIs allow all academics to make a choice and apparently, the leadership tract is one that may not entice many academics due to factors such as rewards and promotions. It is more promising of going up the career ladder as academics than leaders

The answer to the question is a solid yes as we now see the urgency of leadership and talent management needs, however a definite model to tie with the process is still ongoing. Nevertheless, much has been done by HEIs in this effort and these efforts are continuously improved and strengthened considering new demands and new set of skills

that are required for leaders to be versatile in this volatile, uncertain, complex and ambiguous (VUCA) environment. It can be well observed that the HEIs have changed significantly and are continuously in contact with its environment, adjusting and readjusting to meet the environmental constraints as well as to create opportunities. Thus, in surviving this challenge, leadership is key.

In realising the salient and critical need of building the leadership pipeline for HEIs, some factors come into play. It is important to note the challenges faced by Succession Planning or Talent Management Unit of universities. These challenges may spark direction for some but can remain unsolved for many should they be neglected in any way or another.

Firstly, positioning the structure of Succession Planning or Talent Management Unit has to be seriously grounded at HEIs. In acculturating a practice that is not a forte for universities, the support from top management is essential. The top management has to be involved with the unit to understand the holistic process of talent management. From the initial stage of identifying the right talents for the right position, putting them on an assessment centre mode, assigning them roles by mobilising them within the university to the end process that is interviewing the talents are critical for the top management of the universities to be involved. This is critical as to ensure decisions can be made rightfully at the time it is required.

"Be seen and be heard" by the management of HEIs is another vital point. The intensity of work processes need to be endorsed and acknowledged consistently in making sure the stability of processes occur and not disrupted by changing processes that can damage the trust and faith towards the unit. This is the key role of the Succession Planning or Talent Management Unit as to ensure the top management is able to understand the flow and provide support wherever necessary. To have this effective, the personnel identified for the unit has to have a strong understanding of the vision and mission of the university in order to put the right fit for the talent pool of the respective university. In addition, the personnel has to also be a balanced individual who would not have vested interest in all selection made. It is crucial that the personnel put the university first before self. This way, "be seen and be heard" becomes more valid and reliable as identifying talent can be a tricky process if not done accordingly.

Above all, creating value for the universities should be the fundamental. Each university is unique and holds

to its vision and mission. This has to be recognised by the Succession Planning or Talent Management Unit for the personnel to design a feasible leadership framework that captures the essence of the university. For instance, putting up a corporate leadership model may not be the best solution because the battlefield is different. In realising this, processes of talent management must be able to give value to the universities. There is a dire need to reengineer the processes of talent management to best suit the university's ecosystem. It is hoped that this agenda is given priority as institutional leadership positions are temporary, therefore the talent pool has to be ready at all times in ensuring universities can continue to function smoothly and not compromising quality at all levels and dimensions.

The way forward to leadership and talent management for HEIs, AKEPT is committed in synergising its roles with universities to manifest the initiatives in moving the agenda significantly towards a more effective and successful crafting of talents for key leadership positions. Engagement sessions with Succession Planning and Talent Management Unit of HEIs will be intensified and consistently checked at this initial stage. In fact, handholding approach is being carried out from time to time to keep the momentum high for AKEPT as well as universities.

"Together we can do more" is the spirit that binds AKEPT and universities. The enormous task lies ahead - leadership and talent management cannot be compromised as it denotes the sustainability of an institute or organisation. Therefore, the roles of the respective units have to be dynamic and moving in order to create value for the universities. Leadership is key in any institute or organisation for it is a leader that will drive the vision and mission of the universities along with solid planning of the people with diverse talents.

> **Wisdom, Compassion and Courage are the three universally recognised moral qualities of men**
>
> *-Confucius*

Strategic Industry Linkages in the Fourth Industrial Revolution

Prof. Dato' Dr. Nor Aieni Mokhtar

Vice Chancellor of Universiti Malaysia Terengganu

Introduction

The Fourth Industrial Revolution demands us to think creatively about the manufacturing process, value chain, distribution and customer service processes. At the same time, the future of education emphasises the need to look beyond these areas and strategically utilize the "Internet of Things" to prepare the coming workforce for the challenges ahead.

Universities emphasize their role in shaping future technology by being the testbeds for innovation and educating future generations. Traditional education has contributed greatly to the current levels of industrial evolution and technological advancement. However, in order for higher education to deliver future generations with the right set of skills and knowledge; an imperative question has to be asked regarding how higher education institutes would be affected by the Fourth Industrial Revolution and how the delivery of education will be transformed. In Malaysia, the universities are moving in the right direction to meet the challenges of the Fourth Industrial Revolution.

The Fourth Industrial Revolution and Higher Education

The industrial revolution is a concept and a development that has fundamentally changed our society and economy. The First Industrial Revolution used water and steam power to mechanize production. The Second Industrial Revolution used electric power to create mass production. The Third Industrial Revolution used electronics and information technology to automate production.

Now, the Fourth Industrial Revolution is a new era that builds on the Third Industrial Revolution, the digital revolution that has been occurring since the middle of the last century. In this Fourth Industrial Revolution known as cyber-physical systems are a consequence of integration of production, sustainability, and customer satisfaction based on intelligent network systems. Nowadays, we are facing and using a range of new technologies that combine the physical, digital, and biological world. These technologies will impact all disciplines, economics and industries and would greatly challenge our minds.

The Fourth Industrial Revolution drives us to think wisely and creatively. Meanwhile, the future of education emphasizes the need to look beyond these areas. Higher education needs to strategically utilize the Internet of Things (IoT) or Internet of Everything (IoE) and prepare the coming workforce for the challenges ahead. Challenges such as risk, privacy and security in adapting IoT/IoE in higher education should be taken into consideration. Collaboration, integration, accreditation and aligning curriculum in digital education are the features for scaling up higher education efforts and bringing sustainability for the long run.

Universities reinforce their role in shaping future technologies by being the incubator for innovation and educating future generations. Traditional education has contributed greatly to the current levels of industrial evolution and technological advancement. There are many different opportunities available that will shape the role of higher education

in the Fourth Industrial Revolution for example the concept of digital education. Combining the strength of the traditional higher education with the increasing trend and popularity of Massive Open Online Courses (MOOCs), the delivery of higher education will be transformed through the new and innovative modes of education. The number of learners using MOOCs is increasing exponentially across the world, making learning more accessible. A virtual classroom can be applied for collaborative learning and educators facilitate, while learners actively engage with the material and interact with one another- with the added convenience and cost savings that a digital environment has to offer.

However, the importance of face-to-face interaction between the learners and educators remains an influential part of a quality education. Actually, the integration of MOOCs and the traditional ways of delivering education are crucial to increase the effectiveness and to make the education environment more fun and flexible. These new technologies and approaches to education that is synonymous with Industrial Revolution 4.0 are already having a clear and positive impact on higher education.

The Fourth Industrial Revolution and Strategic Industry Linkages

In becoming a developed country, innovation becomes an important key for economic growth. Economic growth of a nation depends on many factors but one aspect of growth that has not been fully exploited is the strategic collaboration between universities and industry players. Research and innovation funded by the related industry may be more effective in terms of addressing the real issue faced by an industry. In addition, human capital development will also be more successful as industries are involved in providing inputs in devising academic programmes of universities. Therefore, it is crucial that universities and industries work together especially in meeting the agenda of Malaysian economic transformation programme.

The Malaysian Education Blueprint (Higher Education) 2015-2025 stresses the importance of industrial linkages of the university. This strategy falls under the 7th Shift (Innovation Ecosystem) of the blueprint. As outlined in the Malaysian Education Blueprint 2015-2025 (Higher Education), universities need to move from academia operating in isolation to the quadruple helix of academia, industry, government, and local communities. The coming together in partnership is in the form of incubation, development, and commercialisation of ideas. When

all parts of the puzzle work together, the outcome is positive – Malaysia will have the best-skilled talent in the best jobs.

As a growing higher education institution, Universiti Malaysia Terengganu (UMT) has an effective and enhanced collaboration with the related industries. The industry partners have been carefully identified based on the niche areas and strength of UMT. Knowledge and technology transfer take place via Knowledge Transfer Programme (KTP) fund, University Community Transformation Centre (UCTC), National Blue Ocean Strategy (NBOS), Community Innovation Fund (CIF), Public-Private Research Networks (PPRN), MTDC-Symbiosis and other funds from government agencies or private companies. The process of knowledge transfer involves problem solving approach to the stakeholders, with the ultimate objective of enhancing productivity and income.

There are several strategies to strengthen the industrial linkages of universities with the advent of the Fourth Industrial Revolution:

i) Matching of Academic Degree Programmes with the Information and Communications Technology (ICT) Cluster of the Industry Centre of Excellence (ICoE)

The Malaysian Education Blueprint (Higher Education) 2015-2025 in its first shift emphasizes developing holistic, entrepreneurial and balanced graduates. The main purpose of this agenda is to ensure that university and college graduates are employable particularly in the area of their discipline. One of the significant initiatives in this shift is the establishment of the Industry Centre of Excellence (ICoE).

