LEADER

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Higher Education Leads Malaysia's Future

DATO' SERI IDRIS JUSOH

The Leadership Journey of
AKEPT

Qalb-**Guided Leadership**

VCs Speak Their Minds

Humanising Universities

"EMBRACING VIRTUES, ASPIRING NOBILITY"

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CHIEF EDITOR'S NOTE

"Leadership and learning are indispensable to each other." – John F. Kennedy

Assalamualaikum and welcome to this historic edition of the LEADER Magazine, the first involving the joint participation of the Higher Education Leadership Academy (AKEPT) and Universiti Sains Islam Malaysia (USIM). LEADER aims to become the leading academic magazine in Malaysia to facilitate the discourse of all issues pertaining to university leadership both locally and abroad. The inception of LEADER could not have come at a better time. The Malaysian higher education scene is truly a fascinating kaleidoscope of opportunities and challenges. Amidst the backdrop of our diversity in cultures and capabilities, it is remarkable to note how far we have come since the founding of our nation's first university back in 1949. Today, we are undergoing tremendous changes on all fronts, from rapid technological advancements to the changing pedagogical landscape of today's youths. How do we ensure that we can compete with the world's best whilst keeping steadfast to the moral values that embody our identity as a Malaysian?

LEADER provides a channel for thought leaders to share their "war stories" and disseminate their knowledge to their peers. Our editorial board's aspiration is to see this magazine become a prominent avenue for Malaysian higher education staff to learn from luminaries of various academic fields. With the collective brainpower of the brightest minds in Malaysian higher education, we will strive to shift the old paradigms bounded by our colonial past, and create our own brand of higher education that is uniquely Malaysian.

In this issue of LEADER, our cover story showcases YB Dato' Seri Idris Jusoh, Minister of Higher Education, Malaysia, where he shares his vision of how higher education will lead the country's future. The highs and lows of navigating the Malaysian higher education arena are further discussed by the director of AKEPT in his musings of the journey AKEPT has traversed so far. This is followed by thought-provoking articles penned by esteemed Vice Chancellors and academic staff members from higher education institutions across the world, introducing concepts such as the qalb-based leadership model and humanizing universities.

It is hoped that the expertise, clout and reach of AKEPT, together with the drive and enthusiasm of USIM academic staff members, will deliver a continuously improving LEADER magazine experience. Sincere gratitude goes to Prof. Tan Sri Dato' Dzulkifli Abdul Razak and the Faculty of Leadership and Management, USIM. Previous editions of this magazine had been pioneered under their auspices, and I am greatly proud to see the evolution of this magazine from humble beginnings to where it stands today. As we are in the world of education, learning is a continuous life-long process. Producing this issue of LEADER has been a steep learning curve, but I am excited at the prospect this journey offers. My resolute belief is that we can achieve truly remarkable things if we work together. It is an honour to be part of this joint-venture between USIM and AKEPT. It is hoped that this collaboration will spearhead fruitful contributions towards elevating the university leadership scene of Malaysian higher education.

Dr. Norhidayah Azman
Chief Editor

We welcome all forms of feedback and article contributions. E-mail us at dayah@usim.edu.my or aqhari@mohe.gov.my. Thank you!
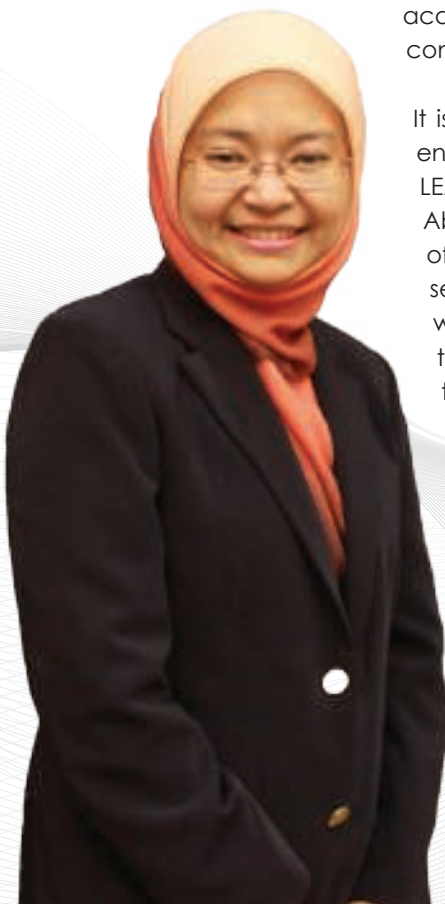
Higher Eduation Leads Malaysia's Future

A Conversation with :

YB Dato' Seri Idris Jusoh

By Prof. Dr. Mohamad Kamal Haji Harun

Many thanks for agreeing to this interview. Tell us, how did you feel when you first heard that you were appointed as the Minister of Higher Education?

The announcement was unexpected, I was pleasantly suprised. Alhamdulillah, syukur. I am always ready to serve, and I consider this responsibility a great trust (amanah).

Now given the mandate, what are the three priority areas that you wish to focus on as the Minister.

There are 3 priority areas, namely to provide quality education, to nurture holistic students and to enhance graduate employability.

With regards to quality education, my pledge to all Malaysians is to provide the best education that the system can offer.

In order to achieve this, The Ministry and I are guided by the Malaysia Education Blueprint 2015-2025 (Higher Education). 10 shifts have been identified to achieve our goals.

The Blueprint was developed after 3 years of consultation with local and international stakeholders, as well as renowed international organizations. Quality education is a top priority, because when this is achieved, our other goals will fall into place.

Holistic Students: Under the Higher Education Blueprint, the 1st shift is to nurture holistic, entrepreneurial and balanced graduates. We want students who are not only academically excellent, but also possess high moral and spiritual values. Today's students are tomorrow's leaders, and it's clear why this is a priority.

Enhance Graduate Employability. Besides the pursuit of knowledge, higher education plays a vital role in ensuring that its students are able to find jobs, starts careers, and earn a livelihood.

The current education system, "perfect in meeting the needs of the ege of industrialization, is now becoming obsolete". Students can no longer be fed with information/knowledge. They need to learn to be leaders equipped with the appetite and the cross-disciplinary skills to solve unknown problems. How do you plan to address this?

If our curriculum does not keep up the times, it will become obsolete. To avoid this, we need our curriculum to envolve and to enhance industry-academic partnerships to ensure greater relevancy and a more comprehensive education experience.

I agree that students today need to be cross-disciplinary. Students must appreciate history as much as they do the sciences, religion as much as they do economics.

At the same time, students also need to be multi-lingual. Malaysians are fortunate for being raised in a multi-lingual society. We must make the most of this and I believe this will male us competitive and holistic.

We plan to address this need in various ways. Firstly, through a flexible education approach. I had mentioned this in my 2016 Policy Speech. Flexible education refers to a scenario where can be gained anywhere, anytime, by anyone. The example I frequently cite is a student takes Economics 101 in Universiti Malaya, then Economics 201 in Universiti Sains Malaysia. Thereafter, the student takes a MOOC from Sunway University and received credit for it. At the end of the students studies, he or she receives a joint degree from all relevant institutions.

Secondly, we have introduced the iCGPA (integrated cumulative grade point average) assessment method which seeks to assess students more holistically across 8 criteration. Through the iCGPA, it is hoped that higher education curriculum becomes more diverse and mu-

ltidisciplinary to enable students to meet the expected criteria.

Higher Education Leads Malaysia's Future

Creativity expert, Sir Ken Robinson, argues that to get the best out of people, we need to realize the significance of nurturing creativity. And certainly we are in agreement that Malaysia's future is about innovation, creativity and smart growth. Do you think the Ministry has a plan radical enough to nuture creativity and innovation among our college going students.

Yes, under the Blueprint, Shift 7 mentions the creation of an "Innovation Ecosystem". We are promoting innovative teachings, research on innovation and many more.

Recently I attended a talk by Prof. Dato' Dr. Mohamed Amin Embi from UKM, who recently received 2 international awards, the 'Individual Educator Award' and the 'Open MOOC Award' from the Open Education Consortium.

His award-winning MOOC entitled "Rethinking Learning, Redesigning Teaching' attempts to change the way technology enhances our learning experiences. He has trained more than 2000 people over 82 countries all over the world.

Many universities and colleges in Malaysia are approaching education differently nowadays to nurture creativity, and I believe this will only increase in time to come.

University reform in the Malaysia can be understood in light of the following dilemma: the system must expand and deliver excellence if it is to meet the demand for skill in the labour market and innovation based economy. But how can it expand under the rubric of the current austerity measure? In the case of higher education, the government has cut state funding for universities and at the same time working to reorganize and transform the system along market lines, re-pivoting the relationship between the students, the institutions and the market. Can you explain how are you going to navigate such challenges?

I have mentioned in the past that public universities are too depandent on government funding and this must change. The government currently provides about 75% to 95% of funding. Internationally the average is closer to 50%.

Higher education institutions need to be proactive in navigating the current financial challenges. Over the last few years, public universities have been required to explore income-generating and fund-raising models as a way to augment their costs.challenges?

I am happy to note that most universities have been able to meet their targets, but these effortsmust be increased. Among the methods universities are encouraged to explore include leveraging on alumni; collaborating with industry; unlocking land assets; and creating endowments or waqf. Shifts 5 of the Blueprint is on 'Financial Sustainability'. We are also in the process of coming up with a playbook to assist universities in the regard.

Austerity measures should push them to be more innovative and creative.

In my 2016 Policy Speech, I spoke of the Commonalities and Collegiality approach. This is a concept which involves the coming together of higher education institutions with regard to the sharing of resources and expertise. This may include sharing common learning spaces; professors; joint purchasing of equipment; and facilities. By maximizing resources, universities can not only save funds, but also enhance student learning experinces.

At the same time, leveraging on online learning will be important to reduce infrastructural costs. It will also enable lecturers focus on more meaningfull discussions with their students during face-to-face classes.

The way research is organised and carried out in universities are changing in many countries. Increasingly, funding agencies prefer to back multidisciplinary and applied research, while national priorities often require research to benefit the wider community, whether it is industry, economic growth or regional development. What is the Ministry's respond to this changing trend?

Research must always be conducted with a purpose. Most research carried out by our universities is for fundamental knowledge purposes – i.e. to generate knowledge, discover new thimgs, and to enhance to body of understanding of a particular field. And yes, all research must benefit the wider community

Some research leads to commercialization. Malaysia is currently at about 4.2% which is close to the world average. Indeed this must be increased, but we must always strike a balance with regard to the purpose of research.

Many argue that one of Malaysia's biggest challenges in the development higher education is finding the right talent to fill university leadrship position. Do you agree with this argument and why do think is happening? What more need to be done then?

Leadership is very important yet is frequently underestimated. Finding the right leaders is always a challenge – not just in universities but also in industry. Leaders must be indentified, groomed, exposed as well as constantly upgraded in terms of their skills and abilities.

The Ministry is currently embarking on an exercise to identify the next generation of leaders in higher education with AKEPT playing an important role.

In a competitive global economy, we need to make sure out higher education system keeps pace with the best in the world. Young people studying in Malaysia need to know that their degree can take them anywhere. We need a relentless focus on the quality and impact of our higher education institutions. A world-class higher education system is vital to a worldclass economy and world-class living standards. Do you think we are moving in the right direction? And/or are we moving at the right pace in respond to the fast changing global higher education landscape?

I believe that we are. Our Blueprint was drafted with the future of higher education growth in mind. We must also bear in mind that emerging technologies are changing the higher education landscape, at times faster that we can imagine, so it is important for us to always be up to date, to be on top of things and to be able to respond to the needs of the future student. Shift 8 of our Blueprint speaks of 'Global Prominence'. Ensuring we have a worldclass education system is part of the aims of this Shift.

You have this strong passion for education. When you were the Menteri Besar Terengganu, you implemented a lot of transformative initiatives in the lower and secondary education in the state. Do you think, if given a change, you want to manage a university? Post retirement. This is very common in the United States and United Kingdom. The good examples, are Lawrence Summers and Condoleezza Rice.

Yes, I am passionate for education. Throughout my career as an entrepreneur and politician, I've always sought opportunities to further my knowledge whenever I had the time. I believe that learning is lifelong. When I was younger I did my MBA in USA, then I studied Arabic in Jordan, then I went to Harvard and INSEAD. Most times I was self-funded. I do not hesitate to invest in education. I will do anything for education, so we shall see what the future holds.

Tell us, what's your aspiration for AKEPT. How can we help realize your vision?

I see AKEPT playing a vital role in honing leadership in our universities. I want AKEPT to identify from the beginning potential leaders, to groom them, expose them, and continuosly enhance their skills and abilitis. If AKEPT is successful, we will have good Vice-Chancellors which means we will have good universities.

Any final thoughts on our education system?

