

**“Building a World-Class Malaysian Education System:
Challenges and Opportunities in a Global World”**

17-18 March 2009 * Sunway Resort Hotel and Spa

Day 1: Tuesday, 17th March 2009

Session One

Education and Globalisation: Preparing Young Malaysians for a Globalised World

Moderator: Tan Sri Ramon V. Navaratnam, Pro Chancellor, Sunway University College & Chairman, Centre for Public Policy Studies.

Tan Sri Dato’ Dzulkifli Abd Razak, Vice-Chancellor of Universiti Sains Malaysia voiced his concerns on the existing preconceived ideas of the system and how the system currently in place is similar to one that was formulated in the 20th century. There is the need to be aware of meaning attached to words such as globalisation, in context of education and how it impacts people from all socio-economic background. He argues that we often have a flawed world view that is embedded in our thinking, providing examples such as the assumption of north America being 1/3 larger than Africa when in all actuality that Africa is almost ½ larger than north America. These embedded world view encapsulates the notion of accepted common sense without completely questioning whether these ‘common sense’ are truly what it is. He also argues that higher education needs to tackle the issue of availability of resources to ensure that knowledge is constantly nurtured without trade-offs.

Prof. Robin Pollard, Pro Vice-Chancellor & President of (Malaysia) Monash University began his speech by highlighting the vision of Monash University Malaysia, of holding great importance in teaching and research, and improving the human condition. Higher Education in South East Asian society, he argues, is held as a very high value. Prof Pollard highlights the definition of a University, according to Oakeshott, the English philosopher (1901-1990) who is considered as conservative and liberal. Oakeshott argued that university teachers themselves should be learners who are engaged in the learning process which is other than what they teach. They should also shy away from providing a set of conclusions, facts, truths, dogmas or well-tried doctrine to hand out, as this is to ensure that students are provided with good education in the initiation of the inheritance of personal human achievement. Prof Pollard argues that it is the responsibility of educational

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institutions to provide broad and long-term education which would provide academic challenges for the students to overcome.

Mr Jean-Francois Jadin, Deputy Chairman & Head of Education Committee of EUMCCI, highlight EUMCCI as the largest international chamber in Malaysia, representing over 200,000 jobs. This puts EUMCCI as client/customer of the academic world. The reality of the business sphere is the increase use of technology and this is coupled with an ever-changing environment, needing higher learning institutions to have the capacity to react to these situations. The EU has set up an action group to bridge industry and academic. This action group required three initiatives to begin with. Initiative 1) Ensuring the employability of graduates, the continuous supply of students, and students will be remunerated; Initiative 2) The weakness in Initiative 1 is that it simply addresses one student at a time. The next level is to focus on faculty whereby impact will be greater on the students. Industry is open to accepting faculties who wish to take sabbatical leave and get back into the industry to work on projects; Initiative 3) puts in place professional bodies into institutions in order to review the effectiveness of courses and programmes. It is important that rankings and ratings are not simply held in high importance without fully recognising the significance of ensuring education and knowledge formation is developed in a sustainable manner. He also argues that there is a need for diversity in education in Malaysia and EUMCCI strives to ensure that the highlighted initiatives would aid in the betterment of Malaysian higher education system and learning process.

Mr Tay Kay Luan, Director, ASEAN & Australasia, ACCA, spoke on the volatility of the world, issues in bridging the gap and the challenges faced in preparing young Malaysians for a Globalised World. He opened his presentation by stating that the world is overcrowded and is increasingly regulated, with the society losing trust in the regulators (governments, corporations). Along with demographic shift in terms of aging population and occurrences of diseases, sustainability remains another important factor that affects production and industry. The traits of a global worker include mobility, ability to embrace change, independent, accessibility, technologically savvy, empowered and recognised.

Welcoming Remarks by Tan Sri Dr Jeffrey Cheah, Chairman, ASLI Foundation.

Official Opening and Keynote Address by YB Dato' Seri Mohamed Khaled Nordin, Minister of Higher Education, "Higher Education Institutions: Building World-Class Education Systems through Innovation and Creativity."