The purpose of ICoE is to enhance training in specific areas jointly conducted by a university and an anchor firm. Through joint funding by the Ministry of Higher Education Malaysia (MoHE) and the anchor company, three activities are carried out at a particular ICoE - human capital development, research and development as well as capacity building. ICoEs are thus seen to encourage more productive collaborations in the form of strategic and long-term ventures.

With regards to the Fourth Industrial Revolution, the ICoE within the ICT cluster will play an important in the IoT/IoE, both for the academic programmes within this area and also for almost all programmes
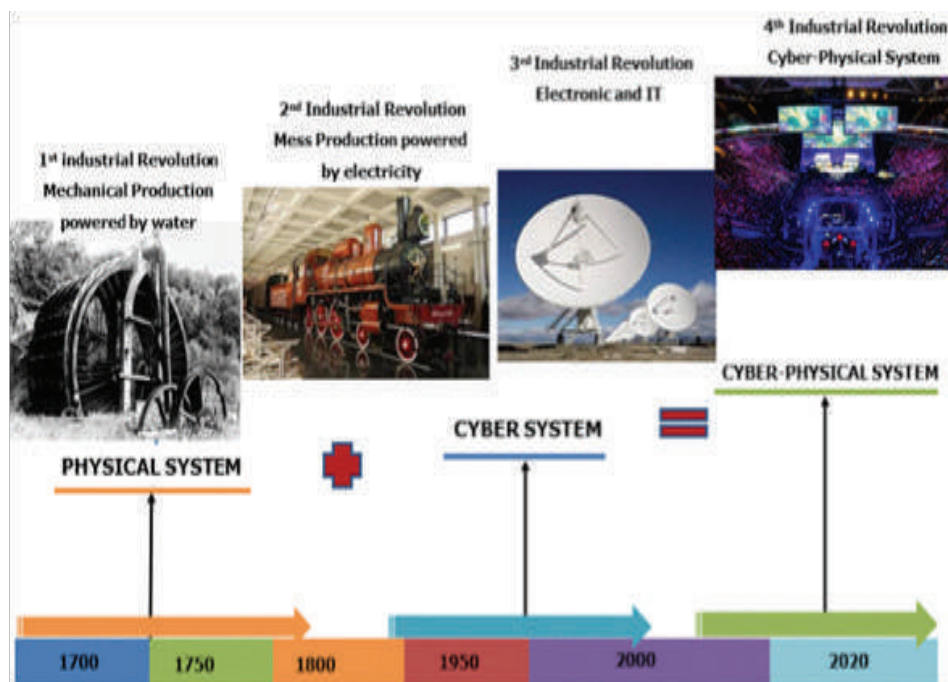
offered by the universities. Universities are also expected to play bigger roles in linking the quadruple helix of university-industry-government-community by supporting, advising, collaborating and leading the various stakeholders through the constructive disruption of this wave of revolution.

ii) Programmes with Industry Scholars

Within the industry-academia partnership, industry inputs to the universities about harnessing and using the most current technologies will provide valuable first-hand information about the workings and impact of the Fourth Industrial Revolution. The future of technologies under this latest revolution will alter how businesses are conducted and industry scholars will play a significant role in bringing these issues to the forefront. Industry discussions and collaborations with universities will allow meaningful and relevant research to be conducted, to minimise the disruption and maximise the benefits of the systems and technologies involved.

iii) Empowering the Small & Medium Enterprises

The impact of the changes that occur with the breakthroughs of technologies in the Fourth Industrial Revolution differs according to the segments of the society. The new technologies are expected to benefit the bigger firms while small and medium companies (SMEs) are seen to be more susceptible to the revolution. This uneven distribution of outcomes can be lessened and cushioned by universities through advising and consulting the SMEs about the workings of the Fourth Industrial Revolution and providing them not only the understanding but solutions about adopting and employing those technologies.

The Challenges Ahead

As with the first three industrial revolutions, new technologies will be less available and accessible to the communities at the margins. Not everyone will be able to access and afford the new products that come with the revolution. This was shown to be the case with the Digital Divide that occurred during the Third Industrial Revolution. The rise in inequality and maybe greater unemployment for these marginalised communities will cause dissatisfaction amongst them. Universities and industries must collectively embark on finding solutions so that the new innovative systems and technologies will provide opportunities and are beneficial to the society as a whole.

الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يونيۏرسيتي إسلام انتاراڠسا ملاسيا

Internationalisation of Higher Education and its Impact on National Agenda

Prof. Dato' Sri Dr. Zaleha Kamarudin

Rector of the International Islamic University Malaysia

The new millennium, characterised by the interdependence of various cultures, requires higher education policies to become increasingly internationalised. The National Transformation 2050 (NT50), a futuristic roadmap for Malaysia mooted by Prime Minister Najib Tun Razak, likewise, necessitates internationalisation as a principal goal for higher education. Consequently, policy-makers and educators stress internationalisation as a principal goal for higher education. In this context, internationalisation refers to the process of bringing an international dimension into the teaching, research, and service functions of a higher educational institution. The subject has rightly assumed prominence in the country and needs to be extensively researched and deliberated.

The focus on internationalisation of higher education is understandable. Internationalisation of higher education has positive impact on skills development, productivity and maximisation of the potential for human resource development. Students exposed to international education would have wider intellectual horizons and a greater ability to appreciate other's perspectives. They would possess more refined decision-making and problem-solving skills sorely needed in all industries. Global graduates would have better career prospects and success in professional lives. In addition to students, educational institutions derive benefit through cross-fertilisation of academic and research intellectual knowledge.

The development of the society is not based solely on economic development. A country is defined not simply on economic figures but also on the aspect of artistry, civilisation, heritage and culture. Noticeably, NT50 touches not merely on work and wealth but also the values which govern the society, economy and polity. The emphasis is not simply on doing but doing what is right and avoiding what is wrong. Internationalisation must produce better quality intellectuals, professionals, and scholars by integrating the qualities of faith, knowledge, and good character. The graduates of such an institution must serve as the agents of comprehensive and balanced progress as well as sustainable development in Malaysia and the world at large. The graduates need to be active in carrying out economic activities. They must equally display the moral and spiritual qualities. Students must possess those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities.

Internationalisation of higher education would require existing institution to bring about changes in the research agenda, alter the curricula, establish linkages with other centres of learning, and ensure that the composition of staff and student bodies is more pluralistic. The success of internationalisation depends first and foremost upon the highest levels of university leadership. Those in charge of academic programmes, curricula, and initiatives should look for solutions to the challenges of globalisation. They should prepare students to face the challenges of the twenty-first century. The emphasis should be to develop the university from all possible angles to achieve an enhanced international presence.
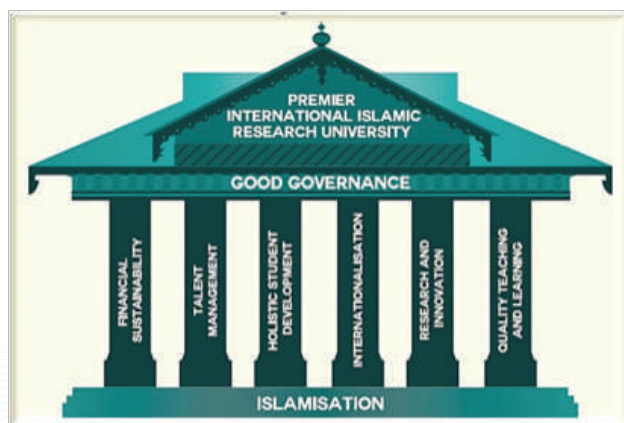
Drawing upon my experience as a Rector of the International Islamic University Malaysia (IIUM) which as the name implies is an international university, I can identify several stances to promote and implement programmes aimed at internationalisation. These include: the curriculum, student/faculty exchange, technical assistance, and international students. The IIUM emphasises the development of skills, knowledge, attitudes, and values in students, faculty and staff. The emphasis is also upon the integration or infusion of the international/intercultural dimension into teaching, research, and service through a wide range of activities, policies, and procedures.

The University from the beginning aimed for internationalisation. Article 4 of the Constitution of the IIUM reads: "... the University aims at becoming a leading international centre of educational excellence which seeks to restore the dynamic and progressive role of the Muslim ummah in all branches of knowledge". The mission of the University is stated, among others, "to exemplify an international community of dedicated intellectuals, scholars, professionals, officers and workers who are motivated by the Islamic world-view and code of ethics as an integral part of their work culture" ... and "to enhance intercultural understanding and foster civilisation dialogues in Malaysia as well as across communities and nations."

IIUM's strategic plan of internationalisation has developed a feasible and measurable set of target statements to guide our activities and processes. These objectives are in turn divided into more concrete goals. Thus, by the Year 2020, the university is to:

1. Rise to the top 100 most highly regarded universities in the OIC region (International visibility and impact);
2. Lead as an innovative, intellectual leader of international Islamic standing in research niche areas (International research portfolio);
3. Celebrate the added value of diversity of its students and staff;
4. Engage IIUM community in impactful community service (Budi programmes) and Ummatic transformation;
5. Nurture its quality wholesome graduates, career path and become the University of choice worldwide (International recruitment of quality student and staff);
6. Invest in strategic relations and partnerships with international leading educational and research institutions, government agencies, and industry players within the OIC and international community (International relations and partnership);
7. Involve the IIUM Alumni in a bid to valorise their potential and contribution to the university, their nations and the Islamic world (valorising alumni);
8. Create value within the world of business through international promotion of intellectual assets, research products, commercialisation and consultancy (Bridging academia and industry);
9. Thrive as an international Islamic centre of excellence for the benefit of the OIC communities and extend beyond them to the wider world;
10. Strengthen Muslim unity and support the path of Wasatiyyah among OIC member communities (Muslim unity and moderation).