I believe our education system is improving and has many successes to be proud of. That is why I had introduced the tagline "Soaring Upwards". Soaring Upwards is the official battle cry of the Ministry. It recognizes the success of our researchers, students and higher education community while acknowledging that improvement efforts are an ongoing process. For example:

i. This year , 3 of our professors were recognized as the World's Most Influential Scientific Minds by Thomson Reuters.

ii. Our students from Universiti Teknology MARA (UiTM) won the Cambridge Intervarsity Debate in 2015, one of the most prestigious debating tournaments in the world, beating Oxford , Harvard and Cambridge themselves.

> # Each of You is a Leader and You Will Be Asked About Your Responsibilities

Prophet Muhammad (peace be upon him)

10 SHIFTS OF MALAYSIAN EDUCATION BLUEPRINT

iii. Universiti Malaya is in the top 150 in the world, at 146th, ahead of universities such as RMIT, Newcastle, Sciences Po, Georgetown and George Washington.

iv. 4 of our Public Universities are in the world's top 50 under 50. Leading the list is Universiti Sains Malaysia (USM) at no. 26.

v. In the 2016 QS World University Rankings: By Subject, 3 subjects are in the world's top 50, namely development studies (30th) and electrical and electronic engineering (37th) both at Universiti Malaya; and Chemical Engineering (46th) at USM. Moreover, 13 subjects are in the world's top 100.

vi. Our research landscape has grown by 594% since we introduce the Research Unuversities project in 2007, according to Thomson Reuters. In the last 5 years, we have overtaken Singapore and Thailand in terms of publication volume.

vii. And most recently in early May 2016, a British Council report placed Malaysia and Germany as the 2 best performing countries with regard to internationalization of higher education.

The above are just a few of the success stories of our higher education system. Hence the saying, Soaring Upwards.

What's important is to communicate effectively, and I hope that all stakeholders take it upon them to share this positive news.

AKEPT
Academic Leadership Talk Series (ALTS)

AKEPT's Academic Leadership Talk Series (ALTS) is an eight-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. This is particularly true in today's ever-changing landscape of Malaysian higher education. The format of each slot varies from talks to forums to roundtable dialogues. 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 first three ALTS dates.

ALTS Session #1: 17 March 2016
By: Dr. Norhidayah Azman, USIM

The inaugural edition of ALTS kicked off with welcoming remarks from Prof. Dr. Mohamad Kamal Hj. Harun, the Director of AKEPT. From prior engagements with academic stakeholders, the general consensus was that "universities should place absolute commitment to the quality of higher education," and that quality revolves around individual respect, beliefs, sense of caring for the community, and profound values. However, perception, reputation and economic challenges have often confronted and distracted from the idealism of universities. Global ranking, employability statistics, income generation and more have been focal in university leadership. AKEPT intends to dwell on the theme "Higher Education Leads Malaysia's Future" in shaping the thought process of our university leaders. Issues to be addressed include the idea and role of universities, the leadership compass of values and morals, anticipating the game changer, ivory towers, changing demographics, global impact within a diverse culture, inclusive leadership, defining the performance contract, strategizing academic freedom, enabling international collaboration, and global positioning.

Tan Sri Dato' Wan Mohd Zahid Mohd Noordin,
Chairman of AKEPT's Board of Advisors

The Idea and Role of a University
The next session was by Prof. Tan Sri Dato' Dzulkifli Abdul Razak, President of the International Association of Universities. He delved into the evolution of universities, the past, present and future roles of university leadership. Delivering a no holds barred talk, he encouraged the audience to participate in the change process of the current local and global educational landscape. He emphasized that our Malaysian education scene is unique and not the same as in the US, UK, Japan or China. Therefore, we must define our own educational landscape or else we will end up at the bottom with only ourselves to blame.

Sharing his 11-year experience as the former Vice Chancellor of Universiti Sains Malaysia, he began with an overview of the four dimensions of higher education, namely ancient centres of learning, Islamic centres of learning, medieval Western education and modern 21st century universities. The word "university" didn't exist before the 11th century. Universities were predated by centres of learning, defined not by physical buildings, but by the mental power of the communities they had. Islamic madrasahs and centres of learning

produced polymaths proficient in 14 disciplines like Al-Kindi. Over time, Western doctrine shaped universities into what they are today, beginning with University of Bologna in 1088, thus redefining and leading the game for everybody else. He rued that whoever defines the terms gets to lead and play the game – in the context of education, it seems that we have been thrown with lots of definitions to education, and us polite Malaysians have been swallowing it all, lock, stock and barrel. Today, all talk regarding world-class standards is subjective. What is the context of world-class?

Baitulhikmah in Baghdad was highlighted as an exemplar house of wisdom, where book translations were paid in gold, equivalent to the weight of those books. Another quoted example was the Karayyin University, which was run on waqaf (donations) for 1200 years, 100 years predating Al-Azhar. Unfortunately, this superiority in knowledge has gone within an 800-year span, beginning with the founding of Bologna University in 1088, redefining what a university is, and the signing of the Magna Charta Universitatum in 1988 by global university leaders, which dictated four principles including how universities must be trustees of European humanist 10 traditions. In European history, there was a 1000-year gap – the Dark Ages – which corresponds to the glory days of Islamic civilization. Was this a deliberate attempt to sideline other civilizations?

More input is needed to incorporate soul, ethics and integrity in STEM. Scholars with science backgrounds must be encouraged to learn about humanities too, because a soulless human capital means creating a person working in the free market for his own benefit. STEM should be modified into STREAM: science, technology, religion, ethics, arts and management. Tan Sri Dzul encouraged us all not to take in any knowledge 100% without any critical evaluation of it

Leadership in HEIs for 21st Century

Tan Sri Dato' Dr. Wan Mohd Zahid Mohd Noordin, Chairman of AKEPT's Board of Advisors gave a provocative talk, stressing that we need leadership insights, not cookbooks. He waxed lyrical about Kelantan, where people with less privileged backgrounds can think more creatively – the blooming of audacity in a place least expected. He argued that leadership is an emergent phenomenon. No one can tell you to do this and that because no two situations are alike. Leaders have been selected due to the capacity for insight. Therefore leaders need reflective, not technical rationality. Creativity must be nurtured with no fear.

A leader must be a "complete" person; confident and not easily intimidated. Leaders harbour no zero sum mentality i.e. no pathological denial characteristics. He recounted a dialogue amongst Tumpat teachers where he was lambasted as a "bangsawan mari daripada awan" (nobleman from the clouds). In a zero sum mentality, these people would've been told off, but when listened to, they gave constructive ideas. Leaders do not need to feel minimized, therefore "completeness" is critical – no hang ups or know-it-alls. The purpose of leadership is to liberate, not to intimidate nor to enslave, and to make those you lead to not want you anymore.

Prof. Tan Sri Dato' Dzulkifli Abdul Razak
Member of AKEPT's Board of Advisors

If followers continue to need you, you've created dependents, and creativity cannot be expected. Audacity, courage and creativity are needed to rebel. Collective leadership involves shared responsibility. Space, liberation and protection will encourage risk-taking and expand people's ways of thinking.

Forum: Challenges in Managing the Modern University

This forum consisted of three panellists, namely Prof. Dr. Mohd Jailani Mohd Nor, Deputy Vice Chancellor, Research & Innovation UTEM, Prof. Datuk Dr. Sufean Hussin, Professor at UM, and Prof. Roshada Hashim, Director of USIM 'Alamiyyah.

On the challenges of leading modern universities, Prof Roshada lamented the micromanagement coming from multitudes of circulars. Getting the buy in from people is difficult in Malaysia. We risk current generations sinking in an ocean of soulless KPIs. Prof Jailani reckons the biggest challenge is future irrelevance. Stakeholders' expectations have changed, and yet the issue of the university-industry gap is still huge and as prevalent in the 90s. Datuk Sufean highlighted that professors and high-learned people were faculties prior to the modern industrial revolution interpretation of universities. This has morphed into a pragmatic model where research benefits are for monetary re-turn. Massification of education resulted in meritocracy being discounted.

On whether educational concepts has changed, Prof Jailani stressed the forte of universities is dissemination and preservation of new knowledge. Nowadays it is equivalent to managing a company to produce workers. If R&D grants prioritizes commercialization KPIs, then who will strategize policies? Datuk Sufean relayed the sacrifice of culture in China in lieu of getting jobs. Prof Roshada said current knowledge imparted is borrowed, but different literacies aren't embedded. Questions from the audience touched on the current trend for VCs to be elected by political masters, the over-pandering to one community, the over-emphasis on employability, and the importance of culture in educating a multiracial society.

The panellists also addressed the role of universities in nurturing new knowledge, the lack of academic freedom, the corporatization of universities hindering creativity, proposing universities as non-profit organizations instead of business entities, and the identity crisis stemming from politicized education, thus losing our "jati diri" (identity or essence). Tan Sri Dzul concluded the forum by reiterating the challenges of managing a university and his hope for continued discourse by university leaders to instigate change.

What Entrepreneurs Wish They Had Learnt at University

Tan Sri Dr. Mohd Nadzmi Mohd Salleh is the Chairman of NADICORP Holdings Sdn. Bhd. and also the Chairman/Managing Director of Konsortium Transnasional Berhad (KTB). He shared his opinion on the experience that he had gathered as an entrepreneur during his lifetime. He also believes that knowledge, especially entrepreneurial, primarily comes from on-the-job training, and not from schooling. He mentioned that defining quality is very crucial for any project to progress. Back then, there were no issues relating to a graduate's capability and marketability due to the quality that the graduates possessed and considering how market demand was very high because the only existing university at the time was Universiti Malaya. These graduates were the cream of the crops. Nowadays, an the issue that had never existed before is widespread - the capability and marketability of our graduates. Job offers are less, and quality through the role of an entrepreneur is defined through supply and demand. When he was the CEO of the national carmaker PROTON, he set up philosophical objectives so that they employees worked towards the achieving them. He further added that to understand quality, first we have to first identify with the customers and their expectations. You must understand expectations, be responsive and be flexible. The market is not going to wait for you or you will become extinct.

An introduction of a subject "Problem and decision analysis" is somehow a subject that he wished to be introduced in the curriculum. Attending university eases your way to becominge an entrepreneur. After all, you don't need to have a degree to become successful, referring to Norman KRU, with a RM2000 startup company. Thiese self-taught entrepreneurs keeps analyszing their abilities and weaknesses before they are able to develop themselves. Even the most naturally gifted person will always fail if they are not consistently improving both their abilities and weaknesses. However, he concluded his talk by mentioning that the most important trait that a successful entrepreneur has or even a person of any kind, is to never give up. Can universities guide them on?

Forum: Curating the Learning Experience for Entrepreneurship in Higher Education

The panel members of the forum were Prof. Datuk Seri Md. Zabid Abdul Rashid of UNIRAZAK, Dr. Shamsuri Abdullah of Polytechnic Education Department and Prof . Dr. Wahid Razzaly of UTHM, and was moderated by Tan Sri Dr. Mohd Nadzmi Mohd Salleh. Prof. Datuk Seri started the discussion with one of the very basic fundamental questions: Are entrepreneurs born or nurtured? As the discussion proceeded, Datuk Seri strongly stated that we need to become a disciplined person to succeed in entrepreneurship. The question is, are we ready? As for academics, the challenges are they don't like to talk to industry and their lack of knowledge on current issues due to poor reading. This resulted in the to dependency on the government to support them financially without producing anything practical or profitable. As an example, MIT and CalTech are successful research, consultancy and training-funded institutions. Prof. Datuk Seri concluded his talk by stating that successful entrepreneurs have 3 traits in common: the right attitude, business knowledge, and learning to survive.

Dr. Shamsuri defined entrepreneurs as producers of new things, being able to accept certain of risks, be it financial or emotional, and the last one being financially independent. In his polytechnic, entrepreneurship is instilled through curricular and extracurricular activities. A one and a half year advanced diploma in entrepreneurship is offered,, with a 6 months practicum with PNB. However, as Dr. Shamsuri believes, the hardest challenge will always come from the perception of becoming entrepreners. The majority are still sceptical.

Prof Dr. Wahid emphasized the purpose of a university is to produce innovators. UTHM is still sticking with this purpose, with an addition of having an entrepreneurial spirit. Taking an the example of MIT, the institution has never changed its curriculum for over a hundred years and still, has become the most prominent technical institution in the world. Prof. Dr. Wahid, comparing the German and US education system, concluded that Germany flourishes as an economic superpower by emphasiszing on the technical education with an entrepreneurial spirit, producing workers for the nation. As for university courses, Prof Dr. Wahid believes that postgraduate courses should be restricted to OBE since they are producing new knowledge, unlike for the undergraduate level.