YB Dato' Seri Mohamed Khaled Nordin highlighted on the importance of creativity and innovation to growth and development of knowledge by illustrating the implementation of the National Higher Education Strategic Plan outlined by the government. The plan provides a holistic approach towards a strategically managed change and is slated to provide enhancement to the national higher education sphere. The five areas of governance, leadership, academia, teaching and learning, and research and development, will be focused in strengthening and developing human capital and resources. He also spoke on the revamped Universities and College Universities Act 2008, MyBrain15 initiative (launched to develop research capacity) and the need to bridge the gap between the academic world and private sector. He noted that implementation of National Higher Education Strategic Plan will require cooperation between all stakeholders to ensure sustainability in future development of new knowledge, economic growth and momentum for harnessing innovation and creativity.

Session Two

Enhancing Quality of Higher Education and Tertiary Institutions for National Competitiveness

Moderator: Prof. Zita Mohd Fahmi, Deputy CEO, Malaysian Qualifications Agency (MQA)

Prof. Dato' Ir. Dr Radin Umar Radin Sohadi, Director-General, Department of Higher Education, spoke on the strategic initiatives in enhancing quality of higher education in Malaysia. The worldwide reform trends in higher education tend to focus on rebuilding the national system (expansion of higher education, establishing elite institutions), enhancing private participation (repositioning the private sector, fostering philanthropic culture), redefining students' learning experience by restructuring the curriculum, and internationalising higher education (globalising the institutions and stay in touch with international competition). He highlighted changing trends in organisation, working modes, work activities, front-line workers, individual lives and expected abilities from the industrial era to post-industrial era. It is evident that in order to remain in the chasing pack of globalisation, change is needed in enhancing quality of higher education. This change is represented in the seven strategic thrusts to ensure that the National Higher Education

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Strategic Plan is achieved by the year 2020. The seven thrusts include: 1) Widening of Access and Increasing Equity, 2) Improving the Quality of Teaching and Learning, 3) Enhancing Research and Innovation, 4) Strengthening of Higher Education Institutions (HEIs), 5) Intensifying Internationalisation, 6) Enculturation of Lifelong Learning, and 7) Reinforcing Delivery Systems of Ministry of Higher Education.

Prof. Dato' Dr Ibrahim bin Ahmad Bajunid, Senior Vice-President (Academic Affairs), INTI University College, argues that there is the need to clarify on the ownership of national education agenda, whether it is a system-ownership or an institutional-ownership, or ownership of individuals who are involved in the education sector. He reiterated the need to understand what the quest for enhancing knowledge really means, and need to figure out whether the outcomes would enhance the quality of life such as the eradicating poverty and narrowing digital divide, among others. The emergence of the internet has challenged traditional teaching methods and this needs to be tackled to the further enhance quality in education at all levels. He spoke on the quality control circles, LAN, MQA and Balance Scorecard as measures of quality and frameworks to leveraging levels of Malaysian education to a higher standard. There are at least six different models of universities (traditional universities, corporate universities, university consortium, training and professional schools, boutique universities, and virtual cyber universities) to contribute to the development of a nation therefore there is the need to identify which model contributes and enhances the current system in place.

Ms Elizabeth Lee, Executive Director, Sunway University College, spoke on enhancing quality in higher education from a private institution perspective. Private higher education institutions have contributed significantly in preparing future leaders and skilled human resources for the nation. Private institutions are also benchmarked to international standards, ensuring that home-grown programmes are receptive to international requirements. The key elements in emphasising quality enhancement is the quality of academic staff, enhancement of programmes and curricula- such as diversity of programmes, depth of core knowledge and skill, and soft skills and communication to ensure holistic education and develop social responsibility, enhancing teaching and learning processes with effecting teaching method, utilization of multimedia technology, effective assessment of teaching and learning outcome, enhancing governance, and international benchmarking and branding. Suggested changes to enhance the quality of higher education in

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private Higher Educational Institutions in the future include the harmonisation of private and public institutions, increase of academics with doctorate degree, and accelerating decision-making processes such as in introducing new programmes, course audit, among others, would enhance national competitiveness.

Dr Abdul Rahman Md Aroff, Professor, Faculty of Educational Studies, Universiti Putra Malaysia, began by noting the importance of increasing competitiveness of higher education in order to develop further and subsequently prosper in the global consumer market. National competitiveness will take care of itself if quality higher education is provided. He spoke on the general assumption of higher learning institutions needing to produce a number of researchers, high skill professionals and skilled workers to ensure national competitiveness and argues that competitiveness, along with quality, should not be measured by numbers and high test scores. Instead, there is the need for universities to produce the right kind of graduates who are able to adapt and think across disciplines, cultivate advanced technical dexterity with communication and leadership skills. He cautions of the danger in cultivating the culture of conformity in expense of creativity in the pursuit of producing best ‘test-takers’ instead of birthing innovators and creative thinkers, who are able to effectively work with other cultures, comfortable in inter-disciplinary collaboration, have proactive sense of responsibility as global citizens, and the ability to integrate information, knowledge and experience.