Comprehensive Strategic Plan of IIUM

One should always keep in mind that Internationalisation requires universities to develop a policy or strategic plan for internationalisation and to establish an institutional mechanism to implement those policies. There is a need to recognise the significance of strategic planning which would provide a framework for the future direction and development of the university in realizing its mission of internationalisation. The plan should identify a set of measurable targets which should include, inter alia, per cent of international student population and the per cent of international academic staff. One of the objectives of having international staff and students on campus is to expose our local students and staff to other cultures of the world and vice versa. The number of international students at IIUM has increased steadily from a few students in 1983 to more than 6,000 students in 2016 and 7,000 students in 2017, hailing from more than 115 countries. The percentage of international students at IIUM is

targeted to reach 30% by 2020 and 50% by 2025. Similarly, the number of international academic staff exceeds 300 from more than 40 countries. Similarly, since 2007 the number of international students in Malaysia has increased from 45,000 to 150,000 in 2016 and it will reach 200,000 by 2020.

The University achieved this by establishing several institutions to ensure proper implementation of its strategic plan. For any university to succeed in its internationalisation efforts, there should be a unit to ensure that all academic degrees and academic staff at the level of teaching, research, consultancy and publication are of international standard. The academics should be motivated through sabbaticals, mobility programmes, conference participation, and conference organisations. They should be active on the international front exchanging students and faculty, and carrying out international projects and joint research as well as delivery programmes overseas. To ensure this, for instance, the IIUM has signed 150 MoUs/MoAs with international partners across the five continents.

Likewise there should be a one-stop centre to cater for the needs of the international student community. This unit's function would be to help students in immigration matters, accommodation, finance, as well as academic and personal problems. Counselling and guidance to students in their extra-curricular and co-curricular activities, and informal training programmes to cultivate leadership qualities, Islamic personality, and intercultural understanding and friendship need to be stressed.

Effective delivery of internationally oriented programmes depends on faculty members and non-academic staff in terms of attitudes, skills, and knowledge. I have observed that research in the university often is international in nature, teaching and administration have sometimes been internally and domestically oriented. Given the competitive and multi-variant nature of the new international environment in which the university must operate, there is a need to train and utilise the rich pool of human resources so that they can successfully grapple with the forces of internationalisation and globalisation. Our success in this regard is evidenced by the renown of our international alumni on the global arena (more than 11,000 international students from 130 countries have graduated from IIUM) in all fields of professional life.

The internationalisation of IIUM has added value not only to the Malaysian society and the ummah but also to the international community at large. The advancement of an Islamic integrated model of education and spearheading the approach of wasatiyyah and moderation has made IIUM one of the main global players in providing modern Islamic education. The university has made tremendous efforts in the internationalisation of its brand and model of education. Her services to the ummah are recognised not only by Islamic organisations such as OIC, ISESCO, FUIW but also by world bodies such as the UN, UNESCO, and World Bank.

Internationalisation requires the institutions to nurture its reputation for excellence, in part, by welcoming international students and supporting them in the pursuit of their scholarly and professional objectives. It is essential that barriers to participation be removed and that a proactive stance is adopted to increase the participation rate of international students and staff. Any significant decline in international student admissions, coupled with a decline in available financial support for outstanding overseas students could have a negative impact on the aspirations to truly internationalise higher education. Some universities in the West have developed data collection procedures for recognising and tracking international visiting researchers and postdoctoral fellows. These scholars represent a significant potential benefit to the university and to Malaysia because they can facilitate scholarly cooperation and faculty and student exchanges. To attract top quality academics to come to Malaysian universities, the government must assist in offering an attractive remuneration and benefit package.

> " Wherever you go, go with all your heart "
>
> - Confucius

Responding to the
Challenges of Leadership

Prof. Dato' Dr. Zul Azhar Zahid Jamal

Vice Chancellor of Universiti Malaysia Perlis

Leadership as a scholarly body of knowledge has been looked into since the early 20th century. The literature shows that there are more than a dozen different types of leadership - from autocratic to democratic, to strategic, transformational, transactional, facilitative, and laissez-faire, to name a few. Scholars have looked into the behavioural aspects of effective (as well as ineffective) leaders, and have gauged how they evolve over time, alongside a myriad of proposed theories and hypotheses.

While the boundary between these blur at some point or another, what is obvious is that different conditions and circumstances call for different leadership styles and roles. For example, when there is no organisational vision in place and members of staff are at a loss as to which direction to follow, the autocratic leader comes in handy. In a time when it is obvious that members of staff lack any decent sense of bonding and belonging to the organisation, the leader should be an affiliative one. A workplace that has a high degree of non-compliance needs a coercive leader, while a potentially talented group of workers will do good to be under the guardianship of a coaching and democratic person-in-charge.

A university essentially comprises a complete little community, and hence requires its own leadership entity. Given the current higher education situation of today, the university's leadership circle must take into account the aspirations of the nation (as trickled down through the Ministry of Higher Education), blend them with local-centric issues and challenges, and respond accordingly.

The Minister's keynote address delivered in January 2017 and the Higher Education Blueprint 2015-2025 (PPPM (PT)) enumerate a number of issues that must be at the top of the thinking list of all Malaysian university leaders. While the Blueprint captures the vital ingredients needed to propel the quality and acceptability of higher education in the global arena, the Minister's speech highlights some new areas to explore. This shows the fast-paced developments that have taken place during the short interval between the release of the Blueprint and the time of the keynote address.

It is in essence a representation of the speed of expansion in the higher education scenario of Malaysia. It is also what every Malaysian university leader must expect and embrace.

As a member of the MTUN foursome (MTUN's four member-universities are UniMAP, UTHM, UMP, and UTeM), the challenges UniMAP faces are not much different from the rest of the pack. MTUN member-universities are founded to be the backbone in the creation of engineers who are not only well-versed in engineering concepts and theories, but are also highly skilled in technological practices and systems. In both the Blueprint and the Minister's keynote speech, TVET (technical and vocational education & training) is highlighted. TVET constitutes a category

of its own in the famous ten Shifts of PPPM (PT), and is underscored as an area of high importance by the Minister. Indeed, Malaysia needs about 1.3 million TVET-trained workforce by 2020. If we do not take this seriously, the country may have up to 350,000 unfilled TVET posts in a few years' time.

Hence, the challenge of the MTUN member-university leaders, first and foremost, is to find the most effective way to respond to the country's TVET quest. There are no shortages of related issues here – from the formulation of suitable curriculum, to the development of the appropriate teaching staff, to the building up of fitting infrastructure, to the transformation of the public's mindset regarding TVET, and a whole lot more.

Even though TVET occupies a big portion of the leader's portfolio, it does not mean that it is the only agenda to address. As the case is with other universities, at least a dozen more concerns must be taken care of simultaneously. Universities are not only expected to churn up the desired human capital needed by the nation and the world, they must also live up to the expectations of the local community they belong to. In the advent of the increasing importance of having 'anchor institutions' nowadays, UniMAP's role in Perlis becomes more exigent. The leadership of both UniMAP and Perlis must find a way to bring together the goals and aspirations of both entities, taking into account the diverse affairs and challenges that host the landscape.

> " If the eye
> of the heart
> is open, in
> each atom
> there will be
> one hundred
> secrets "
>
> *-Farid al-Din Attar, d.1220*

Innovation in Education: MMU's Experience

Prof. Datuk Dr. Ahmad Rafi Mohamed Eshaq

President - CEO of Multimedia University

Change is without doubt, the one thing that must be done in the higher education sector.

As the first private university in Malaysia, Multimedia University (MMU) has had a unique ring-side view of not only the tertiary education, but the industrial sectors as well, for over twenty years. Throughout this period, we have witnessed the flux of technology advancement and the resulting impacts on society, industries, and economies.

Based on our own educated forecasts and outcomes obtained over the period, MMU is confident that the key to future success for universities, both private and public, is innovation. We hope that by sharing our experience with other institutions of higher learning, we can move forward together, stronger and able to handle whatever uncertainties might come our way. Although the actual process is rather complicated, the actual approach could be summarized as one that is three-pronged, involving the learning experience, industrial integration, and an entrepreneurship ecosystem.