Tan Sri Dr. Nadzmi stated that industries want engineers who are ready to work. Different courses instil different values. Courses such a like philosophy are very important, since they instil intrinsic values even though they have nothing to do with material elements,
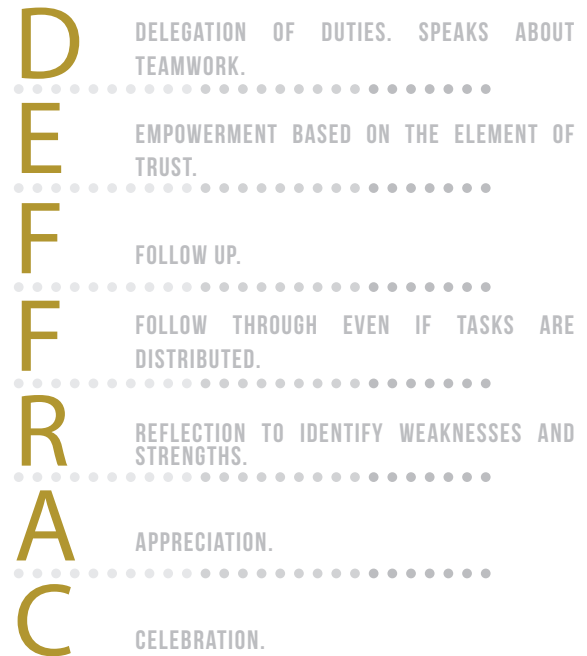
whereas, technical courses instill instrumental values. All of us must work together to be better than what we are today. Tan Sri further add, that pursuing one's true calling with passion will drive one towards success, according to a Harvard study. Universitiesy can't teach true calling and or what you can should pursue passionately.

An introduction of a subject "Problem and decision analysis" is somehow a subject that he wished to be introduced in the curriculum. Attending university eases your way to becoming an entrepreneur. After all, you don't need to have a degree to become successful, referring to Norman KRU, with a RM2000 startup company.

Traits and Attributes of Effective Higher Education Institution Leaders

Datuk Mary Yap Kain Ching, Deputy Minister of Higher Education in Malaysia, explicitly shared that the topic of leadership is always of interest to her. She believes the rise and fall of any institution as discussed by prominent scholars, rests in the hands of its leader. This means that leadership is very critical, including for AKEPT itself. Leadership traits are defined as relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of groups and organiszational structures. She shared her experience, when she was assigned to a failing Sschool in Sabah, where she was told takziah (condolences) instead of tahniah (congratulations). The school was even indebted to an individual amounting to RM1 million, and she was offered a portion of it if she was to settle the debt. When it comes to leadership, a leader must have integrity – don't ever forget the characteristics of integrity. She never wanted to become a politician in the first place. After her retirement, she registered for her PhD at Asia eUniversity after learning that they had discounted 50% of their tuition fees. However, after mee-ting with the Chief Minister that wanted her to serve the nation, she decided to join politics instead. She believes that his was qada' and qadar, (preordained divine decree). To Datuk Mary, for transformation to work,, leaders must be brave enough to embrace change and motivation is not purely in material form. To strengthen organisational leadership, she outlines DEFFRAC, as being fundamental to

every organisation for any transformation to work. DEFFRAC, is defined as:

DEFFRAC

DELEGATION OF DUTIES. SPEAKS ABOUT TEAMWORK.

EMPOWERMENT BASED ON THE ELEMENT OF TRUST.

FOLLOW UP.

FOLLOW THROUGH EVEN IF TASKS ARE DISTRIBUTED.

REFLECTION TO IDENTIFY WEAKNESSES AND STRENGTHS.

APPRECIATION.

CELEBRATION.

In conclusion, Datuk Mary emphasized the critical roles played by every leader as the rise and fall of any institution lies in their hands.

ALTS Session #3: 28 April 2016
By: Johan Dzulkifli

The stakes faced by universities in the 21st century and beyond have never been higher. It seems that tertiary education is facing an identity crisis of some sort to determine its position in society. This dilemma has caused breakdown in the university system building an incongruent expectation between its stakeholders at various levels. Moving forwards, university leadership is key to moderate the future of the tertiary education.

At the centre of its existence, universities remain as the institution of higher learning to further develop scholarship within the academia. And in the Malaysian context, these institutions continue to provide opportunities for societal progress to level the playing field between the segments of society. Universities should instil value added influences, be it academically or culturally, in the hopes of nurturing the ideal citizen for the country.

However, the process of democratising tertiary education faces its own sets of obstacles and challenges. Instead of being a place for intellectual engagement it has been hijacked in two worst possible scenarios – as a political instrument for certain quarters and a cash cow for those hoping to exploit for monetary gains.

The lecture "The Idea of a University" by Tan Sri Prof. Dzulkifli Abdul Razak looked back at the very foundation of these institutions by the Greeks and Muslims to return to the real meaning of higher education as to ratify the course of our universities for the future by learning from the past. He furtherintroduced the role of university leadership to take charge in rebuilding their identities, prestige and dignity with a holistic and sustainable approach.

Overcoming Higher Education Challenges

The higher education sector has seen unprecedented expansion in the last decade thus positively altering the tertiary education landscape in Malaysia. Currently, more students have access to superior education in a diverse array of faculty and schools. However, has the expansion of the sector spelt democratisation of higher education? The downside of it is that institutions are made to compete with each other to attract the best talents and at the same time to sustain themselves financially.

Leadership for higher education has never met as much challenges and obstacles as it faces now. With the dwindling down of government funding, a pressure on tuition caps and a sluggish economy, these factors have direct consequences to the performance on universities thus the quality of graduates they eventually produce. In addition, educational leadership plays a larger role today within the context of the current contemporary society. The challenges of educational leadership includes the teaching field, infrastructure, research, and by extension dissemination of culture and institutional management.

Dato' Prof. Emeritus Ibrahim Bajunid of INTI University looked into the issues pertaining to university leadership. Through his decades of personal experience in academia, Dato' Ibrahim broke down the mastery of knowledge for leaders to be on top of their game and leading through the change curve.
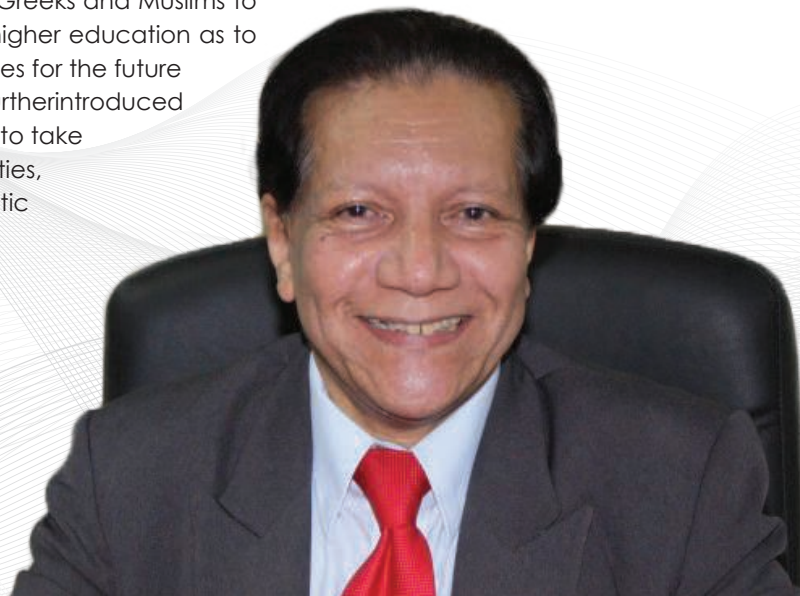
> "
> Since its inception in 2008, AKEPT has gone a long way in establishing the foundation to what it has become today. Over time, AKEPT has expanded its programmes to serve higher learning institutions specifically the public universities in driving the professional advancement of academic as well as administrative personnel in ensuring institutional excellence.

The Leadership Journey of AKEPT

Prof. Dr. Mohamad Kamal Haji Harun, FASc

Director of AKEPT

Since its inception in 2008, AKEPT has gone a long way in establishing the foundation to what it has become today. Over time, AKEPT has expanded its programmes to serve higher learning institutions specifically the public universities in driving the professional advancement of academic as well as administrative personnel in ensuring excellence. The result has been a decade of positive and vibrant community impact in which through the transformative experiences, AKEPT connects, inspires and aspires individuals to become leaders.

With this vision and mission in mind, AKEPT has embraced a dimension of values aligned competencies leadership in its aim to prevail as a center of excellence for Higher Education Leadership. Within this vision, a clear emphasis between the two forms of leadership is required in the Higher Education ecosystem. The demarcation between the two is as follows – Academic Leadership refers to an academic being an authority within the field of knowledge, where he or she specializes in, and second, Institutional Leadership refers to an academic who drives and leads the universities, polytechnics and colleges towards a fun-

ctional, relevant and competitive knowledge institutions of the society. Building the right foundation at the academic leadership will lead to a more dynamic line up of institutional leaders. Moving into this direction, AKEPT strives to build a continuum of value-driven leaders to serve the community and propel excellence of the institutions. AKEPT's sets its mission in creating the nation's talent pool of higher education, balanced leaders, those with the relevant knowledge, competencies and practices the culture of excellence. Thus AKEPT provides not only the required high quality learning and leadership training programmes, but also embarks on maintaining a high performance researched activities, so as to further enhance the knowledge in the field of Higher Education leadership and organizational effectiveness.

Also embedded within the AKEPT's strategy map is nurturing and training of the young and emerging nation's top academic leaders. The aim is to create young talents who posses the required core competencies of leadership in teaching and learning, research and innovation, to become academic leaders who can drive higher education further through the culture of excellence.

AKEPT envisions and provides training pathways for developing and sustaining leadership excellence through three main thrusts that are; (i) Academic Leadership, (ii) Institutional Leadership and (iii) Strategic Leadership Research and Knowledge Building. These areas are instrumental in shaping the right leaders in the academic landscape. In affirming its stand as Higher Education Leadership Academy, seven focus areas are focal in all its planning and training. The seven focus areas are as follows:

Institutional Leadership

Organization and Governance

Leadership within Career Pathways

Academic Leadership

Young Academic Leaders

Leadership Research & Knowledge Circle

Leadership Talent Development

7 FOCUS AREAS

These focus areas are approached through various modes of delivery whereby leaders are engaged and connected on issues related to higher education, leadership and management, talent development, emerging leaders, governance and other dimensions of leadership. Strategically, the deliberations of leadership issues and case studies would result to fruitful and holistic views that cater to the different generations in preparing for a more dynamic leadership pipeline that takes into account diversity and multi-generational gap.

Dwelling on the word leadership is a never-ending battle and struggle. Leadership is most often than not associated to power and position. The mind shift of this assumption is challenging to be uprooted. It has lingered in the minds of many who view leadership as position instead of responsibility. Hence, the manifestation of *Qalb* (Heart) Leadership is the fundamental of AKEPT's leadership journey. AKEPT is committed towards being a catalyst of promoting leadership from the heart that emphasizes value-driven leaders in the making. This is where AKEPT firmly upholds that being aware of the leadership from the heart takes a leader to leverage on values in the thinking and behavior toward improved organizational outcomes. This is central in AKEPT's direction in its drive to play a more impactful role within the higher education ecosystem in building leaders for the future.

In the years to come, AKEPT is committed in providing leadership programmes to enhance the leadership capacity building of higher learning institutions' (HLI) leaders. This is to ensure the continuum of good to great leadership pipeline in HLI exists and leads to excellent sustainability of the institutions. Ultimately, this leadership journey can be accomplished through the synergy of the Ministry of Higher Education, HLIs as well as the Board of University. On that note, AKEPT welcomes everyone on board to move forward in shaping a better future for HLIs by putting the leadership agenda on its stable track to be maneuvered by the right leaders. With the commitment of all involved, AKEPT envisions the leadership journey to be more rewarding.

> **Always touch a person's heart before you ask him for a hand**
>
> *John Maxwell*

Introducing Qalb - Guided Leadership Model

Assoc. Prof. Dr. Mohd Rushdan Mohd Jailani
Deputy Director of AKEPT

Establishing a harmonious relationship with one own-self, with others and with God or a Higher Power is one of the vital universal principals promoted by all religions in the world. Echoing this principle, many renowned leaders have come to a consensus that the key elements of leadership success are closely related to the spiritual values, spiritual teachings and spiritual principal. These elements should be the genuine drives to lead leaders to define the other elements of a successful leader such as having excellent strategy and vision as well as possessing intelligence and competence. An inspired leader always believes that until one actualizes the capacity of love and humanness, and perceiving the connectedness and wholesomeness he or she will not be able to transform or influence his followers. In this respect, it cannot be denied that the spiritual domain has to be seen as a crucial domain besides the cognitive, affective, competencies and skill domains. At this juncture, the Ministry of Higher Education acknowledges the importance of developing academic and institutional leaders who are God-conscious and values-driven. With the right values, traits and behaviours, leaders can address challenges in managing and leading higher learning institutions. This in turn highlights the need to nurture the creation of learned values-driven leadership to produce holistic and well-balanced leaders through the right understanding of spiritual framework. In this current state, the need arises to internalize the understanding of the quality, nature and function of the heart to make it transformative. Otherwise it remains as a ritual or a barren belief without much benefit or meaning. To attain this form of spiritual awakening, we have to acknowledge the source - the heart or also known as the *Qalb*. From a submissive heart (qalb salim) comes good values and from there we can address current challenges in higher education through the gradual manifestation of *Qalb*-Guided on leadership traits and behaviours.