Session Three**Education for National Unity: How Can Malaysian Schools Promote National Unity?**

Moderator: Prof. Datuk Dr Chiam Heng Keng, Commissioner, SUHAKAM & Former Professor, University Malaya

Dato’ Leela Mohd Ali, Chief Executive Officer, Yayasan Budi Penyayang Malaysia, provides an overview of the national vision policy which aims to establish a progressive and prosperous Bangsa Malaysia, with its key thrust to build a resilient nation by fostering unity, inculcating the spirit of patriotism, nurturing political maturity, cultivating a more tolerant and caring society with positive values, rising the quality of life as well as increasing economic resilience as a result. However these policies are not necessarily implemented in pragmatic action. There are three significant groups in the relationship of policy-making drivers and national unity, 1) Political leadership such as

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ministers, MPs, Senators at the policy making level, 2) Education leadership planning implementation and evaluation in the ministerial, commissions, boards and committees, and 3) Civil society (Parent-Teacher Association and other stakeholders) in harnessing national unity in schools. There are a number of issues such as priorities, belief systems and role models related to the three groups on making education system as a platform of national unity and it remains to be answered whether these issues will continue to be the overriding factor of harnessing national unity in schools.

Datuk Dr Denison Jayasooria, Principle Research Fellow, Institute of Ethnic Relations, Universiti Kebangsaan Malaysia began by focusing on vernacular schools with an emphasis on Tamil vernacular school as a point of reference. He argues that Malay language is integral in the Malaysian society according to the Federal constitution but the constitution also highlights that there will be no prohibition in teaching and learning in other languages. Therefore it should not prevent the federal government to preserve and sustain the usage of other ethnic languages. The resurgence of language, culture and the root of identity led to more parents sending their children to vernacular schools, as evident in the Tamil community, as it is seen as the last bastion of cultural identity. Fundamental issues of national unity, in regards to the structural issues of race and ethnic relations need to be addressed and it goes beyond the vernacular schools. Need to consistently, clearly and systematically to recognise multicultural approach and appreciation of minority cultures, linguistics and cultural backgrounds. This goes beyond Tamil culture but broader to the indigenous communities.

Three specific suggestions:

- 1) How do we help kids in the monoculture environment to have an appreciation of people of other cultures? There are many schools with monoculture environment, but teachers and parents need to foster breaking prejudices and the culture of appreciating the 'other' (race, gender, and disability, among others).
- 2) It is important to strengthen integration in secondary school, and not just focused on primary school alone.
- 3) Consider to set up language centres at every district level, primary and secondary schools, to enable studying culture and language in a serious environment as a complementary effort to formal education.

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Mr T. Kuna Cegeram, Deputy Secretary-General, National Union of Teaching Profession, spoke on the sensitive issues of race and language, especially in schools. The government has taken many steps to promote national unity in national schools, however, racial polarisation in schools and language barrier remains as the big hurdle in attempting to further promote national unity.

Rev. Dr Hermen Shastri, General Secretary, Council of Churches Malaysia & Former Member, National Unity Advisory Panel, highlighted the question of meaning that National Unity truly carries. The Ministry of Education tries to give some flesh to how pluralistic Malaysia is approached and regardless of a concentration of a monoculture ethnic group in certain states and districts, as a country, symbols and expressions would still remind of the culture of others existing within the nation. Those who go through the educational system in the country should manifest the variety of cultures and have the appreciation of this diversity. He argues that it is in this alone that integration and oft-spoken national unity will be achieved. The inculcation of respect, tolerance, moderation, and participation across-culture activities in the curriculum would aid this but there remains a need to address the existing prejudices based on ideological beliefs by groups championing a particular cause. He concludes on the need for serious attention to teachers training to promote the values we wish to instil on learners and argues for the importance of providing the platform of understanding the language, cultures and religion of others in formal education, without prejudices and vested interests to promote knowledge, better understanding and meaningful tolerance in the pluralist society.