Learning experience – Traditionally, higher learning institutions held the key to knowledge access via resource centres, faculty domains, research labs and centres of excellence. However, with the advent of information and communication technology (ICT), the access of information is even phenomenal – has turned students, individual and new players into wealth creation. Digital technologies and innovation have disrupted many established industries and turned new players to dominate the market particularly technology, media, entertainment, and telecommunication. Following this trend, the pace for education via online mode or massive open online courses (MOOCs) has accelerated to offer to wider audience alternative platforms of getting knowledge. This also has resulted new demands and approaches in teaching and learning to be richer in terms of content, the way that subject is taught, and the ability to stimulate 'active' learning. The spaces require new arrangement that associate blended learning (i.e. e-learning and face-to-face, and other collaborative learning) as a combination of real and virtual spaces. With digital innovation constantly evolving, MMU teaching approaches are continuously updated through Multimedia Learning System (MMLS) as the platform predominantly contributes to the learning experience. Academic staff have begun to fully utilise technology to deliver the lessons, by combining classroom instructions with interactive media that promotes interactive learning, and today it is also considered to be the new required skillset. Selected spaces have been identified and established to adapt the student-centred approaches facilitated by the latest technology, named as Intelligent Learning Labs (i-Labs) – Innov8 Lab, SiRi Learning Lab, SMART Lab and e-Moot Court.

Innov8 Lab is one of the intelligent labs in MMU that provides great experience for students to fully utilise the technology that promotes interactive and collaborative learning.

MMU constantly maximizes its synergies with the industry, from a small-scale company with big business potentials to large enterprises, even top industrialists are happy to exchange innovations with MMU.

Industry integration – it is an important initiative for universities to build significantly deeper relationships with industry players to diversify teaching and learning programmes, research creations, and to reinforce the role of universities to drive innovations and growth. In the context of MMU, recognition by the organisation is in fact fundamental to this change. All academicians are pushed to spend and work with the industries as part of the up-skilling and re-skilling efforts in updating their knowledge. Industry experts with long experiences are offered as specialists or professionals to share their practices in the real world. Industry players are continuously being offered to contribute in a university environment to share the best practices (including real issues) with staff and students through 'block teaching', adjunct appointments, real projects and endowment. Facing this dynamic industry landscape, it is high time for institutions of higher learning to relook on their current business model, how the future model might

be, and how best to integrate industry and academia as basis of creating graduates for the 21st Century. In this competitive world, one could also argue whether innovation needs to be original. Venturi, a famous architect once described that it is better to be good than to be original. Similarly, Idei – a former CEO of Sony Corporation pointed out that all innovators should be motivated to function as an ace pitcher with every product. Seymour, one of the world's leading product designers, considers good design as a result of the unexpectedly relevant solution not wackiness parading as originality.

A very good example of how MMU tightly integrates related industries with its teaching and learning process comes from our Faculty of Cinematic Arts, which is located in Iskandar Puteri, Johor. The Bachelor of Cinematic Arts (Honours) programme delivered highly fits with industry needs very well for three reasons, with the first being that it was jointly developed with the University of Southern California's School of Cinematic Arts, which is located right next to Hollywood and has produced numerous Hollywood power players including George Lucas. Secondly, the campus is fully outfitted with state-of-the-art cinematic production equipment at the disposal of the students. The third factor is that the MMU Johor Campus is located very close to the Pinewood Iskandar Malaysia Studios, which is part of the renowned Pinewood Studios Group, and our students are presented with the opportunity to practise their craft for real. All these factors come together and make our cinematic graduates among the best in the country and the region have ever seen.

Entrepreneurship ecosystem – the university curriculum is incorporated with a definitive difference – i.e. strong industry collaboration and entrepreneurship content primarily to prepare graduates from being job seekers to becoming job creators. Students are given generous opportunities to enhance their soft skills which give MMU graduates extra dimensions to make them valuable and appealing when they graduate – which has marked employability rate at more than 90% upon 6 months of graduation. The fundamental approach of the university is delivering towards the core values by imposing entrepreneurial mindset across all spectrums in the institution. The university's environment is conducive in supporting enterprise and entrepreneurship with key enablers. Various trainings are organised with industry experts and smart partnerships to train students, Alumni and staff, preparing them with the right mindset prior to innovation. Clear policy is outlined to govern enterprise and entrepreneurship within the university. As part of

Innovation in Education: MMU's Experience

> " **If your actions inspire others to dream more, learn more and become more, you are a leader** "
>
> *– John Quincy Adams, d.1848*

MMU's Hub for Innovation Ventures (HiVE) project, a co-working space – the INNOLab is established that houses Entrepreneurship Development Centre (EDC), pitching centre, hot desks and meeting points for the 'dream teams' to work on innovation ventures. A few models of start-up schemes are also initiated. MMU Alumni who are already changing the industry landscape and are leading the industry, is one of the primary drivers to contribute to the ecosystem of entrepreneurship initiatives and launched as the Founders Club. Engagements are made with community partners such as Malaysian Global Innovation and Creative Centre (MaGIC), Malaysian Digital Economy Corporation (MDeC), Content Malaysia Pitching Centre (CMPC) and to name a few.

The three initiatives highlighted have given encouraging results of MMU's approach to make more innovations in the education service. More plans are already in the pipeline to push MMU further up and ultimately to be inducted into the top 100 University in Asia with a strong and niche brand of ICT. Smart technology and multimedia tools as being the common denominator to integrate multi-disciplines and to accelerate innovation in education will be increasingly critical for university in the 21st Century to survive with a more competitive advantage. Our remarkable alumni who we call "Permata Dunia" (Gems of the World) spread out in local and international arena are the new faces of success, from a university where achievement is determined not by where one comes from, but where one's talents and commitment learn and grow.

HiVE is the new lease of industry-academia collaborative learning hub that centralises more research, innovation and entrepreneurship activities to be worked up within MMU.

"

The single biggest way to impact an organization is to focus on leadership development. There is almost no limit to the potential of an organization that recruits good people, raises them up as leaders and continually develops them.

"

— John C Maxwell

Academic Leadership

Academic Leadership

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Academic leadership is a ubiquitous term much bandied about in the discourse associated with higher education leadership and management. It is also a very nebulous concept and consequently subject to a multiplicity of interpretations. So, what is academic leadership and how might this term be better understood in the modern university? Generally, there have been two conceptions of academic leadership in the higher education literature. The first or traditional conception of academic leadership focuses on the roles and responsibilities of senior academic leaders with formal managerial roles as, inter alia, heads of department, deans and vice-chancellors or presidents. These are academics who manage the institutions. These managerial or institutional leadership positions reflect organisational hierarchy and are therefore appointments made from above, usually by the board of directors or minister and even by the Vice Chancellor. This aspect of leadership is vested in the position, and as such, involves a person being 'in' authority or 'with' power. The person is said to be in authority by virtue of holding an office or position within an institutional structure (Sharma 2010; Harman 2002). In reality, it is not the particular person so much as the office or position which is invested with authority.

The second or more contemporary conception of academic leadership refers to leading professors, those whose scholarly or intellectual contribution to academia has been influential in their specific fields and/or on other academics or researchers, affording them the status of what Churchman and King (2009) call 'gold-class academics' and 'characters to be emulated'. According to this new conception, leadership in higher education does not only refer to elected and appointed academic administrators, i.e. deans, directors, Deputy Vice Chancellors (DVCs), and Vice Chancellors (VCs), but also the critically expert work performed by academics who are leaders in their respective fields and whose work contributes to the discipline and society (Evans 2015; Evans et al. 2013; McFarleane 2012; Yeilder & Codling 2004). A leader, in other words, can be anyone, regardless of formal position, who serves as an effective social change agent or public intellectual. In this sense, every young academic is a potential leader. Ideally, those who are academic leaders should be considered for the posts of managerial or institutional leadership.

Academic leaders, in turn are often those who have gained the most status, credibility and visibility through their scholarship, be it teaching or research. Thus, academic leadership is not provided by people in formal managerial roles. Instead, it is largely considered as arising from engagement with influential colleagues within one's own academic discipline, especially those who play a pivotal role in one's transition and acculturation into academic life. In other words, academic leadership could be considered to be bestowed from below, and therefore vested in a person because of his/her expertise and knowledge. As such, this person is 'an

authority'. The person is said to be an authority by virtue of the (supposed) extensiveness or intimacy of his/her knowledge with respect to some particular field of inquiry or subject-matter, relative to a given group or community. Thus, a professorial role in a university embodies academic leadership. Individual professors may be regarded as leaders only when they are seen to fight for a common cause, offer inspiration, and represent exemplary intellectual and professional standards. Central to most current studies of leadership in higher education is the concept of academic credibility, professionalism and integrity. While these clearly have some link to the capability of the 'leader', it is perhaps most significant in terms of how people respond to them; academics are more willing to believe and trust someone who has a demonstrated academic track record, professionalism and integrity and hence, may be more likely to 'follow' them. As such, we see that in the last few years, the term 'academic leadership'

has lodged itself very firmly in the higher education lexicon. Today, it would be almost impossible to find a job advertisement and accompanying job description and personal specifications for a professorship or managerial leadership in a university that do not explicitly emphasize the need for the appointee to practise academic leadership.

The latest notion of academic leadership is something special as it is about creating intellectuals who will be the foundation for the 'knowledge-society'. It denotes a shift in the academic leadership paradigm in creating and innovating specialised skills and knowledge required in abundance by the global society. Indeed, there is clearly value in considering the nature of informal and emergent leadership in, of and between academic communities, and the role of academic leadership in the acculturation and development of aspiring academics.