Qalb accentuates the human's heart as the central part of human being in the process of formulation of human thoughts, actions, behaviors, feelings and emotions. This reiterates the notion of a submissive *Qalb* that is also the source of good values for leadership. It is the medium to preserve high moral conduct, integrity, humility, respecting others and reaching a full humanness. It is also human subtle faculty that leads to the attainment of the stability of the soul, gaining the true happiness, obtaining the true meaning of the knowledge and actualizing the true self. Apparently, History has shown that it is instrumental that all leaders to build their foundations-whether they establish cities or civilization- derive from their true inner love which can be gained by an inspired and peaceful *Qalb* (heart). All those great leaders in the past had shown themselves as great leaders because they had *Qalb* (heart) which turned against what they considered to be futile or useless.

This is crystal clear when the Prophet Muhammad (pbuh) has said 'In the body, there is "mudghah" (a piece of flesh), if it is good, the whole body is good, and if it is bad, the whole body is bad; truly it is the heart'. AKEPT has been entrusted to provide leadership development programmes based on the *Qalb*-Guided Leadership model to nurture HLIs' leadership in strengthening potential leaders with the relevant knowledge, competencies and culture of excellence. The *Qalb*-Guided Leadership model is grounded in both the Rukun Negara and National Education Philosophy that inspire a concept of "balanced and harmonious human being" who firmly believes in and devoted to God, and of service to Society. It embraces the notion that the "right" traits and behaviours should emerge from God-consciousness which is the most primal instinct for human beings. As the *Qalb* is central to a person's thoughts, actions, behaviours, feelings and emotions; such God-consciousness leads to the submissive Heart *Qalb* al-Salim. This embeds four Principal Virtues of Wisdom, Justice, Courage and Temperance. Nurtured in a Perfectly Balanced Way, these Virtues will manifest the desired leadership traits and behaviours of a *Qalb*-guided leader. Eventually, these virtues will demonstrate in the appropriate Leadership Traits which will influence the Leadership Behaviours of leaders. Hence, the notion of *Qalb* (Heart)-Guided Leadership model aspires a person who is devoted to God that leads to a wholesome and balanced personality. This *Qalb* (Heart)-Guided leadership model and its key terms can be easily comprehended by the illustration below.

God Consciousness

It is rooted in innate experiential knowledge cultivated through intuition and spiritual reflection. This state of consciousness acknowledges God's Presence through the practice of remembrance in the Heart, that will transcend to closeness and recognition of His Lordship.

Submissive Heart

It is the Heart that is sound, tranquil and at peace in the remembrance of God. It is free from any carnal desires that hinder one from realising the state of God-consciousness.

Justice

Justice denotes the placing of things in their "rightful" place. Outwardly, it is concerned with relationships between one and the others in ensuring just and fair treatment. Intrinsically, it relates to oneself and to God. It is about giving what is due, to whom it is due, and the way it is due. It is foremost about managing one's own self, before applying it to fellow humans, the society, and to God. It is about actualising the state of (Perfect) Balance.

Wisdom

A quality of knowing as well as reflecting deeply before aptly translating into action in accordance to primal instinct that distinguishes true from false in making conscious decisions and choices. It reflects that experiential state of God-consciousness to arrive at a (Perfect) Balance.

Temperance

It infers to the natural inclination to do what is "right" – in the right measure, the right way, at the right time, for the right reason, and in the right situation.

It is indicative of the level of discipline placed on the appetitive faculty by the intellect as prescribed in the Law.

Courage

The harmonious state of (Perfect) Balance by managing (disciplining) emotions, especially rage and anger, display of ego, desires and domination so that Wisdom and Justice can be served as prescribed.

The Qalb -Guided Leadership Traits encompass of several values acting in a perfectly balanced way to personify characters based on the concept of Qalb. These traits are defined as stable and coherent of personal characteristics based on the correct functions of Qalb such as God-Conscious, Integrity & Dignity and Ethical & Principled.

The Qalb-Guided Leadership Traits

encompass of several values acting in a perfectly balanced way to personify characters based on the concept of Qalb. These traits are defined as stable and coherent of personal characteristics based on the correct functions of Qalb such as God-Conscious, Integrity & Dignity and Ethical & Principled.

The Qalb-Guided Leadership Behaviours

(including compentencies and skills) are consistent manifestation of the Leadership Traits. The Qalb-Guided leader demonstrates behaviours which promote holistic qualities such as Collegial &Collaborative, Creative & Resourceful and Sustainability & Diversity Focused With the brief introduction of the Qalb (Heart)-Guided leadership model, it is moving towards inspiring the creation of learned values-driven leaders who can nurture both the minds and hearts of the coming generation.

"

Dear friend, your heart is a polished mirror. You must wipe it clean of the veil of the dust that has gathered upon it, because it is destined to reflect the light of divine secrets

"

Imam al-Ghazali

UNIVERSITI MALAYA

KUALA LUMPUR

Strategizing University of Malaya for Global Recognition

Tan Sri Prof Dr. Mohd Amin Jalaludin

Vice Chancellor of Universiti Malaya

Imbued in the Blueprint is the desire for the higher education sector to go global. Universities need to plan strategically in order to remain relevant not only within the country, but also to be able to excel regionally and internationally. To fulfill its vision and realize its mission, the University of Malaya (UM) has a long standing tradition of charting its future direction at every critical milestone through strategic planning. The need to plan strategically has become even more urgent in the wake of globalization that changed the landscape of higher education, and the aspiration to transform higher education as documented in the Malaysia Education Blueprint (MEB).

Strategic Actions for Global Recognition

While the university's transformation over the years has been carefully driven through the many phases of different strategic plans, UM's strategic focus remains in strengthening institutional fundamentals in all the plans. These strong fundamentals provide the impetus for competing internationally to gain global recognition. Increasing the impact and visibility of the University at the international level has always been a critical component of our pursue for global prominence. In all that we do, the university constantly revitalises the global UM brand name in teaching, research, publication and innovation. To intensify research, the university has moved towards trans- and inter-disciplinary research. This has increased research university has moved

towards trans- and inter-disciplinary research. This has increased research productivity in terms of both quantity and quality through consolidation of the expertise of staff from different disciplines. The university's emphasis on publishing in high tiered journals increased the visibility of our research. By targeting the higher impact journals, the university's research received more global attention than before, which also enhanced its academic reputation over time.

Research is also boost through focus on postgraduate research education that trains experts in specialized subject areas. At the same time, the university steps up efforts to strengthen social science research and prioritize research with policy impact as well as impact on the community.

UM continues to diversify international collaborations, and work closely with other world renowned universities and research institutions. Efforts are also directed to increase collaborations with the private sector to promote more industrial-based and applied research. Strategic alliances, and international and industry linkages are fostered to promote global presence of UM amongst the international academic community and leading organizations in the private sector. Another initiative that has been taken is to promote commercialization of research through patents and copyrights through the setting up of the UM Commercializa-

tion and Innovation Centre (UMCIC).

The university works closely with the industry to develop scientific partnerships for spearheading research, innovation and commercialization to pave the path for global recognition. One of the approaches adopted is the Public and Private Sector Partnership (PPP) model. Through these partnerships, the private sector injects research funds and the university provides the necessary expertise to develop inventions of commercialization potential. One of the successes under the PPP initiative is the Centre of Image Guided Minimal Invasive Therapy (CIGMIT). This initiative resulted in the establishment of a medical centre with hybrid operation theatres equipped with MRI and CT scanners as well as radiotherapy and radiosurgery facilities to provide image guided surgery and minimally invasive treatment. The use of this sophisticated high-tech integrated equipment network reduces operating times and the risk of surgery.

Advancement in teaching and learning remains an important goal in the enhancement of UM's global reputation. The university constantly reviews our academic programs, with the aim of developing curriculums that are internationally recognized. UM's holistic approach to education emphasizes not only professional and academic development, but also to produce graduates that are employable, relevant in meeting market expectations, and possess the qualities of global players. In this respect, teaching and learning are also strategically prioritized for accomplishing the university's mission to deepen human capital that will contribute towards the development of the nation.

The university's initiatives to internationalize continued to attract talents from around the globe. While the international student community is growing in size, the university is also expanding its academic staff strength to maintain a healthy faculty student ratio so that the quality of teaching and research supervision will not be compromised. Inevitably, the international standing and the academic excellence of a university is often mapped to its position in the world through university ranking systems. Tied to this performance measure is the obligation to participate in regional and world university rankings, as a way to benchmark the university against international standards that have direct impact on the institutional reputation and visibility at the international

level, and the fact that ranking results are continuously used by potential students in their selection of universities for admission.

The directions to move the university forward charted under UM's strategic plan had delivered positive impacts on the ranking results. Initiatives were formulated in the strategic plan to narrow the gaps between UM and the top performers. Continuous improvements took place over the years and they contributed to a steady rise in the university ranking. UM broke into world top 150 universities in the latest QS World University Rankings of 2015/2016, attaining the position of 146, up five places from the previous year. In the region, UM is placed at top 29 according to the QS rankings of Asian universities. In terms of niche areas, UM is ranked top 50 in two subjects this year, namely, Development Studies that crossed the top 30 barrier, and Electrical Engineering that hit the top 37 spot. While UM was top 100 for seven subjects last year, this year it bagged nine subjects in top 100. These results are indication that UM is internationally competitive, and its academic standards stand tall in the league of world top universities.

The university's stance in advocating for transformation towards global recognition does not compromise its commitment to its primary role as a higher education provider and duty to contribute towards the process of nation building. The process is harmonized such that internationalization efforts complement the course for the university to perform its responsibilities. Within this context, new challenges must be addressed. Competition from universities around the world is getting stiffer by the day. UM's aspiration to make a global impact and build an international reputation for the university requires more resources over time. The unfavourable economic conditions that affected the country have resulted in inevitable reduction of funding from the government to the higher education sector. To take on this additional constraint, transformation process is underway to shift work culture in UM to emphasize financial prudence and wealth creation to diversify sources of income for long-term financial sustainability.

The Practice of Leadership from The Perspective of The Aqli and Naqli Knowledge Integration

Prof. Dato' Dr. Musa Ahmad

Vice Chancellor of Universiti Sains Islam Malaysia

Leadership has long been seen as a key factor in defining a successful organisation. In fact, the rise and fall of nation-states have been attributed largely to the strength of their leaders. In Islam, the concept of leadership has been thoroughly discussed in an academic and a non-academic setting, and to expound about the characteristics of a good Muslim leader could run the risk of stating the obvious. However the dramatic escalation of political crisis which leads to rapid deterioration of the human rights situation have brought to the forefront the importance to revisit the concept of leaders and leadership in Islam. What is clear is that there is an acute absence of confidence in today's leaders, particularly in the Muslim world, and it is largely attributed to the lack of compassion, personal integrity and morality among leaders.

In Islam, leadership is perceived to be the most significant enabler for the creation of an ideal society. Although the Quran and Hadith of the prophet Muhammad SAW have provided many versus which directly and indirectly explicate the qualities of a good leader, it has been difficult to identify a single set of attributes to define what a successful leadership is. It should also be pointed out that in the history of Islamic civilisation, particularly after the death of the prophet Muhammad SAW, the subject of leadership has been thoroughly and fiercely deliberated, and there has been no consensuses on what makes up the qualities a good leadership style. The nature and view of leadership, in Islam therefore is dynamic and open-ended. Based on the above context, it is important to stress that the leadership conception in Islam could truly be acquired only through the integration, consolidation and unification of Naqli and Aqli knowledge.

The leadership crises in the world today proves that the meaning and understanding of leadership process could not be achieved through "Aqli" or the acquired knowledge alone. This is because the Aqli simply explains the 'what' aspects of the purpose of leadership. The "why" aspects of what it means to be a leader, could only be found through the Naqli or revealed knowledge based on the belief and willingness to submit oneself to the creator- Allah SWT. A leader that centers himself on serving the creator will ensure that he is to act in accordance with the guidance of Allah SWT and his Prophet and this in turns develop a strong leadership moral character. This moral character is reflected in the strong belief in the spiritual dimensions of Islam namely Iman, Taqwa and Ihsan. One example of an important notion of leadership that requires the need of the integration of Naqli and Aqli knowledge in order to understand its

relevency in totality is knowledge in order to understand its relevency in totality is the concept of COMPASSION. There has been a rise in the trend to adopt and to practice the notion of compassionate leadership due to the global human and financial crisis that has unfolded since the past decades. The understanding that leaders should be strong-minded and lead with heads to inspire the best in others, has been replaced with the demand for trustworthy and compassionate leaders. A compassionate leader can be generally define as a leader who lead with the hearts. A compassionate leader not only have the eagerness directed toward the outcomes, products or services to achieve the end result, but even greater passion toward making a significant impact on empowering their members, inspiring communities, encouraging cooperation and mutual support that transcends faiths, races and geographical communities.The concept of compassionate leadership, however, is not something new in Islam. The Prophet Mohammad as a statesman is known to lead with mercy, kindness and justice.