Session Four

International Schools: A Notable Model for Holistic Education?

Moderator: Dr Iskandar Rizal Dato' Hamzah, Vice-Chairman, Cempaka International School

Mr Christopher M Bell, Executive Chairman, Brighton Education Group highlights 10 key features of international school which consists of:

- a) broad international curriculum
- b) learning by doing
- c) separation of academic leadership from business administration
- d) emphasising on teacher development
- e) the obligatory involvement in co-curricular activities, sports, cultural and social

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- f) intercultural with no dominant nationality, race or religion, community connections
- g) community connections: parents, other stakeholders, community service
- h) international links and membership
- i) state-of-the-art buildings, good ICT facilities, equipment and resources

The relevance of these 10 points to Malaysian national schools is that any of these points could be adapted into the public schools. While, costly infrastructure may be difficult to replicate for the federal and state government, the focus on three features: 1) getting the right teachers and ensuring they are trained, 2) keeping the right teachers and making sure they are under continuous professional development, 3) having the right leadership and management to ensure learning and teaching takes place.

Mr Nigel Cumberland, Board Member & Treasurer, International School of Kuala Lumpur, spoke on the seven secrets of international school. The first is, cultivating the culture of critical thinking and creativity by encouraging questioning attitude by students rather than rote learning and memorisation technique. Secondly, the diversity in learning opportunities enables customisation of the various needs of individual students. Thirdly, the quality of teachers with excellent relationship with students makes a difference in the learning process. Optimal class sizes with set strict limits allow creative learning processes and this couple with the fifth secret, whereby outside of the classroom opportunities in learning and education is encouraged. Extracurricular or co-curricular activities in sports, community work and other areas of interests encourage the holistic education attainment. Sixthly, excellent facilities and the use of technology allow students in international school to get access to the best resources available. The seventh point is having open communication and sharing platform whereby parents are viewed as partners in the educational processes and encourage participation from all stakeholders.

Prof. R. Gopinathan, Academic Director, Fairview International School, spoke on the past; and present practices of the international school and eventually focused on the future in the context of a notable model in holistic education. The danger of being acclimatised to rote-learning processes in the current education system was also highlighted, arguing for the need to move away from instant gratification (focus on the end result instead of the learning process) towards delayed gratification. Assessment of learning is where there is the need to use the constructivist model to ensure the learners are also heavily involved in learning process, not solely focused on retaining best teachers

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alone as learning processes are best when it involves active participation from both ends. He argues that the future begins now, with the need of moving away from plan' and 'think' and begin to look at the 'need' and 'now'.

Day 2: Wednesday, 18th March 2009**Session Five****Bridging the Urban-Rural Knowledge Gap in Malaysia**

Moderator: Prof. James Chin, Head, School of Arts and Social Sciences, Monash University Sunway Campus

Dato' Siva Subramaniam, Commissioner, SUHAKAM & Former Secretary-General NUTP, argues that there are many pitfalls in the current education system and stresses on the need for the government to rectify the problem, specifically in addressing the rural-urban knowledge gap in Malaysia. Dato' Subramaniam is in the opinion that the rigidity of the education system, which doesn't allow for flexibility and taking into consideration on children on both urban and rural areas do not necessarily obtain the same capacity in absorbing the learning process that is presented due to specific strengths and weaknesses. The numbers of drop-outs are increasing, especially in the areas of indigenous people, with a few factors contributing to this such as the widening of digital divide, lack of infrastructure, quality of teachers employed, accessibility, affordability, delivery and distribution. These are the factors that need to be overcome, along with providing better trained teachers who are dedicated and have passion of teaching ingrained in them, to ensure that the universal declaration of human rights to education is attained completely as it is the state's responsibility. Re-evaluation of curriculum structure and its centralised examination, he argues, would be one of the steps forward, along with improvement and addressing the digital and most importantly, financial divide in the country.

