



**UNIVERSITY
OF MALAYA**

Building World Class Universities: The Goal & The Journey

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What does “world class” mean?

- A modern university
 - is large & complex
 - has many stakeholders
 - involved in global competition
 - scrutinised at home
- “World-class” standing is built on reputation and perception
- Reputation is subjective & uncertain & requires outstanding performance in many things

WHAT IS A WORLD CLASS UNIVERSITY?

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DIRECTIONS IN DEVELOPMENT
Human Development

The Challenge of Establishing World-Class Universities

Jamil Salmi



THE WORLD BANK

What definition to use?

- Very difficult to define “world class” university
- Who decides?
- What yardstick to use to measure?
- How many “world class” universities are allowed?
- Top 50, 100, 200?

One view

The **educational** attributes of a “world class” university ultimately, it seems to me, come down to these six:

1. high quality of students;
2. high quality of academic staff;
3. high quality of courses;
4. high quality of teaching;
5. a high degree of student engagement both in their studies and in the extra-curricular life of the university community; and
6. a strong emphasis on equity, access, and diversity.

*A paper by Professor Don Markwell
Deputy Vice-Chancellor (Education), The University of Western Australia
for the ASEAN University Network Rectors' Conference, Brunei Darussalam,
1 December 2008*

Other views ...

- Broadly similar views ...
- Ultimately, it starts to look like a ranking criteria (QS, THE, SJT)
- Interesting observation
- So does “world class” equal “world rank”?

Summary of a “world-class” university

- Quality of faculty & general staff
- Quality of students
- Reputation of university
- Research reputation (awards, citations etc)
- Reputation with community
- Resources – public, private sources, national & international
- “World class” is not by self-declaration

What Asian governments are doing

- Significant amounts are being spent on upgrading universities by countries
- **China's Project 985** (Phase 1-9, Phase 2-39) & **C9** ... total 50?
- **South Korea's BK21** (BrainKorea21)
- **Taiwan's Excellence Initiative** (50 billion 5 years)
- **Japan's Global 30** Scheme
- **Vietnam's New Model Universities**
- **Malaysia's APEX Programme**

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FRANCE

FRANCE: Projects at excellence' chosen

Jane Marshall 03 April 2011 Issue No:165

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The first 100 projects of the government's 'Initiatives of Excellence' programme have been chosen. The 'Index' (Initiatives of Excellence) programme has preliminary shortlisted 100 internationally competitive research projects.

Both programmes will be worth EUR35 billion (US\$50 billion). President Nicolas Sarkozy notably in higher education.

The 100 Labex projects in France were chosen by the international jury chaired by the University of Cambridge.

There are 26 projects in biology and health, 19 in digital science, 10 in energy.

The greatest concentration is around Paris, where the federations Sorbonne Université, Hésam, Saclay and Labex projects. Other winners are Rhône-Alpes and Provence.

The Index jury, chaired by the European University of Viadrina, includes campuses in Paris, Science and Technology, Grenoble, Bordeaux and Lyon's share of the Labex.

The government is also intended to produce better research institutions of excellence in France to figure prominently in the world.

Final selections for both summer, after institution hearings have taken place.

Related links

Huge loan to fund universities: More super-campuses at First super-campuses chosen

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EUROPE

EUROPE: Germany's Initiative reaps reward

Martin Grabert* 30 October 2011 Issue No:195

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In 2004 German universities discussed how to stimulate research systems. The reputation for excellence in Germany as an attractive international competitor and the humanities.

One way of achieving this excellence, build efficient international attract scientists from abroad.

In June 2005 these discussions between the federal and state governments set the over-arching initiative. Important characteristics:

- A focus on the development of excellence not on individual universities
- The envisaged funding model involves organisations or schemes
- Allowing for flexibility, to adapt to changing circumstances
- The use of international project funding.

The proposed initiative did not involve a relatively small number of universities. Moreover, panels of international recommendations on the approach had been to allow for a smooth transition throughout Germany equitably.

This new way of allocating funds is inducing substantial and sustained excellence in universities while maintaining excellent teaching is based on research.

By promoting a more collaborative approach would be creating thousands of specialists, experts and innovators to innovation in business initiative demonstrated high quality.

The official start of the Initiative aims to achieve three objectives:

- The establishment of structures for excellence. An important

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SPAIN

SPAIN: Univ excellence

Rebecca Warden 04 October 2008

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Fifteen of the top 100 universities in the world are in Spain. The first of the top 100 universities in the world are in Spain. The first of the top 100 universities in the world are in Spain.