In a hadith, Rasulullah said that "The best of your leaders are those whom you love and who love you, who pray for you and you pray for them. The worst of your leaders are those whom you hate and who hate you, and you send curses on them and they send curses on you."(Muslim)

Besides propagating the message of Islam, the prophet has been successful in creating a just society free from inequality, injustice, exploitation and oppression. This is achieve by the Prophet PBUH through what many scholars conceptualize as a servant-leader approach, a notion that has been made popular by Robert Greenleaf in the 1970s.

As a stateman, Prophet Muhammad PBUH fosters leader–follower relationships. He advocates that shared values, compassion, mutual trust, spiritual, and moral dimensions of leadership to dominate rather than power to ensure efficiency in organisation. Rasulullah SAW shoulders the role of a servant, through his total commitment to serve other people before himself. In a hadith Narrated by Ma'qil, Prophet Muhammad PBUH said, A ruler who has been entrusted with the affairs of the Muslims, but makes no endeavor for their material

and moral upliftment and is not sincerely concerned for their welfare will not enter Paradise along with them. (Al-Bukhari, 1997, p.166) In a hadith Narrated by Ma'qil, Prophet Muhammad PBUH said, A ruler who has been entrusted with the affairs of the Muslims, but makes no endeavor for their material and moral upliftment and is not sincerely concerned for their welfare will not enter Paradise along with them. (Al-Bukhari, 1997, p.166)

In the Quran, the importance of the principle of leadership through service is emphasized by the fact that leaders are the servant of Allah The responsibility that Allah SWT has blessed leaders with is only a mean to serve Allah.

He said: "(The power) in which my Lord has established me is better (than tribute): help me therefore with strength (and labour): I will erect a strong barrier between you and them (Al Kahfi 18:95).

In the context of integration of Naqli and Naqli knowledge, it is important to discussed that the Enlightenment together with the force of economic modernization and nation-state formation, has precipitously divorced religion from life, particularly in the West. This separation, however, did not happen in Islam. Although consolidation of colonial rule in the 19th century has brought numerous changes to Muslim states including the force of modernization, this disociation of the religious from the secular sphere did not materialise, and as emphasized by Hamid Mowlana who is a scholar in Islamic communication "if attempts were made by the late modernizers to do this, the process was never completed".

Another pertinent concept of leadership in islam as stated that in the holy Quran is the responsibility of man as vicegerents (khalifah) on the earth. Khalifah is another term that represents the meanings of service, and stewardship, and as khalifah, we are tasked with the responsibility to defend Islam and look after the well-being of ummah.

Towards A World Class Malaysian Technical University

Prof. Datuk Dr. Shahrin Sahib

Vice Chancellor of Universiti Teknikal Malaysia Melaka

History And Establishment Of MTUN

Malaysian Technical University Network (MTUN) started with the establishment of the Technical University Colleges (TUCN) in the early 2000. MTUN specialises in higher technical and technology programmes which are industry-based and practical-oriented. The four university colleges then were KUTKM, KUiTTHO, KUKTEM and KUKUM. For mutual benefits, the Technical University Colleges Network (TUCN) of Malaysia was officially enacted in March 2006. In February 2007, all four university colleges underwent a rebranding initiative and henceforth are now known as UTeM, UTHM, UMP dan UniMAP. In lieu with this move , TUCN becomes MTUN or Malaysian Technical University Network.

Championing TVET

MTUN has been specifically assigned to champion the nation's TVET mission. Playing a pivotal role in placing TVET as a mainstream programme in the Malaysian Higher Education scenario, MTUN has a commitment in ensuring that TVET is seen as the first choice for high performers. Research has shown that for a developing country which aspires to be a high-income industry driven nation, focusing on advanced manufacturing, will require 40% Engineering Scientist dan 60% Engineering Technologist. MTUN has placed a target of 70% enrolment in Technology Programmes by year 2020.

The proposed expected outcomes are as below:

Proposed Expected Outcomes (Indicators)	2015	2020	2025	2030
Enrolment in Technology Programmes in MTUN (%)	60	70	80	80

Current student enrolment and academic programmes at MTUN are as follows:

Proposed Expected Outcomes (Indicators)	PhD	Master	Bachelor	Diploma	Total
Overall Student Enrollment (Engineering, ICT, Technology)	2,025	3,355	39,675	5,008	50,063
Student Enrolment (Technology)	-	-	4,921	-	4,921
Number of academic programmes	26	78	131	25	260

Top Choice Graduates Among Employers

Equipped with distinct technical skills through intensive hands on and practical-oriented teaching and learning in an industry-scale environment, MTUN graduates possess specific skills sought by industries. This teaching factory model is also adopted in industry-driven countries such as Germany, Hong Kong, France and Korea. MTUN graduates are ready to join the workforce and do not need additional training as they already have the technical know-how and soft skills stipulated by the industries. These exposure renders MTUN graduates an upperhand in securing employment with renown private and multinational companies compared to their peers from non-technical universities.

World Recognition Through Mobility Programmes

Specially designed mobility programmes by MTUN universities have accelerated their presence world wide. Credited and non-credited mobility programmes are open to students from across the faculties providing opportunities to local and foreign students alike to experience studying abroad. MTUN universities have signed a number of MOUs and MOAs with institutions around the world, such as University of Technical dan Applied Sciences Germany, France, Turkey, USA, UK, Korea, Japan, and Australia among others, providing incomparable exposure and experience for students. In addition, MTUN also initiated collaborations with reputable universities such as Institutes of Technology Ireland, with potential collaborative efforts in the area of exchange of teaching and research personnel, exchange of administrative and other personnel, exchange of students, collaboration and research projects and any other areas of co-operation as agreed to by the Parties from time to time.

World-Class Industry Collaboration

MTUN universities have a specific mission in flourishing this university-industry collaboration that will benefit both parties in the long run. Numerous imperative collaborations with top-notch industries such as Siltera Malaysia, Samsung Electronics (M) Sdn. Bhd., Infineon Technologies, Western Digital, Sapura Industrial Berhad, B. Braun Medical, Intel, Proven M'sia Sdn Bhd and RedTone have been implemented. The CEO@Faculty Programme mooted by MOHE has further strengthen the synergy between university-industry through knowledge and experience sharing sessions held at designated

universities with the aim of inspiring students towards realising their future professions in the industry. In optimising the presence of industries in the campus vicinity, various initiatives have been introduced. One of which is the setting up of the Samsung-Internet of Things Academy at UTeM, the first of its kind in Malaysia which is an excellent example of public-private partnership that leverages on the expertise of academia and industry to drive technological development and innovation. This Academy is well designed to cultivate the next generation of innovators to support the Government's vision of a knowledge-driven and high income nation.

World-Class Research

Excellence in research and innovation in the areas of science and technology is integral to the success of MTUN universities. These two elements are vital resources and strategic invesments for MTUN in bracing multi-faceted global challenges, pushing basic university research towards commercial applications with the aim of offering solutions to existing problems.

MTUN places a distinctive emphasis to applied research disciplines, development and application of high-impact technology in areas as stipulated in the Malaysia Education Blueprint 2015-2025 (Higher Education). MTUN CoE synergises in a single niche area that is Sustainable Materials and Green Technology. Consolidating all efforts and resources in MTUN, success in accomplishing this research agenda is assured. The niche area consists of the following three main clusters, namely Waste Management, Technology Development and Product Development.

In ensuring sustainable research activities, viable development and augmented commercialization, each university under the flagship of MTUN puts forth its expertise and niche in the following specialised areas as follows:

i. Green Technology and Environmental Engineering UTHM
ii. Advanced Manufacturing and Computing Technology UTeM
iii. Advanced Process Engineering and Automotive UMP
iv. Autonomous System and Nano Electronic UniMAP

UNIVERSITI TEKNOLOGI PETRONAS

Transformative Higher Education Leadership: Anticipating the Game Changer

Datuk Ir. (Dr.) Abdul Rahim Hashim

Vice Chancellor of Universiti Teknologi PETRONAS

What is required of a leader in an industry and environment where change is a constant? It's a question that's often posed to and by Vice Chancellors and the leadership of institutions of higher learning, and it's not an unreasonable query given the pace and magnitude of change seen and expected in the higher education sector. Leaders of institutions of higher learning are expected to navigate through change and ensure that their universities meet the ever growing and changing demands of stakeholders. But beyond that these leaders also have to harness internal capacity, foster effective partnerships and ensure that their respective universities stay ahead and remain at the top of their game.

Undoubtedly higher education leadership is more challenging and nuanced than before – whatever worked before will not work today. Leade rs have to be constantly on the move and on their toes. staying one step ahead of the competition and at the same time seeking the competitive advantage or what staying one step ahead of the competition and at the same time I'd like to call the 'wow' factor. This makes being a leader an extremely dynamic role. It's much like being on a treadmill. You need to move, whether to run, jog or walk, because if you stand still you will fall. The only difference

with leading a university is that the consequences of staying still are more significant than a bruised knee.

The pressures on the leadership of institutions of higher learning stems from the ever-changing higher education landscape, evident in the areas of teaching and learning, research, student experiences and alumni management.

For example, in today's environment the so-called chalk and talk type of teaching is no longer relevant and in it's place we're looking at active learning and problem-based learning. The focus is shifting from teacher-centred to student-centred learning, where students have a voice in the 'why', 'what' and 'how' their learning takes place.

There is also the issue of technology, and what impact it has on the way teaching and learning is approached. For instance, are classrooms still relevant today, and will we require them in the next 10-15 years?

Changes can also be expected from the graduates produced because the future will largely comprise job creators rather than job seekers. So the question then is

how can universities and institutions of higher learning prepare students for these realities? What skills can we equip them with? In the same vein, we need to remember that as higher education providers we also shoulder the burden of creating globally responsible citizens.

Having answered these questions, leaders then need to identify and carve the right strategies to get the university to the desired goals. In other words, a fairly robust roadmap is essential – one that analyses where you are, where you're headed and what's required to get there.

At Universiti Teknologi PETRONAS (UTP) we conduct foresighting sessions and workshops where our academic programmes are reviewed periodically to ensure their relevance. Here, engagement with our partners in industry and academia is vital, and the leadership ensures that the organisation has the structure that allows for such engagements. At UTP we have the International Academic Advisory Panel and we take great pains to ensure that we ask the members, who hail from all corners of the globe, the right questions. We also undertake workshops to understand what's in the future and this also helps us see what are the research areas that we should focus on.

But leadership isn't just about getting things done. It's about the people that you're leading, and leaders must not only possess the skills to motivate change but articulate it for a diverse audience. You have to convince the board, the leadership team and the rest of the organisation, as well as not forgetting, the students and parents. As such, the engagement has to be comprehensive.

Leaders need to have an authentic and consistent relationship with stakeholders. The dialogue must be continuous, collaborative and participative. For example, getting the team, especially the faculty members, on board is crucial because they are important cogs in the leadership wheel. They need to be invested and have that buy-in so they in turn will consider prevailing issues, for instance if their students comprehend what is being taught, and how can they

ensure that students grasp concepts and principles without falling into the trap of rote learning.

Within all this, leaders also need to develop a sustainable and adaptable system. This ensures that the foundation built is a solid one, and there are systems, processes and a structure in place that allows for the successes to be repeated, and strategies improved upon to ensure continued success. There should also be some tenureship to the leadership role itself to ensure that the leader has the opportunity to carry out and see through the plans and strategies.

At the end of the day the demands of the leader in the education sector in the main is no different from that of any other sector or industry. It begs the question, should the leader of IHLs be predominantly from the education sector only? But that is another story. It requires an understanding of the landscape, using the tools and systems on hand to anticipate change and create that 'wow' factor, and engaging, motivating and driving the talent and people towards the finishing line.

> " **Leading by example is not the main thing in influencing others, it is the only thing** "
>
> *Albert Schweitzer*

Diagnosing Leadership Revolution in Universities: The Case of Deanship Portfolio

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Universities are operating in a more competitive environment around the globe, compared to three decades ago. Malaysia's proposal to become a developed country by 2020 brings the need to create a competitive environment for national higher education. This notion is reflected in Malaysian universities, by the creation of international profiles through academic and leadership contributions of dean. One of the strategies in this action plan is to transform Malaysian Higher Education into a regional hub for education in Asia (Ministry of Higher Education, 2007). Part of the action plan to transform universities by applying the management style of the private sector into an academic context. This means that a Malaysian university function goes beyond academic services by applying corporate management style. As a result, universities have expanded their size, responsibilities, specialisation in research and consultation; autonomy in administration and finances; international recognition and networks. This expansion of responsibilities has created a business-like environment in universities, with democratic governance.