Table 1 Characteristics of academic and managerial leadership in universities
(Norzaini Azman & Ibrahim Komoo 2012: 28)

Academic Leadership	Managerial Leadership
An authority based on: 1. Discipline knowledge 2. Experience (research or teaching) 3. Peer and professional recognition 4. Expertise in teaching, research 5. Team acceptance/influence	**An authority based on:** 1. Position in hierarchy 2. Managerial job responsibilities (e.g. financial resources, human resource management) 3. Control (budgets, resources) 4. Delegated authority 5. Power
Leadership Context:	**Leadership Context:**
1. Collegial 2. Bestowed by peers 3. Leadership is vested in the person because of his/her perceived expertise and academic characteristics 4. Permanent, sustained by ongoing credibility	5. Corporate 6. Appointed from authority 7. Leadership is vested in the position and the person may not have the expertise and capabilities to exercise academic leadership 8. Temporary, i.e. rotational

Academic Leadership

Despite the growth of interest in academic leadership in higher education and the varying differences between management and leadership, much of what is published on 'academic leadership' in Malaysia is actually about the leadership of academic institutions rather than the leadership of academics. Academic management tends to have an institutional focus and is used to frame academic tasks and processes in order to achieve pre-determined outcomes (a utilitarian orientation), while academic leadership is conceived more broadly and is most significant in terms of its impact upon academic values and identities (a normative orientation). In general, we now see a shift in focus from management as dealing with administration and decisions, structures and processes, to leadership where dealing with people and academic matters are more important, notably coaching and mentoring young academics, giving feedback, and building teams. Table 1 above summarises the defining characteristics of academic and managerial leadership in universities as discussed above.

It is important to define and reclaim academic leadership as a counterweight to the prevailing managerial culture of higher education. Higher education in Malaysia requires a different type of leadership that is less hierarchical and more team oriented than traditional leadership. The leader should be the subject expert and role model. It is time for Malaysian higher education to make more effective use of the expertise and leadership potential of the senior professoriate - that is, the academic leaders.

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> " The Heart is like a musical instrument of many strings, all the chords of which require putting in harmony. "
>
> - Saadi, d.1292

Fostering a New Culture of Learning

Prof. Dr. Abd Karim Alias

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In an interview with Time Magazine in 2006, Microsoft co-founder Bill Gates said, "In almost every area of human endeavour, the practice improves over time; that hasn't been the case for teaching". Clayton M. Christensen in his book, The Innovator's Dilemma also noted that for a long time, innovation-driven transformations have been largely absent or almost non-existent in the education sector. In DevLearn 2012 held at the Sin City (Las Vegas), Jon Landau (producer of Titanic and Avatar films) candidly remarked, "Educators in the 21st century are at risk of becoming irrelevant!". He was talking about the world as a global classroom where everyone will have access to free educational content from the Internet.

Obviously, all of them are concerned on the lack of disruptive or mega innovation in education in general and in higher education in particular. With the dynamic pace of the 21st-century and the expected demand of the impending fourth industrial revolution, systemic change in education is urgently needed and it can start from the basic level of teaching and learning practices.

The preceding scenarios lead to interesting questions: Why doesn't education have the same rate of evolution compared to other areas of human endeavour? Is it necessary to change an education system that has been established for centuries? What is wrong with the current education system and teaching practices? These questions are pivotal to start the discussion on the need for classroom makeover and reforming education.

We should accept the fact that we are living in the world of dynamic and rapid advancement in technology and a hyper-connected society — a society that is in a constant state of evolution. Inevitably, education must advance in parallel with the forces of globalisation, technology, 'massification' of education and new market demand. As David Warlick, a prominent educator and author said, "For the first time, we are preparing students for a future we cannot clearly describe". How do we prepare our students for the uncertain future?

The answer lies in our willingness to re-examine our notions about teaching and learning as we adapt to the world that is changing exponentially. It should start by recognising the fact that all issues that we have been facing in our education system hinged on inter-related issues: the whole framework of education (on the macro level) and, on the micro level, the governance of the school/university, curriculum design, teachers, and delivery. This article, however, will just focus on the teaching and learning aspect.

What will the future of learning look like? The best way to predict the future is to create it. A good point to start is to examine the classroom environment.

Fostering a New Culture of Learning

It simply means moving away from the mindset of direct instruction in the classroom — shifting the focus from delivering content to empowering the students to construct their own knowledge and create their own meaning. As the futurist, Don Tapscott said, "It's not what you know that counts anymore. It's what you can learn." Empowering students to learn would require teachers to create an environment and opportunity for students to unleash their creativity and develop the essential skill of 'learning how to learn'.

It also means reimagining or rethinking the relationship between students and teachers, students and students (peer interaction/collaboration), students and content, and students and learning environment. It is about making these relationships more meaningful and effective. As Chickering and Gamson in 1987 said succinctly, "Learning is not a spectator sport. Students do not learn much just sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves."

To foster the new culture of learning, all enablers in an academic ecosystem must be made to work together in tandem. This may require a new framework, new paradigm and new mindset that would involve all the major stakeholders—teachers, students, parents and the administrators.

The new framework would, inevitably, involved re-examining the structure of the curriculum and radical changes in pedagogical practices. A new culture of learning will require innovative pedagogy, demand new skills and a new dimension of teaching approaches. It will require the fundamental redesign of the learning process and the learning structure that enables it. The supporting enablers include adequate infrastructure, conducive learning space, good support system, good governance, etc.

I think the key to foster new culture of learning in the 21st century is to understand the basic philosophy of learning itself. In the book, A New Culture of Learning: Cultivating the Imagination for a World of Constant Change, the authors, Douglas Thomas and John Seely Brown, made a compelling case for a new kind of learning. They suggested how we could recreate our educational system to mirror what learning really looks like. The new culture of learning is basically based on three ideas: (i) leveraging passion, (ii) nurturing imagination— encouraging learners to ask, "what if" — the ability to imagine things differently than they are, and (iii) fostering creativity.

How do we harness passion and imagination in the young learners? How do we support and nurture creativity? The authors suggest that the combination of these three elements are vital and can create something great beyond mastering content for the purpose of examination and grade. They proposed the concept of 'play' — tinkering, experimentation, freedom to fail, and imagination. It is based on the notion that young learners should be given the opportunity to unleash their creativity by using their imagination to tinker, experiment, trial and error, dare to fail, and work together with their peers to solve problems. It is all about creating an immersive and exciting learning environment and infusing creative thinking strategies into the curriculum, which empowers learners to think more analytically, creatively and innovatively.

A traditional model of learning views knowledge as a substance to be transferred. This model is, by and large, still prevalent in most schools and higher educational institutions. In contrast, a new model views learning as something that is constructed through social interaction and collaboration, or sometimes known as 'participatory culture'.

Learning through participatory culture can be seen as a form of crowdsourcing. Learners are no longer just a consumer of knowledge, they actually produce knowledge by collaborating with others. The new pedagogies would also require students to create new knowledge and connect it to the world by using the power of digital tools. By empowering the learners to construct their own knowledge, they will achieve not only a deep understanding of the subject matter but they are able to create their own meaning and appreciation.

In looking at how learning is happening in this new learning environment, much is gained from looking at how young people are engaging with new media. Participating in a social way, or hanging out, creates connections to others and the idea of looking at where the whole individual fits in with the whole. This has been described as 'fluid learning' (departing from the 20th century "stable" structure). In this concept, learners first see or explore what's going on (hanging out), then they will stick their feet in the water (messing around), and finally (if they are interested) getting deeply involved (geeking out).

Learning in the 21st-century classroom should be designed much like an online gaming. In these games, the situation faced by the gamers is constantly changing, similar to the real dynamic world where we find ourselves in, and by tapping into the resources and the wisdom of others, problems can eventually be solved.Engaging students in the classroom has always been a point of discussion among educators but how to actually do it effectively in 50 minutes class time is the challenging part. Adults learning theory says that students will learn if they are MOTIVATED to learn and they must have reason to learn something. According to Eric Jensen, "There's no such thing as unmotivated students, but there are students in unmotivated state".

On the same note, Albert Einstein said, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge". I believe the key to engaging minds in the classroom is the role of teachers to creatively DESIGN meaningful and relevant learning activities that engage students to think, work together in a group to accomplish a certain task, and get them to express their thought. The use of stories as the basis for case studies, scenarios, role-playing, and problem-solving in a game or simulation-based format provides a memorable, vivid, and fun means for a classroom session and motivate students to learn, remember, and retain knowledge effectively over time.

Resources for learning are all around us. Playing with and exploring this resource creates opportunities for deep understanding of the subject matter. Questioning and play are large components of how we learn today. Learning through doing or an inquiry process allows for the diversity and different learning style of learners to be addressed. Meaningful learning happens when teachers are able to create an emotional connection to what might otherwise remain abstract concepts, ideas or skills.

There is more to knowledge than just knowing. Explicit knowledge can be taught, but tacit knowledge must be gained through experiences; something that cannot be taught and is difficult to measure. In today's world, it is often times more important to know how to find and use information than to explicitly know. By finding information, extracting content and remixing it to fit the needs within a different context, a deeper understanding is created. This is a relatively new concept called 'content curation' which, in my view, one of the vital skills that educators and learners need to master.