Mr Karl-Peter Schoenfisch, Director, Hanns Seidel Foundation, shared on the experiences from the foundation's perspective of capacity building projects across Asia, such as in Indonesia, Korea, Philippines, Singapore, China, and Thailand. Throughout the Asian partner countries, bridging the gaps by working on establishing and expanding Asian party networks by promoting Asia's mega cities in a more environmentally friendly way, is one of the various steps undertaken by the foundation to promote environmental education through formal and non-formal sector in various

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Asian countries. This is highlighted in how for the last eight years, forty-five Energy Efficiency programmes and Education for Sustainable Development trainings have been conducted throughout Indonesia. Capacity building projects developed by Hanns Seidel Foundation in China, as well as in other Asian countries, indicate the strong commitment to bridge gaps in development policy. This cooperation is to act as a reliable and long-term partner to the host country in its far-reaching transformation processes in the social, educational, and politico-economic areas by means of consultancy, target-oriented pilot projects as well as of basic, advanced and further training for decisionmakers and multipliers.

Session Six**Education for Creativity and Innovation: How Can Thinking Individuals be Developed within the Knowledge Economy?**

Moderator: **Dr Ronald Battle**, Visiting Professor, Universiti Teknologi Malaysia & Member, Harvard Alumni Club Kuala Lumpur

Dr Alber Bravo-Biosca, Research Fellow, National Endowment for Science, Technology and the Arts (NESTA), UK introduced NESTA as the largest single endowment in the UK exclusively devoted to innovation with the aim of transforming the UK's capacity for innovation. This is done by investing in early stage companies, undertaking in research to inform innovation policy and encourage a culture to flourish innovation. He highlights the study done by Prof Elizabeth Chell to develop and test a measuring tool on innovative characteristics of young people. The goals are to identify and assess the innovative characteristics of young people, identify innovative characteristics that may be developed through both formal and informal education, and to develop a tool that would support education for innovation. The study found that innovative characteristics of young people include creativity, self-efficacy, energy, risk propensity, and leadership. Therefore it is possible to develop a robust measure of innovative behaviour that may be used to identify future innovators. Innovative behaviours can also be developed in young people, provided that teaching styles and approaches are introduced to facilitate this. Informal and/or extracurricular activities as well as stimulating ways of getting across content in formal lessons help development of innovative behaviours. This would foster creative and entrepreneurial skills as it is complementary to life skills.

Dr Haniza Yon, Principal Researcher, Center for Measurement and Psychometrics, MIMOS Berhad highlights the objectives of MIMOS' Knowledge School (K-School) Solution and MIMOS Innovative learning system. Dr Haniza compared typical schools with K-Schools, whereby K-Schools shy away from one-size-fits all approach in introducing adaptive learning processes to ensure effective learning and produce highly motivated students. It is argued that K-School encourages innovation and creativity among teachers and this allows opportunity of sharing best practices. In terms of high infrastructure and maintenance costs, K-Schools would eliminate maintenance burden as it provides easy access to internet with low infrastructure costs.

Dr Irene Tan, Director of the Center for Learning Excellence, USCI University discussed the context, framework and challenges of promoting the element of creativity and innovation for higher education in Malaysia. Creation and innovation has long been the approached by the Malaysian government, as highlighted in the Vision 2020 mission and its inception of Multimedia Super Corridor, Central Incubator at Multimedia University and the increase of R&D investment by the central government. There are three components of creativity, which includes expertise (knowledge, technical, procedural and intellect), creative thinking skills (how imaginative and flexible people approach problems), and motivation (intrinsic is more effective than extrinsic motivation). In setting the context of creative thinking in higher education, the challenges remain in shifting from teacher-centred to student-centred learning processes, with the need of training educators in a systemic manner and internationally designed curriculum that would encourage positive and world-class graduate attributes, higher employability, and producing creative and innovative individuals fit for the globalised world.

Luncheon Talk by Associate Professor Dr Dominic Lau, Head of Applied Research Centre, USCI-Blue Ocean Strategy Regional Centre on “Creating the Blue Ocean Strategy (BOS) for a World-Class Malaysian Education System”

Session Seven

Education for All: Expanding Access through Non-Traditional Modes of Education of Distance and Open Learning

Moderator: Mr U.K. Menon, Deputy Vice-Chancellor, Strategic Planning and Continuing Education, Wawasan Open University