The changes in university landscapes also brought similar changes in other aspects of management, in particular, the leadership portfolio of deans. The new leadership portfolios demonstrated that middle management, rather than top leaders, are more engaged and influential towards organisational performance (Currie & Porter, 2005). Within the aspect of universities, middle management refers to deans with responsibilities in both, academic and management portfolios.

Holding the portfolio in academic and management demonstrates leadership revolution for deans with a shift from traditional to modern responsibilities (Boer & Goedegebuure, 2009). In the traditional portfolio, deans focus mainly on academic programmes, particularly on the curriculum development of managing the teaching and learning process between staff and students at a national level. In term of research and collaboration, deans are expected to conduct research and publish in high quality journals without having specific targets on the volume and output in competition or conference outcomes. In aspect of administration, deans are expected to manage existing staff in daily tasks and be monitored by the human resource department.

However, in the current era, it is essential for universities to be ranked by world standards, and it is the responsibility

of the dean to enrich their academic programme to cater for the needs of the international market. Deans have the responsibility to empower and expand academic programmes towards syllabus that are more practical within the changing environment. Academic programmes that have a combination of knowledgeable and marketable syllabus develop/produce capable students that are targeted by future employers either in local or international companies. In the aspect of building academic collaboration and networking with international universities, academic programmes should have recognition by international institutions. Meanwhile, this age of globalisation and liberalisation encourages university to obtain a variety of research grants funded by local or international agencies across discipline and talents for foreign and local academics.

Research collaboration either in local or international level creates an advantage for academics with collaborations in publications, attachments, competition, exchange programmes with distinguished partners (universities or companies). In respect of an administration revolution, deans are expected to be outstanding in academic and research profile, with influential power and authority in managing human and financial resources. As middle managers, deans have the formal power and strategic planning for schools to raise the sense of collegiate participation with existing intellectual capacities to contribute to schools, recruit new talents including foreigners, achieve manifestos, rebrand services, increase participation in wider society and generate income through academic enterprise. In coping with multiple responsibilities and balancing a career path of an academic and a university manager, deans are known to have specific backgrounds such as senior, managerial competencies, committed to both, academic and management, be role models, decision makers and have global vision. To cope with the challenges in the revolution of leadership, deans are given academic autonomy. However, because of the main challenge is to implement executive power, deans are still under the targeted score for research activities (Singh, et al., 2009).

In conclusion, dean's portfolios are different from other types of leader's positions outside the academia. This is because of the nature of academia itself. The acade-

mic leader is required to have both the capabilities of an academic and a manager. The above discussion on the revolution of dean leadership indicates substantial changes. In the current situation, deans are still performing their traditional duties with the additional new inspired executive work that emphasises more individual talent and skills to deal with national and international players. Although, it seems that the changing current environment requires deans to expand their roles and duties.

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> # When Words Come From the Heart of Anyone, They Find a Place in the Heart of Another

Caliph Ali

Contextual Leadership for **Higher Education**

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As the higher education increasingly coming under public scrutiny, the role of its leaders is also being redefined based upon the new realisms. The last two decades have witnessed a paradigm shift in the way leadership is perceived and how it functions. Leadership no longer belongs to one charismatic, superhuman, know-all individual but has become a complex web of non-hierarchical, collective and contextual influence that meets the challenges of new realities of educational institutions. Recent studies on successful school leaders around the world have demonstrated that a successful leader needs to adapt his practices based upon his own unique contextual environment instead of blindly following one of the established leadership models. The basic tenets of educational leadership in schools and institutions of higher education remain the same; hence there is no reason why the approaches of leadership practices might be any different. A present day leader is spoilt for choices of leadership models that purportedly bring success; transformational leadership, distributed leadership and instructional leader being the prominent models among them. However, these models have also been found to be less effective in certain contexts and have been criticised by scholars in a number of ways. For example, Phillip Gilmore and his colleagues from George Mason University (Virginia) argue that the efficacy of transformational leadership is contextual and may be useful for those institutions in which leaders adapt their actions according to their needs instead of employing a one-size-fits-all, transformational flair that is directed towards all its employees. In fact, they argue, transformational leadership even becomes counterproductive in situations where the employees are already high on motivation and functioning at their optimum, thus implying that in order for transformational leadership to flourish, aright situation or context is the prerequisite. Other established leadership models such as distributed leadership and instructional leadership do not fare better either and have their own share of criticisms. While distributed leadership is reported to have been linked to effectiveness in a number of studies, it has also been found to be ineffective on several occasions. It has been interpreted as arbitrary delegation, even coercion and has been heavily criticized for its failure to establish the role of the formal leader from other leaders in the distributed leadership paradigm. Similarly, instructional leadership model has also been successful in a number of cases. However it has been pounded by scholars for its focus on teachers rather than being student-centred and for being too much leader-focused.

Educational leadership is multidimentional and thus it is futile to bind it with one-size-fits-all colloquium. No one leadership model is universal and is capable of producing positive results on its own in every context. Educational institutions are unique in their own ways. Although the core competency of IHLs is rooted in its

teaching and learning outcomes, they differ in a variety of ways in terms of their niche area (Business, engineering, technology), institution types (research-focused or academic-focused), geographic location, size, demographics, funding, governance, ranking and so on. For an effective leader of an IHL, it is impossible to ignore the unique context of the institution and not adapt his practices accordingly. Thus the organisational context becomes the key determinant of the skills, characteristics and practices of a leader for desirable results since practices that might have worked in other institutions may be inconsequential in the current one. In 2009, Harvard Business Press published a book titled *The Practice of Adaptive Leadership* (Heifetz, Linsky, & Grashow, 2009) in which the authors claim that present day leaders are increasingly facing adaptive rather than technical challenges in all industries. There is ample empirical evidence that universities which adapt their practices in line with their ever-changing operating environment become more successful than others (e.g., Scott, Coates & Anderson, 2008).

Malaysia is on the cusp of a not-so-silent revolution in the field of education. It aims to be an important hub for quality education in the ASEAN region and aspires for its IHLs to be among the higher rank educational institutions in the world. In these times of global economic slowdown, budget cuts, higher expectations and stiff competition, IHLs are facing challenges like never before. In order to be competitive and meet the goals set in its education blueprint, the role of leadership becomes paramount. Established leadership models have their advantages, however success cannot be guaranteed by blindly following just one of the many leadership models that are available. Effective leaders should be flexible enough to pick and choose what works best for them from among all the established models. Flinn and Mowels (2014), while explaining the leadership capacity building process claim that during these times of uncertainties, including political and ideological forms as well, leaders must possess radical doubts, inquiry and reflexivity which, according to Grint (2005) are necessary since proven practices elsewhere are insufficient in such circumstances. Since all IHL leaders are expected to already possess the basic qualifications that are required for their appointment, the qualities that would set a successful leader apart from

others would entail the ability to study their contextual environment thoroughly and adapt their practices that would respond to it, irrespective of what model(s) of leadership is followed. Contextual leadership is the way forward of uncertainties, including political and ideological forms as well, leaders must possess radical doubts, inquiry and reflexivity which, according to Grint (2005) are necessary since proven practices elsewhere are insufficient in such circumstances. Since all IHL leaders are expected to already possess the basic qualifications that are required for their appointment, the qualities that would set a successful leader apart from others would entail the ability to study their contextual environment thoroughly and adapt their practices that would respond to it, irrespective of what model(s) of leadership is followed. Contextual leadership is the way forward.

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Transformational Leadership And Organisational Excellence Of Malaysian Public Universities

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The emergence of a knowledge-based economy and new paradigms in society have challenged the traditional ways of managing public universities. The technological advances and an increasingly demanding public, coupled with a decrease in government funding and increase in operation costs are putting pressure on public universities to remain competitive, relevant and sustainable growth worldwide, Malaysia is of no exception. Gone are the days of "ivory tower", today, public universities are relentlessly focusing on commercial competitions imposed by economic imperatives. In order to address all these challenges, hence, the mission of the Malaysian Ministry of Higher Education (MOHE) is to creatively transform Malaysian higher education institutions into the state of excellence by the year 2020.

Malaysian public universities face many challenges to improve their quality in terms of university ranking, productivity of publications, graduate employability rate and to increase the number of intake of international postgraduate students. Moreover, Malaysians demanded quality education from public universities, and as a result, the MOHE is determined to reform Malaysian public universities by launching the Public University Transformation Programme (UniTP) module that includes more autonomy for each public university to transform them to achieve the status of excellence and to compete in the globalised education landscape.

Transformational leadership and public universities organizational excellence in Malaysia Organizational excellence have been defined in varied ways. Peters and Waterman (1982) viewed organisational excellence as a skill at rapidly responding to become different in any kind of environment and able to track, revamp, adjust, transform, and adapt to shifts in customers' needs, skills improvement, change in public mood, and realignment of the forces in the international trade as well as shifts in government regulations. Other researchers defined organisational excellence as putting a well-established system in an organisation (in place) and vigorously pursuing in proactively sensing and responding to changes within an organisation in an immediate and remote environment.

However, in the context of Malaysia public universities, Cullen, Hassall, & Broadbent (2003), precisely defined organisational excellence as a quality journey of positioning an organisation to achieve excellence by the measurement of financial performance, customer, internal business, innovation and learning perspective. This definition is commensurate with the intents of MOHE to transform Malaysia's public universities into the organizational excellence framework.

There are many factors impacted on the organization's excellence, but one of the most powerful predictor is transformational leadership impacting on organizational

excellence. Transformational leadership is a leadership that behaviourally motivated and helped the subordinates by mixing of units on vision, inspirational communication, intellectual stimulation, supportive leadership and, personal recognition to achieve goals of an organisation. Due to the breakneck nature of technological advancements and globalization, many organizations struggle to cope with the tumultuous changes to remain relevant to the marketplace, let alone aspire to achieve excellence. The extant literature in the leadership highlights one distinct leadership style; namely transformational leadership that can help the organizations to remain relevant to the stakeholders and along the journey, catapult the organizations into achieving the excellence stature.

Hence, some researchers have started to pay attention to transformational leadership that help translates into organisational excellence and many recent researches has found out that transformational leadership has a positive effect on organisational excellence. When a leader intellectually affected the followers, it will give a positive effect towards the followers to perform well in the organisational activities. This usually caused followers to be loyalty attached to the organisation. This loyalty and subsequent feeling of security must be balanced against further productivity to prevent a follower from being less likely to make positive contributions to the organisation.

Research indicated that in order to sustain quality in public universities, transformational leadership had been found to be a necessity and this could be done by effective communication between the leadership and followers as well as leaders empowering their staff towards best practices and superior results on the vision of the universities. With the effective transformational leadership, the challenges of dwindling fund allocation and scarcity of teaching and research facilities can be solved in public universities. It had been found that followers of transformational leaders often set high work purposes for themselves after the motivation from the leaders and the followers were more committed and involved with their organisations and performed beyond social expectation.

Thus, to motivate followers to willingly and enthusiastically strive for higher levels of performance beyond ordinary expectation, transformational leadership had made an extra-ordinary man out of an ordinary man. Many researchers pointed out that management without transformational leadership will not be able to create and generate excellence. Moreover, they added that building leadership can initiate organisational excellence, which refers to developing leaders through training and education to have the right values and competencies. It is worth to mention that organisations which aim to achieve excellence, should have a harmony between leaders and followers and they work as a team. The role of transformational leadership is considered the rock star in the development of any organisations to achieve excellence in performance.

Based on the above narrative, an organisation desirous of being classified as world class or high performer needed to practice transformational leadership. This was why all organisational excellence frameworks utilized leadership as the spark plug of excellence program. Pinar and Girard (2008) mentioned most of organisational excellence models consider transformational leadership as the most critical factor for organisations to have high performance and gain the proposed success because good leadership is the key to the organisational success that result a superior performance.

In a nutshell, when a transformational leader in public universities espoused and exhibited his or her university's vision by ensuring that followers revered them, inspirational motivation has taken place. The universities leaders could motivate their followers either through individual action or team spirit for the purpose of achieving the vision of the universities into the stature of excellence.

HUMANISING UNIVERSITIES

Interview with
Dr James Campbell –
Deakin University, Australia

In your view, how do you describe Western education theory?

A key thing to understand in regards to the history of Western educational theory and philosophy is its diversity. The tendency to view educational philosophy from the West as one unified approach is misleading. Examples of critical differences include distinctions between religiously inspired thinkers who have engaged education such as Jacques Maritain or in more contemporary times Alasdair Macintyre, to secular thinkers such as Michael Apple and Henry Giroux.