It is ironic that while teachers are telling their students not to use Wikipedia as a source of information, they themselves are using it. They argue that students, for lack of experience and wisdom, will take information from Wikipedia at face value, without checking the credibility and accuracy. If that is the case, I think it is the responsibility of the teacher to teach the students the skill to curate (search, filter, synthesise, making sense) information responsibly and in the right manner.

We learn from each other. We share with each other. Technology has made it possible to learn and share with more people than ever before. Advances in technology have created this new environment of flux but they are also major resources for our new learning environment. Technology allows us to connect, grow and learn in groups with shared personal interests.

A new culture of learning is emerging where young learners have direct access to information-rich resources — from digital libraries and online repositories to various new media platforms such as YouTube, Slideshare, Massive Open Online courses (MOOCs), Open Educational Resources (OER) and highly specialised creative communities of learners and practitioners. This is the promise of technology and potential game-changers in teaching and learning that educators need to leverage creatively.

Technology, however, can be used or abused! The impact of technology is only as good as the person behind the technology. Purposeful deployment of educational technology, integrated seamlessly in the learning design and delivery (in the classroom and online) will provide the enriching and meaningful learning experience for our young learners. There are numerous potentially useful technologies for new generation of learners, for example, Virtual reality, Augmented reality, 3D printing, The Cloud, Biometric, and Hologram.

Fostering and promoting a new culture of learning would require educators to take on new roles and continuously move ahead, pushing boundaries, trying to discover new things, new ways of teaching. Frustration abounds. The millennial generation of learners, by and large, is not ready to take learning in their own hand. They are not ready to take the driving seat. We cannot blame them because the culture of teacher-centred is so ingrained. But do not underestimate them—they can change provided teachers explain clearly the philosophy of the new culture of learning in the 21st century.

THE ENTERPRISING NATION: EDUCATION FOR DEVELOPMENT — KEY ISSUES IN CURRICULUM AND TUTELAGE

Prof. Tan Sri Dzulkifli Abdul Razak
Chairman, USIM Board of Directors
Member, Boards of advisor AKEPT

The Global Overview

Twenty years ago, in 1996, the Delors Report was submitted to UNESCO to delineate the notion of education for the 21st century. In essence, it captured the four pillars of learning, namely, learning to do (to nurture skills and competences that can deal effectively with a variety of situations), learning to know (to engage broad base knowledge that can be put to use), learning to be (to develop the self-confidence to act with autonomy, judgement and responsibility) and, learning to live together (to enable collective capacity to act interdependently for common goods). Today, these four pillars are becoming even more relevant especially for the last two pillars that have been somewhat overshadowed by the other two. This has to do with the overwhelming role of the 20th century model of education shaped by the "industrial-factory model" predicated on "economics" more than anything else. Consequently, the curriculum design suffers from an "imbalance" of integrating the four pillars to bring about a comprehensive and holistic framework that would fulfil the idea of 21st century education.

With the launching of the Sustainable Development Goals (SDGs) in September last year, making "sustainable development" the central goal for the future of humanity, an "imbalanced" curriculum is no longer acceptable. In other words, the 4Ps of "sustainable development" – planet (ecology), people (culture), prosperity (economy) and policy (social) must co-exist for 21st century education to be viable. Curriculum, after all, is aimed at setting a greater coherence to achieving the higher purpose of education. In a sense, it goes beyond any one single dominant dimension that tend to reduce the processes of education to mere "training" which lacks the 4Ps perspectives and diversity of scope that are increasingly acknowledged as the criteria of 21st century education. In many ways, this is intricately linked to the combined goals of the four pillars of learning in line with that of the SDGs. Knowledge for example is no longer confined only to those transmitted/generated from dominant ('colonised') sources but also from 'new knowledge' co-created based on other knowledges deemed pertinent to solving grand issues of humanitarian needs (survival). In short, education, and thus learning is not merely framed as a 'top-down' curricular process without due regard to its availability, accessibility, affordability and appropriateness that generally makes up the 'quality' of sense, every young academic is a potential leader. Ideally, those who are academic leaders should be considered for the posts of managerial or institutional leadership equitable education. Implicit in this is the ethical and moral implications that education stands for as an inalienable right in ensuring sustainable futures summarised by the six aspirations under SDGs. They encompass dignity, justice and partnership, apart from the 4Ps of planet, people, policy and prosperity. In summary, curriculum policy and context must be guided by the principles of SDGs and the four pillars of learning in a more comprehensive way to meet future challenges and uncertainties.

The National Educational Perspectives

Against this international and global backdrop, the four pillars of learning (1996) are well-covered (if not more so) by the National Philosophy of Education (NPE, 1988, revised 1996) which reads (better still if read in Bahasa Malaysia given the nuances):

"Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large."

Unfortunately, as alluded above, despite attempts, the pillar of "learning to be" *(individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God)* is not well affirmed and/or implemented through the current curricular design. The prevalent language used currently is that of "human capital"—a term and concept that is alien to NPE—instead that of "individuals who are ... balanced and harmonious." In the same vein, the pillar of "learning to live together" *(achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large)* which now includes living symbiotically with nature and other species also suffers the same fate. The neglects of the two pillars can be felt from the kind of "imbalances" that we often witness and experience today, generally discerned from several polarised milieus. Though well-off intellectually and physically speaking, the spiritual and emotional aspects are found wanting as the education system(s) is constrained by the "imbalanced" curriculum. In parts, the problem can be deduced from the Education Blueprint when it elaborates on the term "quality" as part of the five system aspirations, that is (emphasis added): *Quality: All children will have the opportunity to attain an excellent education that is uniquely Malaysian and comparable to the best international systems. The aspiration is for Malaysia to be in the top third of countries in terms of performance in international assessments, as measured by outcomes in TIMSS and PISA, within 15 years. TIMSS and PISA currently test for literacy, Mathematics, and Science only. Additional assessments that address other dimensions of*

quality that are relevant to the Malaysian context may be included as they are developed and become accepted international standards.

Quite obviously, among other things such an 'understanding' of "quality" goes against the grain of NPE, as an affirmation of "developing the potential of individuals in a holistic and integrated manner," despite admitting the relative shortcomings of TIMSS and PISA (as well as similar 'tests' or 'rankings' at the higher level). Furthermore, it recognises that "other dimensions of quality that are relevant to the [uniquely] Malaysian context" are also important. The Blueprint for Higher Education does mention about quality of teaching and learning, as well support of disadvantaged students in this regard. Nevertheless, there is a clear hint of uncertainty that these "may be included" subject to some form of international acceptance.

Yet UNESCO is already asserting that "holistic approach to education and learning that overcomes the traditional dichotomies between cognitive, emotional and ethical aspects" is imperative. It entails that the pursuit of education is not just confined to the "measured and measurable" (no matter how 'accurate') at the expense of what is deemed as "soft" knowledge which is often relegated to the margin. The case in point: while it is noteworthy that the six student aspirations as spelt out in the Blueprint took into consideration "ethics and spirituality" as one of the dimensions that needs to be nurtured (as recognised in the NPE), still it is the least "developed" area to-date in comparison to the other four dimensions. In fact, the same could be said about "national identity" as the sixth student aspiration. Thereof, the semblance of "imbalance" is beginning to emerge subtly impinging on the desired transformational outcomes. The oft-mentioned reason for this gap is the "ambiguity" as to what and how to measure these aspirations "objectivity." In addition, there is an apparent lack of economic (market) interest on these two dimensions.

On a more philosophical plane, research is suggesting that "the Western philosophical tradition has accustomed us to distinguishing and separating the mind from the body, the cognitive processes (the reason) from the emotions (the passions), even though it could be more appropriate to try to explore and understand their interrelationships, that is, the emotional nature of cognitive processes and cognitive nature of emotions" (Pons, de Rosnay & Cuisinier 2010). In fact, I would further add that we too have been fashioned to accept the false dichotomy between the mind (IQ) and the heart (EQ, SQ) as

two unrelated/unconnected seats of the intellect leading to an even deeper "dichotomies" as referred to by UNESCO. This implies that the challenge to narrow, if not eliminate, such dichotomies must be undertaken in earnest not least through a more holistic appropriately designed curriculum. The aim is to avoid education being reduced to solely the instructional process for the sake of "human capital" development sans the balance and harmony on being human in the context of NPE. The reality is that the human person is not made of "divisible parts" abstracted from the whole – body, mind, heart and soul.