The programme aims to improve the quality of teaching staff, and upgrading the material and technical infrastructure of the country's largest federal universities.

"This initiative is a Rubik's cube. It is a challenge for the government to innovate."

Winnifred Menéndez 'knows' the value of excellence in education. She is a professor at the University of the Basque Country.

Project places respect for the environment.

Barcelona is the first university to become the capital of the Mediterranean.

"This initiative is a practical co-ordinated between public and private technology our research."

University further announced.

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RUSSIA

RUSSIA: Major new investment in higher education

Eugene Vorotnikov 05 December 2010 Issue No:150

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The Russian government is to allocate up to 137 billion rubles (US\$4.1 billion) to the development of education from 2011-15 under a new federal target programme. Most of the money is expected to be spent on strengthening universities.

On the cards for higher education under the new programme, approved on 22 November, is the introduction of new technologies, improving the quality of teaching staff, and upgrading the material and technical infrastructure of the country's largest federal universities.

The government believes that implementation of the new programme will help to reduce universities' current financial dependence on public funds.

Many Russian universities continue to rely totally on state funding and have no stimulus for further development. Unlike Western universities, many institutions also experience a lack of well-equipped research laboratories and scientific development, and are still unable to raise revenues that could stimulate the whole educational process.

Andrei Furusenko, the Minister of Education, said most of the funds for the programme would be allocated from the federal budget as well as from regional budgets and the remainder, an estimated at 17 billion rubles (US\$500 million), would come from extra-budgetary resources.

"As part of the target programme we are planning to implement a public-private partnership, which is expected to allow universities to reduce their dependence on state funds," Furusenko said.

In addition, significant funds will be allocated to increased salaries for teaching staff and scholarships for students, which will rise by an average of 6.5%.

Increased salaries are expected to help to solve a serious problem for Russian education - corruption. Average salaries for Russian teachers and professors are up to US\$800-\$1,000 per month and are among the lowest in Europe, contributing to the growth of corruption, especially during entrance and traditional examinations.

Some experts, including Efim Galitsky of the Public Opinion Foundation, one of Russia's leading socio-political think tanks, believe raising wages will not lead to the total eradication of corruption.

"It is virtually impossible to eradicate corruption in Russian higher education in the short term," Galitsky said. "However, one of the most efficient ways to combat it is to eliminate incentives for

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This Week

COMMENTARY



Academic freedom or fear-mongering in Canada?



Mass opportunities in MOOCs - Massive open online courses



Sustainable international student policies for Uganda

WORLD BLOG

Top stories from last week's edition

ASIA Universities need to serve regional economy, social

GLOBAL Scandinavian countries top the world in research

NORTH AMERICA Weakening tensions in an attack on academic freedom

CANADA Building prospects through university connections

EUROPE EU ministers reach benchmark on graduate jobs

GLOBAL A note of thanks from the world's top 15,000

SOUTH AFRICA South Africa and EU sign joint education declaration

GLOBAL Excellence schemes help universities get better

AUSTRALIA Boosting science, maths and engineering graduates

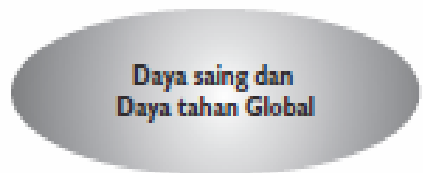
INDIA Building a global alliance, staying nationally focused

**Why do we need world class
universities?**

National Higher Education Strategic Plan



Rajah 7.2
Hab Kecemerlangan Pengajian Tinggi Antarabangsa



Fasa 4:
Melangkaui 2020
Kegemilangan
dan kelestarian



- + Antara negara pilihan utama pelajar antarabangsa



Fasa 3: 2016-2020
Kecemerlangan



- + 200,000 pelajar antarabangsa *
- + 15% purata keseluruhan tenaga akademik antarabangsa di universiti penyelidikan
- + 5% pelajar antarabangsa bagi kursus kompetitif di IPTA

Fasa 2: 2011-2015
Pemeriksaan
dan peningkatan



- + 150,000 pelajar antarabangsa *
- + 10% purata keseluruhan tenaga akademik antarabangsa di universiti penyelidikan
- + 3% pelajar antarabangsa bagi kursus kompetitif di IPTA