In more contemporary times a way of dividing different approaches to educational theory and philosophy is by making distinctions between conservative/traditional educational theories, liberal/progressive approaches and what can loosely be termed as radical approaches. Conservative and traditional educators are generally concerned with maintaining cultural order. In regards to what can broadly be defined as conservative thought, two theories stand out: Perennialism and Essentialism. Perennialists believe that there are basic lessons that can be learned by reading and engaging with the great ideas of Western civilisation. The classic "Great Books" curriculum of St. John's College is perhaps the most famous example of this tradition of thought. Essentialists believe that there is core knowledge that needs to be transmitted to students in a coherent and systemic manner. Generally, Essentialists differ from Perennialists in that they accept that knowledge changes but still place emphasis on order and discipline in the class. The key founding thinker in this tradition is William C. Bagley and perhaps one of the most well-known contemporary exponents of essentialism is Theodore R. Sizer. Liberal progressives trace their intellectual lineage classically to Rousseau and the most famous of progressive educators is John Dewey. Progressives focus on the whole child and his or her experience, and differ from Perennialists, in their more flexible approach to pedagogy and content, and from Essentialists in their attitudes on authority. Radicals differ from progressives in their overtly explicit views on the political nature of education and their upfront commitment to radical social educational and political change. Early exponents of this tradition include the social constructivist educator George S. Counts who penned the famous "Dare the Schools Build a New Social Order."

What is the philosophy behind Humaniversity? How can we benefit from it?

The Humaniversity concept as discussed in the book "Humaniversity: Remembering the Moral Soul of Education" was inspired in its initial stages by the work and ideas of Tan Sri Dzulkifli Abdul Razak. From his point of view, the Humaniversity concept opens up a discussion about the normative direction and mission of a university. This is done in the context of concern with the reduction of how we value our universities to their place on ranking tables and productivity metrics, the reduction to that which is valued to that which serves utility and that which can be quantified. Many criticise the university as having become far too influenced by the dictates of business and the needs of the economy. Universities seemed to have lost their soul and we wonder to what extent they are losing their heart.

How can we benefit from reconnecting our ideas of a university to its historical roots?

Perhaps one way of answering this is to suggest that the historical roots of a university provides us with a discourse, a language with which to critique and challenge current ideas of education and enable us to consider that history is not simply something of interest to scholars and found only in dusty books. One of the most critical issues at stake in rethinking our concept of a university is to reassess what we commonly refer to as the distinction between facts and values which exists in our institutional life. It is in regards to this issue that historical critique becomes important, perhaps even central to rethinking the concept of a university since history provides us with a narrative in regards to university that is based not upon a clear distinction between facts and values, but a story of their interconnection and interrelationship.

What is your opinion on the idea of integration of knowledge? Is it necessary at all and if it is, what is its importance to humanity?

There are different views on what integration of knowledge actually means and entails. The core problem that lies at the heart of the issue of the integration of knowledge is addressing and understanding the fact of value distinction that lies at the heart of modernity and its institutions. In modern life facts are thought of as what is true in the world and are derived conventionally through scientific method, and values refer to what is right, what ought to be done and are thus seen as subjective. A firm distinction is made between them. This distinction which lies at the heart of the modern approach to knowledge is deeply problematic for several reasons.

We need to grasp the way in which values actually inform our approach to facts in several ways and preeminent among the ways that this entanglement manifests is at the level of practical argument about facts, practical arguments about science, its usefulness, its objectives and the objectives to which it is applied. Practical problems may also get in the way of us properly grasping the interrelation and relationship between facts and values, science and moral norms. For example, issues of curriculum overload, the proliferation and constant apparent changes in the goals and knowledge to be learned, lack of support and help for teachers in teaching the curriculum, all can conspire to make it hard for teachers to engage in the integration of knowledge and values.

Imam Feisal on Building a Muslim Community in the West
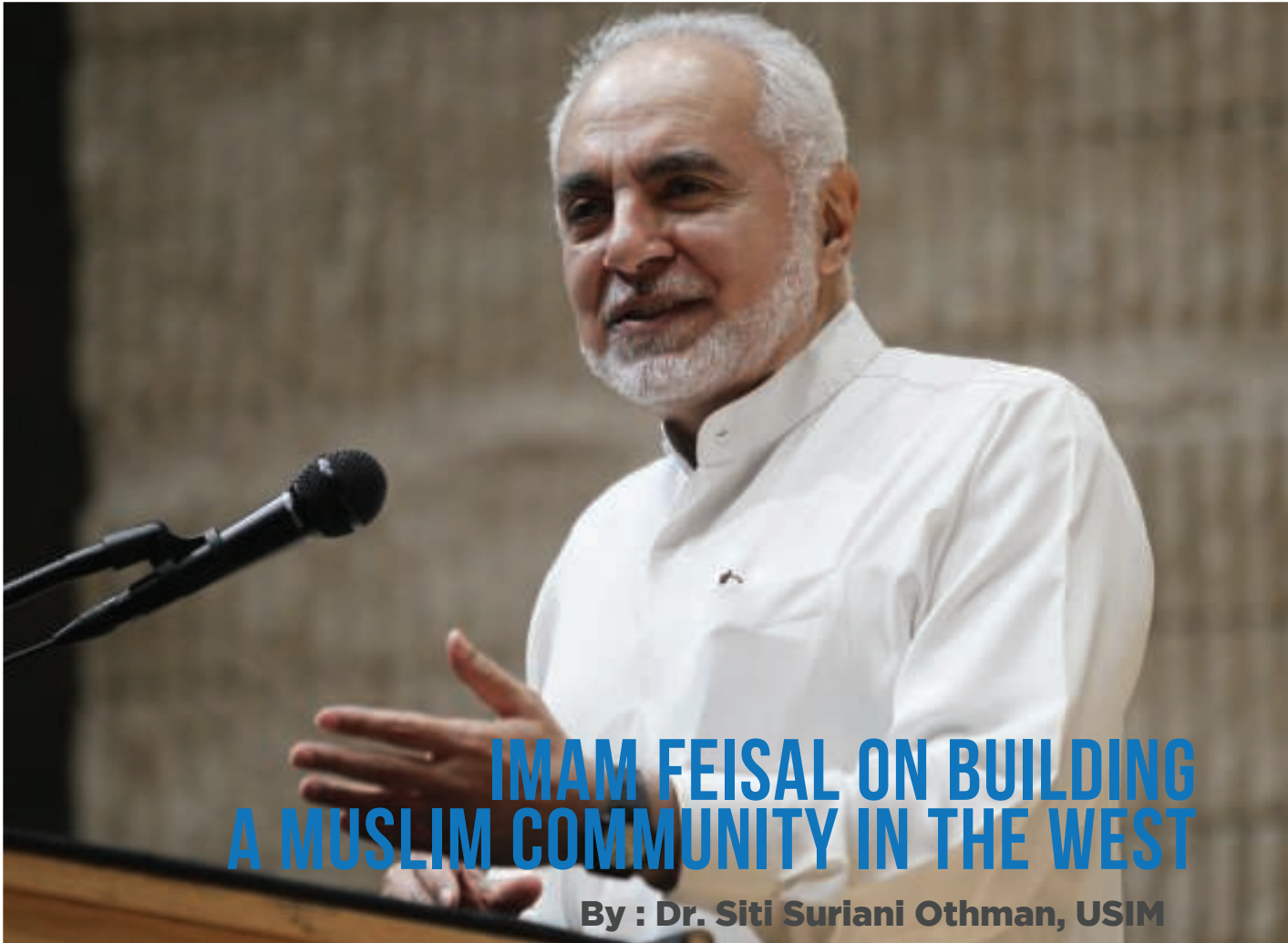
IMAM FEISAL ON BUILDING A MUSLIM COMMUNITY IN THE WEST

By : Dr. Siti Suriani Othman, USIM

Can you share your early education experience?

I started my education officially with the kindergarten in Cambridge, and then I went to Klang High School, I went to Simpang Lima School in Klang in the early 50s, and then I went to Victoria Institution (VI) and received my school certificate from VI 1964. Growing up ten years in Malaysia, I consider myself very much Malay. I went for my undergraduate study in Columbia University, New York, and my Masters in Physics in Steven Institute of Technology.

Tell us your journey in Islamic discovery and teaching.

I grew up in a religious family. My father was the Head of Kolej Islam in Klang in 1955. He was the first head of the department of Islamic studies in University of Malaya when it was started in 1957-1959. Then he was invited back in 1983 to be the first rector of Universiti Islam Antarabangsa Malaysia (UIAM). Growing up in a religious family, I had the opportunity to know the greatest scholars, for example Syeikhul Azhar when visiting his home. I always knew that my life would be in the spirituality sphere. In 1983 a sheikh who started a mosque in New York invited me to be the Imam and khatib. That was when I began my official work in this area. My work in America has been defined by trying to translate Islam into the American cultural setting. If you look at the history of Islam, when Islam spread from Hijaz to all different countries in the world, it restated itself in each of the country which it went to. In Malaysia, you have the adat melayu, which is the culture or the 'urf of the people that is considered part of Islamic law. So, today in America we need to develop an Islam which is also culturally American.

What is your main challenge in integrating Islam that is culturally America?

We don't have any challenge from the non-muslim community. Instead, the challenges are really in formulating solutions. For instance, in the area of personal law, a muslim man can marry a Christian or Jewish girl without asking her to convert, but if a muslim girl marries a non-muslim boy, the non-muslim boy has to convert. How do we then resolve this issue without forcing the non-muslim boy to convert? We created new formula to resolve this so that Islam is culturally American.

What was the recent project that you were working on?

This project was developed to clearly define 'Islamisation' of Islamic state. Islamising Islamic State has been a rising issue in many countries in Muslim world.

Is there any book that has been published during that process?

This is the first book. I approached number of publishers and they proudly agree to publish this academic book within the duration of four years.

Why do you think that non-Muslim countries can perform much better than some Muslim countries?

There is a famous remark by Syeikh Muhammad Abduh, a scholar who lived in 1800s, upon his return from Paris: "I went to France, I see Islam but no muslims, I come back to Egypt I see muslims and no Islam." Today for example, at least 70%-75% of Syrian muslim refugees fled to Germany, UK and European countries. A Pakistani doctor, who is a friend of mine, has several doctors on his medical team who are Hispanics non-muslims, and he praises them for their honesty and integrity. The fact that people migrated to Germany and UK proved that those countries excel in terms of the morality of their systems. The Prophet (pbuh) said, "Religion is about the way you treat people." Germany has opened its doors to Syrian refugees in the hundreds of thousands. Which Muslim country has done that? In America they will say people vote with their feet, the 37 Syrians are voting with their feet to the country which can be their home.

With that scenario and the establishment of Syariah index, what hope we can offer the Muslim world?

A Prime Minister will be able to evaluate the definition of an Islamic state and fulfil these six objectives of maqasid using this index. If he cannot implement all six maqasid at one time, he can focus on at least two maqasid. For example, the country's budget will be focusing on creating more jobs if the focus is on right to property, and on healthcare (medicine, doctors and hospitals) if it involves right to live. The general public would have an idea on the government's plan that is impactful to them. This is how we want the Index to be used.

How is the response so far from the American as well as the Muslim community as a whole?

Syariah is not just the law of Muhammad. It is the law of Jesus, Moses, and all the prophets. After the time of Prophet Noah the syariah is the law given by God to all mankind. The 10 commandments which is basic to Judaism and Christianity is part our commandments, for example 'thou shall not kill', 'thou shall not take your lost in vain' and so on. What we call syariah is actually the same law that applies to atheists who outlaw theft, murder in a similar manner. I am proud to see that the Prime Minister of Malaysia has endorsed our Syariah Index. Let us unite, as Allah says in the Quran, "hold on to Allah's rope and don't divide yourselves." This is a commandment, it is not an option.

Is it possible to be achieved in Malaysia?

Everything is possible. There is no problem created by human beings that human beings cannot solve.

Is there any way the Index itself can contribute in uniting us?

If you want an Islamic state you should follow these guidelines. If the Prime Minister and the scholars take this index as a roadmap, they can base their argument/hujjah using the Index. The religion is not a source of division but a source of unity.

What is your opinion regarding local Islam which comes from today's culture, for example in Indonesia that promotes the term "Islam Nusantara"? Does it connote that Islam follows the culture of South-East Asian people and that the dakwah here is different from Islam in middle-east?

Terminology creates a lot of misunderstanding. A brilliant essay written by the late Prof. W. K. Smith, a scholar of comparative religion study, pointed out that the term "Christian" did not begin from the time of the Jesus Christ. The European colony termed our law as "Muhammadan law" or "Islamic law" to differentiate from their law. The adjective "Islamic" originated from a colonial tradition.

What is your general view on the future of Malaysia as an Islamic state?

I think the future of the country is always in the hands of those who lead it. The sister of Prince Turki the daughter of King Faisal was once asked on stage, which is the best Muslim country in this world, and she answered 'Malaysia'. The non-muslim majority countries admire the exemplary quality of behaviour of Malaysians. The future is good if Malaysia takes the lead in promoting and understanding its practice of the faith.

Here in USIM, we are promoting integration of naqli and aqli knowledge. What is your view on promoting integration of such reveal knowledge and human knowledge?

In every field of knowledge, there has to be a consensus or ijma. One hundred years ago, physicists discovered gravity theory and quantum physics theory which appeared strange and controversial. After more experiments the theories were proven to be correct, so the majority opinion accepts it as being true. As time goes on, knowledge develops and grows. To maintain the continuity of Islamic thought, you cannot have naqli without aqli. If you look at the practice of Saidina Umar, he changed certain things that happened during the time of the Prophet, which shows that over time, the continuity of Islamic thought is crucial; and in fact this is the objective of aqli and naqli.