The 11MP Framework

Juxtaposing this with what the Prime Minister highlighted at the Parliament when tabling the launch of the 11MP themed "Anchoring growth on people" in May last year, the gap cannot be more obvious. He is quoted as saying (emphasis added), "In my opinion, we need to build a holistic civilisation of which the society has high values, good morals, enjoys reading, thirst for knowledge, appreciates culture and heritage as well as possesses a first-class mentality." The suggestion that "we need to build a holistic civilisation" is ample to open up a host of new grand enterprising challenges vis-a-vis not just curriculum matters but even more so as to the substance of "education" being the foundation for the proposed "holistic civilisation." Indeed, this is the type of discourse that the SDGs are posing today under the theme "The World We Want." In this context, what we want in the 11MP seem to be predicated on the six thrusts of inclusivity, people's well-being, human capital, green development, infrastructure as well as innovation and productivity. Attempting to capture this in a curriculum will take us back one-full circle. I have raised the question "What is the 'soul' of 11MP?" in my newspaper article. Or would it be "soulless" initiatives anchored external to the "people" who are coloured by the many abbreviations of GDP, GNI, KPI, EPP, and more recently GST, 1MDB, etc. that will eventually define who and what the "people" are as they are forced to subscribe to them. To be sure, none of the above abbreviations and measures really matters if "ethics and spirituality" continue to be side-lined just because it cannot be reduced to another indicator of economic productivity to be accountable for. Alongside, terms like "baraqah," "karma" and "nirvana" are only designated to the "heaven hereafter" and not the "heaven on earth" that we seek to create through enlightened education. If so, for what purpose then is education in the search for peace and happiness if "people's well-being", the "high values" and "good morals" are only secondary to the economic sentiments (as evident from the

10 "achievements" cited in the 11MP parliamentary speech, paras 20-30). Following on, does it surprise us that the 2007 survey conducted by the MACC showed some 23% of university students are willing to accept bribes outside the knowledge of other people, 35.9% are willing to offer bribes to escape punitive actions, 16.3% can accept acts of corruption while 48.9% are willing to accept a gift from the contract bidder? And undeniably knowledge corruption too is on the rise as indicated by the number of cases of plagiarism, patent and copyright infringements; even to the extent of knowledge "falsification" worldwide!

Regardless, the six strategic thrusts are catalysed by six "game changers" to generate economic growth and enhance people's well-being in an inclusive way. Of these, only one refers to education/training limited to TVET, while the rest remains more focused to the economic domains, emphasing yet again that triumph of imbalance contrary to the holistic vision of education for the 21st century. Thus by 2030, it is envisaged that Malaysia with a population of about 36 million will have an urbanisation rate of 80 per cent, with GDP of RM2.6 trillion, and GDP per capita in excess of RM117 thousand. Compare this to what is envisioned post-2015 on a global horizon by 2030:

"A world where extreme poverty has been eradicated and where the building blocks for sustained prosperity are in place. A world where no one has been left behind, where economies are transformed, and where transparent and representative governments are in charge. A world of peace where sustainable development is the overarching goal. A world with a new spirit of cooperation and partnership." It would seem that Malaysia's 2030 "reach" as forged by its six strategic thrusts and the six "game-changing" catalysts falls short vis-à-vis the global expectation. In educational terms, this is very important to note because the curricular design will be key in translating the "reach" into reality, not just locally but also globally comparable, what is more as "a developed nation" come the year 2020 and beyond. The intended curriculum after all serves as a reflection of an ecosystem that defines appropriately the learning befitting each society (external) and also the individual (internal). In other words, how "holistic" and "balanced" is the 11MP to begin with will be reflected by the curriculum to be could be moulded in the same fashion.

Perhaps it is at this juncture that the issue of "tutelage" can be instructively explored. Using the more general definition, the term entails the act of guarding, protecting, or guiding; or function of a guardian; guardianship. Or in a more contemporary

sense – coaching, facilitating, or supervising. Overall, no doubt it has a tremendous role to play in complementing the curriculum delivery or making up what the curriculum fails to address. A spirited tutelage could enrich and expand the curriculum even further by widening the intellectual spaces and advancing knowledge democracy. All these can help narrow the various existing gaps taking it closer to what "holistic" could be ideally interpreted as. Similarly, "balance" and "harmony" could be restored in making education more inspiring as crafted in the NPE. But there are prerequisites to this. Foremost, it implies that there is recognition of authority, with a higher level of experience and wisdom. Secondly, there must be an acceptable degree of autonomy with accountability which is precisely lacking in current curricular design and/or delivery. With autonomy comes values like honesty, trust, competent and courageous for it to succeed. In fact, aided by these values, good tutelage can effectively act a stop-gap measure in bridging whatever weaknesses there are – perceived or real. It is also a fact that tutelage as professionally practised can enhance learning as a life-long process upon which many civilisations have emerged and flourished. This is because "tutelage" is rooted in a different form of "learning" philosophy where standardised curricula and tests are not the mainstay or the sole benchmark of success and excellence. Instead, with proper tutelage, learning can be more organised to consider various students' needs by translating them into practice as intended, adopting the appropriate strategies and evaluation to respond to the students' creativity and imaginations. 'Non-cognitive' qualities and 'soft' knowledge that often impact learning is better accounted for through tutelage.

Summary and Conclusion

In summary, the 11MP good as it is, can be problematic in its delivery to meet the rapidly evolving narrative of education for the future globally. While the terms used (holistic, civilisation, inclusive, well-being, etc) may be identical, I sense the differential depth of meanings and nuances when viewed from the educational context. Thus, the arrival at meaning(s) seems to be the biggest barrier in (re)designing a holistic and purposeful curriculum aimed at nurturing a truly balanced and harmonious person, more so as opined in "a holistic civilisation of which the society has high values, good morals," among other attributes. Succinctly, there seems to be a clear disconnect between the goals of 'anchoring growth on people' as per 11MP, to that of education as espoused by NPE, which is more aligned to the needs of the 21st century, with SDGs being the case in point. It means that the aspiration of 11MP is less aligned to the latter two. It is anything but enterprising from the educational viewpoint.

The ultimate choice in curriculum design therefore is a difficult one: either (a) to remain true to the NPE backed by the post-2015 education agenda globally, as well as the "opinion" expressed by the Prime Minister (as per his statement quoted above); or (b) to dispense away with (a) and embrace the risk of conforming to the nuts and bolts of a "soulless" 11MP which is fundamentally an economic-business plan that can further distort the "educational trajectory" for the 21st century.

If the choice is to go with (a), then the challenge is to identify the policies and practices that can lead to the reframing/rethinking of the 11MP with a renewed vision of what and how education for the 21st century can be realised holistically. It must have a clear reference framework of values, norms and attitudes to address future uncertainties sustainably be it externally and internally. On the other hand, if the choice is (b) then the role of "tutelage" (read: autonomy: honesty, trust, competency, courageous and accountable) is a must to make up for the gaps, if at all possible, as pointed out above. This should be undertaken inter alia with the appropriate societal and civic competencies, ethical and moral ones, as well as the socio-cultural consciousness of being a whole human person.

In conclusion, against this background, among the key issues in curriculum and tutelage that should be prioritised include:

- Rooting it on the basis of the National Philosophy of Education (revised 1996)
- Aligning it firmly to 21st century education in the context of post-2015 agenda (SDGs)
- Referencing it on values: holistic, balanced, harmonious, ethical and socially accountable
- Linking it to the external and the internal; value and virtues; cross-curricular, transversally
- Framing it as participatory, consultative, enterprising, equitable, just and civilisationally literate
- Characteristically autonomous, adaptive, anticipatory, sustainable

AKEPT HIGHLIGHTS

SEAMEO-RIHED-AKEPT (Higher Education Leadership) Task Force

4 April 2017

Centre for Academic Leadership

AKEPT has reached yet another milestone in its young journey of "Shaping Minds, Building Leadership" in higher education in the region with the establishment of SEAMEO-RIHED-AKEPT (Higher Education Leadership) Task Force at the 11th Southeast Asian Higher Education Senior Officials Meeting (11th SEA-HiEd SOM), 4 April 2017 in Manila, Philippines. Such strategic collaboration ensures the availability of a rigorous platform to discuss regional initiatives among ASEAN members' countries and bring forth several focus areas identified for the region which were collectively and regionally identified. The Task Force (TF) will also present a more structured approach to leadership development in higher education while involving collaboration consensus on developing future leadership development programmes, particularly in the ASEAN region – spearheaded by AKEPT. The proposal to set up the said TF was tabled at the above meeting and was endorsed unanimously. Kudos AKEPT!

Academic Leadership Programme's Highlight

October 2016 - April 2017

Centre for Academic Leadership

Academic Leadership Programmes (ALP) have been designed to nurture potential leaders into Qalb-Guided leaders in their respective career pathways, be it teaching and learning, research, professional practice and eventually, leadership. The modules seamlessly combine the inspirations to enhance and to strengthen the leadership knowledge and skills in respective pathways. The modules have been divided accordingly with the needs and suitability of the leaders in this phase: Individual Leadership (AL 100), Community of Academic (AL 200), Academic and the Institution (AL 300) and Academic Leadership in Higher Institution (AL 400). Since the second half of 2016, ALP has catered to nearly 500 participants, comprised of public and private universities and colleges. The Programme has garnered a remarkable acceptance from the academic ecosystem even though it was newly launched. As a result, within the first quarter of 2017, the programme was already in its second iteration and trained nearly 450 participants from public and private universities, colleges, polytechnics and government organisations. In short, it is projected that ALP will further train more than the targeted 600 academicians and move beyond the sphere of the campus (AKEPT) itself.