Fasa 1: 2007-2010
Peletakan asas



- + 2006 = 44,390 pelajar antarabangsa
- + 82% belajar di IPTS
- + Penambahan tempat di IPTA
- + Biasiswa Antarabangsa Malaysia
- + Program kumbardengan universiti luar negara
- + Preamana, kemudahan dan sistem penyampalan

- + 150,000 pelajar antarabangsa *
- + 5% purata keseluruhan tenaga akademik antarabangsa di universiti penyelidikan

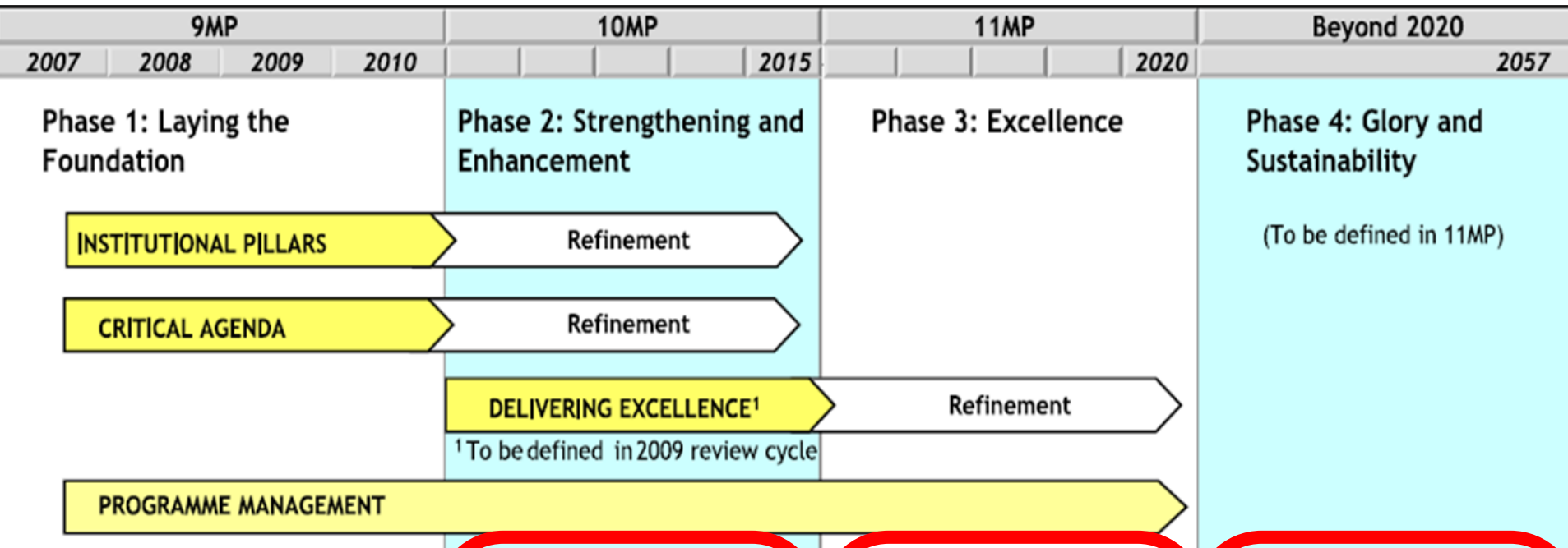
NATIONAL HIGHER EDUCATION ACTION PLAN

- 200,000 international students by 2020.
- 15% international academic staff in research university.
- 5% international students in competitive courses.

National Higher Education Action Plan



TRANSFORMATION ROADMAP



Target Outcomes:

- Key policies executed upon
- HEIs' strategic plans aligned to Transformation Plan
- Key initiatives formulated and launched
- Emergence of Apex Universities

- 2 HEIs in top 100 world ranking
- 6 research universities
- 10 prominent R&D centers of excellence
- 100,000² international students. Quality driven

²Total for HEIs, primary and secondary schools.

- 3 HEIs in top 100 world ranking
- 100 RSE³/10,000 workforce
- 100,000 Ph.D. by 2023
- Innovative global products and services based on local R&D

³RSE: Researchers, Scientists, and Engineers

- 2 HEIs in top 50 world ranking
- Malaysian Nobel Laureates
- Malaysians powering truly global homegrown corporations
- Respected repository of scientific patents