AKEPT **HIGHLIGHTS**

Qalb-Based Leadership Programme

14-15 March 2016 (Series 1)| 19-20 May 2016 (Series 2) | 22-23 August 2016 (Series 3)

The Qalb-based leadership module are held on four series; 14-15 March 2016 (Series 1), 19-20 May 2016 (Series 2), 22-23 August 2016 (Series 3) and the last series will be held on 10-11 October 2016. In all, a total of around 120 academians has participated in this module. The module is regarded as one of the important foundations in academic leadership agenda in AKEPT. It emphasises on the Qalb Guided Leadership Behaviours and Traits which manifested from intimate experiential knowledge attained through intuition and spiritual contemplation. The objectives of these module are to enable participants to understand the nature and quality of the Qalb/heart as the main important component of human being; nurture the leadership values and traits derive from the Qalb al-Salim (submissive heart); manifest the connection and the influence of Qalb in nurturing a holistic and inspiring leaders; strengthen the functions of the Qalb in relation to the sustainable leadership to the society and country; and actualise the influence of the Qalb in establishing both the impactful academic leadership and institutional leadership.

Training Effectiveness Analysis (Tea) - Series 1
Ensuring The Shift From Level 1 to Level 4 (Kirkpatrick's Model)

The Training Effectiveness Analysis (TEA) – Series 1 : Ensuring the Shift from Level 1 to Level 4 (Kirkpatrick's Model) is an effort by AKEPT in inculcate the practical skills and imparting contemporary knowledge on TEA with the application of Kirkpatrick's Model, to all Training department personnel of the University in view of ensuring effectiveness of the training conducted within. Held at AKEPT, TEA is indeed one of the most critical part of 'training anatomy' failed to be appreciated by the training department and its personnel at the University level.

Thus, at the end of the programme, participants will be able to achieve the following objectives including able to appreciate and understand the Kirkpatrick's New Model of TEA and its relevance in ensuring all training efforts are contributing to the University's needs, to create an effective programme evaluation plan that maximizes organizational or business results and minimizes resources employed, to define the critical difference between effective training and training effectiveness at the University level, as well as valuate training programmes using appropriate Kirkpatrick tools and ensuring the shift from purely Level 1 analysis to Level 4.

Conducted by Dr Tengku Naufal Tengku Mansor, total of 43 participants from selected and identified Learning and Development (L&D) or Training Department personnel from the Malaysian Institutes of Higher Learning (IHLs) had joined this programme.

AKEPT Leadership Talk Series (Alts) 2016

**17th March 2016 (1st Series) | 21st April 2016 (2nd Series) | 28th April 2016 (3rd Series)
21st July 2016 (4th Series) | 23rd August 2016 (5th Series)**

The programme aimed to provide a platform for leaders to be exposed to the practices and values of leadership, as well as to gain knowledge in nurturing them to be successful leaders of the nation. It is designed to deliberate and help shape thoughts on academic leadership, academic management and institutional leadership, particularly in today's ever-changing landscape of higher education. It is structured with talks to forums to roundtable dialogues that focus on universities absolute commitment to the quality of higher education and quality revolves around individual respect, beliefs, sense of caring for the community, and profound values.

Thus, the knowledge of the programme could then be used as instruments to drive the sustainability of human existence and holds true to universities' role to build and impart knowledge while upholding communal commitments.

In addition, the programme dwelled on the theme "Higher Education Leads Malaysia's Future" in shaping the thought process of university leaders. The issues addressed included the evolution of universities, the past, present and future roles of university leadership, and also identifying achievable solutions amongst comprehensive, research and technical universities in Malaysia. This programme encouraged the audience to interact, participate and share their ideas for the change process of the current local and global educational landscape. At the end of the programme, the audience gained invaluable knowledge to cope with the challenges of leading institutions at the national level.

Training Effectiveness Analysis (Tea) - Series 2 Nuts & Bolts Of Kirkpatrick's Level 3 & 4

18th-19th April 2016

This Training Effectiveness Analysis (TEA) – Series 2 : Nuts and Bolts of Kirkpatrick's Level 3 and 4 was held at AKEPT on the 18th - 19th April 2016. It is to ensure all training efforts done at the University level are being measured and taken into consideration seriously, particulalry in ensuring critical behavioural changes as expected, and directly contributing to the University's Vision and Mission.

Ability to appreciate the difference between 'effective training' and 'training effectiveness' is crucial to enable the training/learning officers to take charge of ensuring Level 3 expectation being met, leading to Level 4 desired outcome being achieved. Hence, at the end of the programme, participants will be able to achieve the following objectives including able to appreciate the importance of differentiating between Effective Training (Level 1 & 2) and Training Effectiveness (Level 3 & 4) at the University level, capable of conducting Stakeholders' Input Analysis in crafting a crystal clear Return of Expectation (ROE) or Return on Investment (ROI) of selected strategic training efforts, understand the importance of ensuring 'required drivers' and clearly identifying critical behavioural changes needed for the respondents as an impact of selected training programmes within the University, appreciate the 'nuts and bolts' of implementing and supervising a proper Level 3 and 4 TEA at University level as well as able to initiate effective and efficient data gathering techniques for Level 3 towards coming up with a proper TEA, Level 3 and 4 Report

This programme was conducted by Dr Tengku Naufal Tengku Mansor with 40 number of participants from selected and identified Learning and Development (L&D) or Training Department personnel from the Malaysian Institutes of Higher Learning (IHLs).

Autonomy within Higher Education For 21st Century

12th-16th April 2016

Akademi Kepimpinan Pendidikan Tinggi (AKEPT) in collaboration with The University of Pennsylvania's Alliance for Higher Education and Democracy (Penn AHEAD) was successfully organized the Autonomy Within Higher Education For 21St Century programme. This 5 days programme was held in 12nd - 16th April 2016 at AKEPT.

This leadership program focusing on autonomy academic leaders such as Vice Chancellor, Deputy Vice Chancellor, Dean, Deputy Dean as well as administrators from Malaysian Public Universities and the Ministry of Higher Education.

With the 49 number of participants, the intended outcomes of the program included to recognize the leadership challenges in a global economy and in the 21st century, to develop awareness of the concept of ethical leadership that needs authentic leaders who are aware that society demands significant community engagement, as well as to demonstrate autonomy and leadership through humility, persistence, courage, tenacity and clarity of vision.

Four (4) members from the faculty of The University of Pennsylvania's Alliance for Higher Education and Democracy (Penn AHEAD), University of Pennsylvania; Peter Eckel, Diane E. Eynon, Christopher C. Morphew, and Stacey Lopez were invited as speakers for this programme.

Leading Academic Institution Through Education For Sustainable Development (ESD)

26-27 April 2016

Leading Academic Institution through Education for Sustainable Development (ESD) was held on 26-27 April 2016 in AKEPT. Co-organized by the AKEPT, Universiti Malaysia Sabah (UMS) and University College of Technology Sarawak (UCTS). A total of 46 participants from 17 public universities, 5 private universities and polytechnics took part in this programme. This programme is designed to develop top management team to become competent and capable of coping with the challenges of leading institutions at the national level. At the same time, institutional leaders can develop competencies and capabilities by leading in order to build quality and excellence through innovative practices for sustainable higher education development.

The 4th ASEAN Future Leaders Summit (AFLES 2016)

14th-25th July 2016

The 4thASEAN Future Leaders Summit (AFLES 2016) is a programme spanning ten days of student leadership transformation that invites student leaders from leading universities in ASEAN from the 14thof July (Thursday) to the 25thof July (Monday), 2016. Participants spent three days of workshop and lectures at AKEPT, two days at Universiti Teknologi MARA (UiTM), three days at Universiti Sains Malaysia, half day in Universiti Utara Malaysia and three days at Prince of Songkla University, Hat Yai, Thailand that included discussions, workshops, forums, activities on leadership/teamwork, entrepreneurship, and cross cultural exchange activities. This programme is organized as a collaboration of four different universities along with AKEPT, namely USM, UiTM and UUM.

The aims of the programme are to enrich students with leadership capabilities and to create a networking platform for participants to share ideas and knowledge on critical issues of higher education, leadership and student participation to aid in policy making and to create a sustainable tomorrow for the young generation.

This programme successfully gathered student leaders of the universities across the ASEAN countries, including 10 delegates from the 3rd AFLES 2015 as ambassadors, students from Public Universities of Malaysia and Prince of Songkla University for a grand total of 187 student leaders.

Extraordinary Leadership And Breakthrough perfomance

21st-22nd July 2016

(HLI) leadership is require a different breed of extraordinary leaders to sustainable deliver breakthrough performances to ensure that our HLIs are anchored at unassailable leadership positions.

The new breed of HLI leaders is expected to outgrow their traditional academic roles and be as competent as their GLC and MNC counterparts in fore-sighting, developing new business and operating models, driving high-leverage strategies, championing high-impact transformation, building sustainable bench-strength, harnessing organizational energy while achieving stretched targets in difficult environments.

on programmes to assess extraordinary leadership and breakthrough performance potential of current HLI talent pools and a highimpact mind-set change. This Extraordinary Leadership And Breakthrough Performance take place at AKEPT on 21st – 22nd July 2016.

As referring to the theme of this programme "Leading Breakthorugh Performance In a Challenging Era" the agenda has been specifically designed for academic leaders including Deputy Vice Chancellor as well as high potential talents.

Throughout the two (2) consecutive days programme conducted by Prof. Datuk Razali Mahfar, 21 participants who joined this intervention programme will be able achieved such outcomes including enhancing work style, innovation and strategic thinking through the concept of diversity, understanding the challenges, failures and achievement in driving leadership transformation holistic results as well as understanding framework and leadership style in driving a boost of performance and potential.

AKEPT-ProSper.net Leadership Programme

7-14 August 2016

The 2016 AKEPT-ProSPER.Net Leadership Programme was held on 7-14 August 2016 in Labuan Island and Beaufort, Sabah. Co-organized by the AKEPT, ProSPER.Net Secretariat, University Malaysia Sabah (UMS) and University College of Technology Sarawak (UCTS) with 34 participants from ten countries in the Asia Pacific region, programme greatly benefited from having participants from diverse backgrounds and nationalities. The main goals of the programme were to identify local leadership opportunities for sustainable development and to link local and national sustainable development projects to international platforms such as the Sustainable Development Goals (SDGs), the Paris Climate Treaty, and the Sendai Framework on Disaster Risk Reduction.

Konvensyen Kepimpinan Perdana

8th August- 11th August 2016

The 2016 Konvensyen Kepimpinan Perdana programme, was held on 8 till 11 August 2016 at Higher Education Leadership Academy (AKEPT). This collaboration program is between AKEPT and Gabungan Majlis Presiden dan Setiausaha Kehormat Kesatuan Kakitangan Universiti Awam Malaysia (GAKUM). The ceremony was officiated by Minister of Higher Education, YB Dato' Seri Idris Jusoh with the theme "Moving Forward for Excellent Leadership", this programme was attended by 134 participants from different institutions with the convention aims to uplift the creative and innovative skill at the university in achieving the balance between knowledge, skills and ethics. The outcomes from this convention are to upsurge knowledge about the practice of good governance in the management, administration, culture, income generation, change management, leadership skills and thinking skills. Programme provided 8 plenary sessions and a forum in a way to discuss and disseminate the idea and knowledge in line with the objectives to be achieved.

Training Needs Analysis (Tna)n :
A Qualitative Behavioural Approach

5th-6th September 2016

It is crucial to have a proper planning in executing the human resources development processes to ensure all needs of the respective employees are met effectively and efficiently. Hence, this 'Training Needs Analysis': A Qualitative Behavioural Approach shall be regarded as one of the efforts of Akademi Kepimpinan Pendidikan Tinggi (AKEPT) in providing the relevant inputs to the respective participants, on the importance of TNA as well as providing the exposure for them to understand and appreciate the basics steps and actions needed in executing and implementing effective internal TNA among the specific target group within the University. This programme takes place at AKEPT on the 5th - 6th September 2016 conducted by the respective Dr Tengku Naufal Tengku Mansor as the facilitator.

At the end of the programme, participants will be able to achieve the following objectives which are to provide a platform for the participants to appreciate the importance of training needs analysis (TNA) in providing the contemporary inputs to the University in drafting and planning for various training sessions that respond to the needs of the employees, to expose the participants with the practical qualitative application of the preparation and execution of TNA at the University's level in view of obtaining critical informations from the respective employees, to act as a medium for the participants to understand and appreciate the nitty gritty of conducting TNA effectively within the University through a simple application of qualitative behavioural analysis style, to inculcate a planning culture within the University with the application and appreciation of the TNA, to render the participants with the basic skills and knowledge on data gathering and analysis process towards coming up with an effective outcome for the University's further action.