Leadership in Action – Strategic Leadership

Dates: 5 – 6 October 2016 (1st Series) & 24 – 25 November 2016 (2nd Series)

Centre for Talent Development and Governance

Leadership in Action: Strategic Leadership Transformation for the Higher Education Sector is a two-series-programme organised in October and November 2016. In total, 29 participants attended the programme with diverse backgrounds in terms of position; Deputy Vice Chancellors, Directors and Deans. It is a collaboration between AKEPT and Australia Institute Management Western Australia (AIM WA) in which a combination of local as well as international speakers were involved. The lead speaker – Dee Roche captivated the participants by using case studies that were customised to Malaysian Higher Education Blueprint. It was engaging and hands-on approach was utilised. Two of our prominent speakers were Prof Dato Dr Morshidi Sirat and Prof Dato' Dr Ibrahim Komoo injected local flavour into the discussion with a myriad of experiences. Ultimately, it is crucial for the participants to share global development that gives impact to the higher education.

Training Need Analysis (TNA): A Qualitative Behavioural Approach

5 – 6 September 2016

Centre for Talent Development and Governance

The roles of training unit at all sectors play a crucial role in ensuring the training identified meets objectives from various aspects such as upgrading of knowledge to behavioural change. In order to equip the personnel with adequate knowledge and skills, a two-day-programme was organised and delivered by Dr Tengku Naufal Tengku Mansor who is an expert in training needs analysis. 31 participants successfully completed the programme that encapsulated human resource development specifically training effectiveness evaluation. The exposure was tremendous for personnel of training unit in evaluating programmes held at their universities.

Value Creation through Creativity & Innovation Experiences (VACCINE)

21 – 23 February 2017 (1st Series)

Centre for Talent Development and Governance

VACCINE (Value Creation Acceleration Through Creativity and Innovation Experiences) Programme is about facilitating organisations to harvest the enormous but largely untapped resourceful staffs in the organisation to create quantum values, by solving problems creatively or by creating new opportunities. The main objective of the training programme was to increase the level of awareness on the importance of using the correct technique to gather crucial data meant for preparation of strategic plan, and the essential process to manage the information using creativity and innovation through a specific system in ensuring successful transformation of the organisation. From the series, 36 participants from varied positions such as Deans, Deputy Deans, Key Administrators were present and successfully completed the three-day-programme.

Leadership & Decision Quality in a Dynamic Environment (LDQ)

April 2017

Centre for Talent Development and Governance

Another milestone between AKEPT and Australian Institute of Management Western Australia (AIM WA) was in April 2017. A two-day-programme was conducted by two speakers from AIM WA; Dianna Vitasovic who has an eminent background in industrial practice and her counterpart; Assoc. Prof. Des Klass who has a background in strategic management and innovation. The programme was enhanced by two prominent speakers from the local scene; Tan Sri Datuk Seri Utama Arsyad Ayub who is passionate in higher education with his wealth of experiences in leading higher education. The other is Datuk Ir (Dr) Abdul Rahim Hashim who is the Vice Chancellor of Universiti Teknologi Petronas (UTP), one of the leading private universities in Malaysia. 17 participants who are Deans, Directors and researchers attended the programme.

South East Asian Countries Higher Education Summit (SEAHES) 2016

28 – 29 November 2016

Centre for
Knowledge Circle

The International Summit was organized by the Higher Education Leadership Academy (AKEPT) and University of Putra Malaysia (UPM) that supported by the Council of the Heads of Teaching and Learning Centers of Malaysian Public Universities (MAGNETIC) and the Council of e-Learning for Malaysian Public Universities (MEIPTA). This Summit has been successfully gathered 164 participants consisted of experts, researchers and academic leaders to share best practices and knowledge, as well as discuss and debate the latest issues in the higher education system and the future development of education across the globe. It was officiated by YB Datuk Dr. Mary Yap Kain Ching, Deputy Minister, Ministry of Higher Education and were patronised by Malaysian eminent speakers, Distinguished Professor Datuk Dr. Shamsul Amri Baharuddin, Professor Tan Sri Dato' Dr. Dzulkifli Abdul Razak, Professor Dato' Dr. Morshidi Sirat, Professor Dato' Ir. Dr. Mohd Saleh Jaafar, Professor Dato' Dr. Abu Bakar Salleh, Professor Dr. Aida Suraya Md Yunus and Professor Dr. Alma Harris while South-East universities namely Emeritus Professor Dr. Cheng Kai Ming, Professor Dr. Ir. Muhammad Anis and Dr. Adrian Michael Lee.

2nd World Islamic Countries University Leaders Summit 2016 (WICULS)

16 - 17 November 2016

Centre for
Knowledge Circle

Higher Education leadership Academy (AKEPT) and Universiti Sains Islam Malaysia (USIM) have successfully organized the 2nd Summit, WICULS 2016. It was designed with the concept of the "House of Wisdom" or Baytul Hikmah as a model of the Future University. In order to ensure continuity, equity, wisdom and ethics have been remained the same as in a 1st Summit's theme, but the approach revolved on the Baytul Hikmah Model to cater the needs of an individual, community, the nation and Ummah in order initiated a good Model for balanced and sustainable higher education in the context of Muslim countries. This Summit inaugurated by YBhg. Tan Sri Dr. Noorul Ainur Mohd. Nur, Secretary General, Ministry of

Higher Education that successfully gathered participants from the universities across the Islamic countries for a total of 43 participants from International universities and 57 participants from Public Universities of Malaysia with a grand total of 100 Islamic leaders. Among the prominent speaker were Prof. Dr. Mesut Idriz, Prof. Dr. Faris Kaya, Prof. Dr. Mohammad Aslam Parvaiz, Prof. Dr. Syed Farid al-Attas, Tan Sri Muhammad Ali Hashim, Wan Saiful Wan Jan and Jos Hermans.

AKEPT Highlights

Pre-Summit International Conference on Qalb (Virtues) – Guided Leadership in Higher Education Institutions

14 - 15 November 2016

Centre for Knowledge Circle

Pre-Summit International Conference on International Qalb (Virtues)-Guided Leadership in Higher Education Institutions was organised by Higher Education Leadership Academy (AKEPT) and Universiti Sains Islam Malaysia (USIM) as a platform that discussed relevant issues and challenges to inline the role of Universities that educate Hearts and Minds. This Pre-Summit focused on the role of Qalb (Virtues) that actualized the visionary, courageous and dynamic leadership theoretically and practically that emphasised the returns of soul and ethics driven by education in the eco-system of HEIs. Therefore, the paramount scope of this summit highlighted genuine leader that upholds honesty, sincerity and integrity.

The success of the Pre-Summit was supported by a prominent speaker, Tan Sri Professor Dr. Mohd. Kamal Hassan on the topic Qalb (Virtue)-Guided Leadership in Higher Education Institutions: Strategy and Sustainability that have gathered with a grand total of 81 participants from Islamic countries. Several prominent speakers such as Prof. Arfah Salleh, Prof Mohamad Kamal Harun, Prof. Mohamad Abdalla, Assoc. Prof. Dr Khairuddin al-Junied and Assoc. Prof. Sarjit Singh Gill delivered their ideas and thoughts in this conference.

Convention for Young Administrators of ASEAN Higher Education Institutions 2016 (YAS 2016)

13 - 15 December 2016

Centre for Knowledge Circle

Higher Education leadership Academy (AKEPT) and the Joint Training Committee of Higher Education Institutions in Malaysia (JALUMA) have successfully executed the Convention for Young Administrators of ASEAN Higher Education Institutions 2016 (YAS 2016). Among topics discussed in this conference was current issues, challenges and advancements related to the management and administration of the universities. The best practices from renowned universities, resource optimisation and managing diversity are among the highlighted issues in this convention. The convention, which was participated by 209 participants from ASEAN universities. The convention was more successful with the presence of YM Tengku Tan Sri Mahaleel Tengku Ariff, Tan Sri Professor Dr. Ghauth Jasmon, Tan Sri Datin Paduka Siti Sa'diah Sheikh Bakir, Professor Datuk Dr. Asma Ismail, Professor Datuk Dr. Omar Shawkataly, Dato' Omar Shariff Mydeen, Associate Professor Dr. Akmal Khuzairi Abd. Rahman, Tuan Haji Abd Rahim Yusoff, Mr. Ho Yong Min and Bapak Eko Sakapurnama with a total of 7 eminent speakers and 3 Panels Forum around ASEAN region.

Deligation Visits

International Visits
to AKEPT

*Myanmar Higher Education Sector
25 October 2016 Led by Prof. Dr. Tin Tun, Rector of Taungoo University.*

*Philippine Higher Education Sector
17 November 2016 Led by Mr. Napoleon B. Imperial, the Deputy Executive Director, Commission on Higher Education.*

Over the last year, many groups of delegates from various countries have visited AKEPT for the purpose of learning the practise and establishment of AKEPT in pursuing excellence towards Higher Education Leadership. Apart from sharing AKEPT's vision and mission, these engagements typically included a tour in promoting facilities available at AKEPT. Some delegates have expressed their admiration for AKEPT's facilities - the Pakistani delegates claimed the hostel was "5-star." The Filipino delegates expressed their interest in further collaboration in the Executive Leadership Programme run by AKEPT.

*Pakistan Higher Education Sector
28 March 2017 Led by Mr. Muhammad Raza Chohan, Director General of Higher Education Commission.*