The 7 Strategic Thrusts

Thrust 1:
**Widening of
Access and
Increasing
Equity**

Thrust 2:
**Improving the
Quality of Teaching
and Learning**

Thrust 7:
**Reinforcing
Delivery
Systems of
MoHE**

Thrust 3:
**Enhancing
Research and
Innovation**

**NATIONAL
HIGHER
EDUCATION
by
2020**

Thrust 4:
**Strengthening
of Higher
Education
Institutions
(HEIs)**

Thrust 6:
**Enculturation of
Lifelong Learning**

Thrust 5:
**Intensifying
Internationalisation**

Thrust 1, 2, 6 & 7

- Thrust 1: Widening of access and increasing of equity
- Thrust 2: Improving the quality of teaching & learning
- Thrust 6: Enculturation of life-long learning
- Thrust 7: Reinforcing delivery systems of MoHE

Thrust 3: Enhancing Research & Innovation

- Major part of UM's intellectual social responsibility
- Economic Transformation Programme (ETP)
- Moving out of “middle income trap”
- Establishing new revenue sources
- Changing the mindset
- Graduates to support the ETP
- Technology to support the ETP
- Projects to support the ETP (e.g. the US\$400 million Health Metropolis)

Thrust 3: Enhancing Research & Innovation (cont)

- High Quality Scholarships
 - Bright Sparks
 - Graduate Research Assistantships
- R & D
 - Commercialisation of research findings
 - HICoE (Higher Education Centre of Excellence)
 - Establishment of strong technology base
- High Impact Research
 - US\$200 million special grant for UM
 - High Impact Publications
 - Academic Icons/Nobel Laureates

Thrust 3: Enhancing Research & Innovation (cont)

- Collaboration with Industry
 - Public-private partnerships
 - Industrial PhD
- Transfer of Knowledge
 - University to industry
 - Technology base
 - Upcoming Medical Science Park (MEDCEN)

Thrust 4: Strengthening of HEIs

- Rankings
 - QS
 - THE
 - Shanghai Jiao Tong
- High Quality Lecturers & Students
 - Exchange of staff
 - Academic Icons
 - Student Mobility Programme

Thrust 5: Internationalisation

- Malaysian Higher Education Brand Index
- 100,000 international student enrolment by 2010
- 200,000 international student enrolment by 2020
- Collaborative networking with foreign HEIs
- Student mobility with credit transfer
- Malaysia International Scholarship

How can we bring 200,000 international students to Malaysia?

- Recognition in university world rankings.
- Investment in R&D.
- Focus on tropical rain forest, biodiversity, food security, Islamic finance, etc.

BUILDING WORLD CLASS UNIVERSITIES

Attract International Students

+

Generate Income

=

Sustain Economic Growth

World class and world rank

- Whether we like it or not, the 2 are always closely linked
- Criteria used to judge world class similar to world rankings
- So when we want others to call us world class, we need to participate in world rankings

Caution

- The journey to be a world class university is a never ending journey
- In UM we assume world class to mean being in the Top 100 world ranking of universities by a World Ranking System, not by self-declaration
- Being recognised as world class means committing to a **NEVER-ENDING JOURNEY** of continuous improvement

So ...

Should we aim to be world class
then?

YES

- The journey to be world class and maintain the status means having to improve many things
 - ✓ Administration
 - ✓ Management
 - ✓ Quality of research
 - ✓ Quality of faculty
 - ✓ Quality of students
 - ✓ Quality of programmes
 - ✓ Contribution to the nation

- Attaining world class status is only the first part of the journey
- The journey does not end with world class attainment
- The journey after that to maintain the status will ultimately be more important than just being called world class at the beginning
- We can run but we must always remember others will forever be running to overtake us

- I think that putting up world-class universities would have a positive impact in a country's higher education system. It will encourage administrators to find ways of improving their capability to provide better service in instruction, research and extension. They may even go to production just to augment whatever resources are generated from the first three services. The name of the game at present is “competition”. Otherwise, one cannot stand the heat of competition and may just be pushed to extinction.

Leodegardo M. Pruna

- *Tarlac State University, The Philippines*

The journey after ...

- Quality of faculty needs to be maintained
- Research reputation can easily be damaged
- Need to continue to attract talented UG
- Maintaining an international presence is not easy
- Proper sustainable resourcing is an Excellence Issue
- Maintaining alliances & networks is not easy
- It is important to maintain many disciplines
- World-Class Universities need to be technologically smart
- World-Class Universities need to practice good management

In other words ...

- The journey to be and continue to be a “world class” university will ensure that excellence will always prevail in all areas
- Once you attain “world class” status, the journey and the struggle to maintain this becomes more important

**The journey ultimately may prove
more important than simply
attaining world class status**

Thank you!

