HIGHER EDUCATION ASIANIZATION: ASIANur

Assoc Prof Dr Siti Maftuhah Damio
15 July, 2020
INTRODUCTION
Higher Education (HE)

“The direction or preparing of a course of study prompting the honour of an endorsement, certificate or degree upon the successful fulfilment thereof.”

Ministry of Education (MOE), Private Higher Educational Institution Act (1996: 13)

• plays a vital role in propelling Asia forward, in collaboration with political and economical entities from the entire Asian regions

• looks into the possibility of formulating ASIANur that measure “up to global standards while meeting local needs” (Bhandari, 2015: n.p.)
Two HE blueprints introduced by MOE:

1. National Higher Education Strategic Plan (NHESP) beyond 2020
   • Laying the foundation (2007–2010)
   • Strengthening and enhancement (2011–2015)
   • Excellence (2016–2020)
   • Glory and sustainability (beyond 2020).

PROBLEM STATEMENT
Three of the most prominent university ranking organizations

- Academic Ranking of World Universities (ARWU)
- Quacquarelli Symonds (QS) World University Rankings
- Times Higher Education (THE) World University Rankings

The reliability and validity of the existing ranking systems (THE and QS) in Malaysia and to a larger ASEAN as well as ASIAN context may need reassessment. There is a need for a “creatical thinking” (Anoop Swarup, 2019) to forecast a more meaningful future for the ASIAN university

“If the nineteenth century featured the Europeanization of the world, and the twentieth century its Americanization, then the twenty-first century is the time of Asianization.”

(Khanna, 2019, p. 1)
Present the concept of “creatical thinking” and “Asianization” through ASIAN university ranking (ASIANur) using an ASIAN mould.
Economic strength of Asian
- GDP of East Asia, South Asia and Western Asia exemplifies the strength of Asian countries economic strength
- middle income group who are likely to spend more in education

Demographic strength of Asian
Asian could fill the number of students in HE straightforwardly as the distribution of the youth population up to 2060 remains high, comparatively speaking to other regions of the world

Existing HE strength of Asian
- AUA aims to increase the accessibility of educational resources among member institutions in an effort to cultivate future leading talents
- keeping tab with HE research assessment e.g. Malaysian Research Assessment Instrument (MyRA)
Emerging systematizing and standardizing procedure in the light of COVID-19 Pandemic

• created many new dimensions to the world of HE
• strengthen the HE existence to the recent need of university learning
• President Xi Jinping (as cited in Guillermo J Creus, March 21, 2020) mentioned that “academic standards in higher education institutions could not just be led by Western standards and stressed that China should have its own academic standards and norms. The aim was to establish an evaluation system to stimulate research that could be used to solve Chinese problems.”
This ASIANur innovation is an example of “disruptive innovation” (Clayton M. Christensen 1997). Disruptive innovation is “an innovation that creates a new market and value network and eventually disrupts an existing market and value network, displacing established market-leading firms, products, and alliances” (Ab Rahman, Airini, et al, 2017: p. 112).

The approach to this innovative disruption could be carried out by adopting Kotter 8-step model for change (2014) in his book Innovate.
CONCLUSION
HE in Malaysia, ASEAN and ASIA is the future outlook, not specifically for Asian but for the global population. The recent term the “Asian Higher Education Century” (Altbach, 2015) shows the pertinent role Asian is playing in the education sphere. The possibility of transpiring this theory to praxis is enormously strong and one of the strongest approach is through ASIANur.
ACKNOWLEDGMENT
TERIMA KASIH