Prof. Dato' Dr Ansary Ahmed, President/CEO, Asia e-University highlights government priorities for higher education such as increasing access, high quality education at a low cost and balancing between nationalism and globalism. The key challenges for stakeholders involved such as the higher education institutions, education managers, industries and public sectors in this process includes the need to create a pool of educated workers, improving the quality of education, providing cost-effective education, increase access to higher and tertiary education, and providing better delivery. With changing demography of students, open and distance learning (ODL) is an option to cater for the emergence of new student stereotype. ODL and eLearning are increasingly seen as key to providing a blended approach to the concerns of access, costs and notion of quality and standards as it is increasingly becoming a preferred option for the wider students population (working adults and those in remote and rural areas). There are various challenges encompassing ODL, however a meta-analysis study was done to distinguish the effectiveness of three types of interaction: a) student with content, b) student with student, and c) student with teacher. The research found that increased performance was seen in the student-content interaction with student-teacher having the least effect compared to the other two interactions. Despite this, there remains challenges in governmental policies, national interests and institutional policies in terms of learning content, assessment and evaluation, recognition and accreditation, and context issues surrounding ODL.

Prof. Dr Abtar Kaur, Professor, Faculty of Education & Languages, Open University Malaysia shares OUM's vision of becoming the leading provider of flexible learning that is increasingly becoming an option for learners. It's mission include to widen access to quality education, provide lifelong learning opportunities by leveraging on technology, adopt flexible mode of learning, provide conducive and engaging learning environment and provide competitive and affordable cost for all. The OUM is owned by a consortium of 11 public universities in Malaysia and have increased in the number of graduates, tutors, learning centres, programmes and learning materials since its inception. The current learning model of face to face learning, online learning and self-managed learning is blended to a full online learning, with incorporation of discussion forums, podcasts, blogs and other mobile learning processes. This enables the student to be pro-active in the learning process as majority of the time will devote on self-managed learning of approximately 80% of the total hours spent.

Session Eight

German Education Success Factors: Insights for Malaysian Educationists

H.E. Dr Guenter Georg Gruber, Ambassador, Embassy of the Federal Republic of German, Malaysia, shares the German concept in education which focuses on the outcome of children/learners to grow as individuals who are innovators, decision-makers, leading figures who have social skills, value system among others. While there are case studies that could be implemented in Malaysia as there are similarities to be found in both settings, he cautions against a one-size-fits-all fix and urged for a tailored approach as each nation has its own peculiarities that would affect the outcome of future generation.

Session Nine

Institutional Pillars: Strengthening the Institutions of Leadership

Moderator: Tan Sri Datuk Arshad Ayub, Chairman of the Board of Directors, Universiti Malaya

Dato' Prof. Dr Ahmad bin Hj. Zainuddin, Director, Higher Education Leadership Academy (AKEPT) explains the concept of university governance which links to management as university governance operates at many levels in the university context. The role of governing body in higher educational institute is to collectively be responsible in overseeing institutional activities, determining future direction, and fostering an environment where institutional mission can be achieved with maximisation of learner's potential. The Universities and University College (Amendment) Act 2009 highlights the need to promote good governance, improve employee's welfare, provide for students' rights and responsibilities, and to promote research, commercialisation and internalisation. The challenge for leaders in modern universities include the need to set a worthwhile direction for institutions, setting high scholarly and professional standards, balancing nurturing innovation and administrative, financial and time constraints, coping with risks and uncertainty, leading by example, and maintaining open channels of communication with stakeholders. The objectives of AKEPT are to strengthen these governance and organisational capabilities and ensure the challenges highlighted earlier would be overcome.

Prof. Emeritus Dato' Dr Mohamed Mahyuddin Mohd Dahan, Deputy President of Academic & Research Division, Universiti Tun Abdul Razak (UNITAR) began by sharing the massification of tertiary education, with 1 higher education institution for every 42,460 individuals as there were 71 public institutions of higher learning and 559 institutions in the private sector. The negative implication of this massification includes the erosion of standards and academic culture, the frustration among academics, increase of bureaucratic culture and poor preparation of university education. These implications can be overcome by restoring the balance between the democratization of tertiary education and the pursuit of academic excellence. Therefore, basic leadership competencies which encompasses behavioural competencies, management competencies, innovation leadership, and effective leadership, are needed to ensure institutions' academic integrity and reputation remain intact. As leadership is a process that is centred on the interactions between leaders and followers, he indulges in the Leader Member Exchange Theory (LMX), as LMX makes the dyadic relationship as the focal point of leadership process. He also alludes in the concept of transformational leadership, a process that provides a general way of thinking about leadership that emphasises on ideals, inspiration, innovation and the individual. The challenge remains on balancing quality and academic development and at the same time, satisfy the shareholders interests without compromising stakeholders' vision and mission.