

## Translating the Islamic Education Philosophy into Actions; Muslim Universities Vice-Chancellors'/Presidents' Forum

Reported by Noor Anisa Abdul Kader, IPPTN

Universiti Sains Malaysia, in collaboration with Higher Education Leadership Academy (AKEPT), organised the second Muslim Universities Vice-Chancellors' Forum (MUVCF) with National Higher Education Research Institute (IPPTN) as the MUVCF Secretariat on 3–4 December 2012 at The Royale Chulan Kuala Lumpur.



Prof. Dato' Omar accompanied by Dato' Roziah presenting souvenir to the keynote speaker.

The objectives of the forum were to bring together erudite Muslims who are committed to sketch the future of their Muslim counterparts based on new ideas and approaches which are free from the negative influences of Western education; to deliberate, elaborate, and seek strong commitments in executing the resolutions of the first MUVCF; and to enhance cooperation among universities that are aware of the need for the Muslim to determine the developmental path of higher education which is different from the usual or conventional model (pro-Western). Muslim universities have debated on the philosophical and conceptual framework of higher education in Islam long enough, to be more precise, since 1977 in Makkah. Till 2012, however, there is still no proper model for Islamic higher education based on *tawhid*. Thus, the theme *Translating the Islamic Education Philosophy into Actions* was chosen for the second MUVCF to deliberate on how to translate the philosophy of Islamic education instead of merely having discussions and ideas.

The second MUVCF was officiated by Y.Bhg. Profesor Dato' Omar Osman, Vice-Chancellor of Universiti Sains Malaysia and Y.Bhg. Professor Datuk Dr. Roziah Omar, Director of AKEPT.

The forum was attended by 52 participants (hailing from 17 countries) including speakers and rapporteurs, and assisted by secretariats from IPPTN, Universiti Sains Malaysia, and AKEPT. The keynote speech entitled "Philosophy of Higher Education in Islam" was given by Professor Osama El Sayed Mahmoud Al- Azhari from Al-Azhar University. The other invited guest speakers were Professor Glen Hardaker, University of Huddersfield; Professor Mohamed Aslam Haneef, International Islamic University Malaysia; Professor Dr Abdeljalil Salem, Ez-Zitouna University; Professor Dr Abdullah Çavuşoğlu, Yildirim Beyazit University; Mr Ahmad T. Ahdad, Razi Group; Professor Dr Anis Ahmad, Riphah International University; and Professor Muammer Koc, Sehir University.



MUVCF participants.

Case presentations were divided into two categories: curriculum and pedagogy. On the second day of the forum, participants were divided into two groups to identify and share good practices on Islamic curriculum and pedagogy. The two-day deliberations resulted in 10 resolutions agreed upon by all country participant representatives.



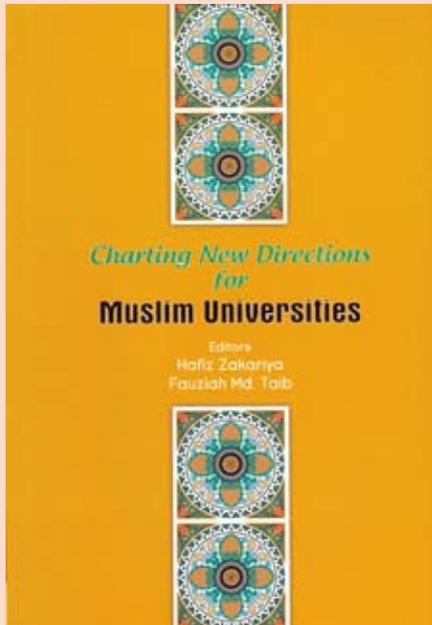
Participants of the MUVCF in a group photograph.

The participating countries acknowledged that there had been little efforts put into collaborations, comprehensive academic programmes, teacher training, and informal education such as cocurricular activities based on Islamic philosophy. Discussions throughout the forum mainly addressed these issues, recommending ways to overcome them. It is hoped that by the resolutions and consensus made, Islamic philosophy could gradually be incorporated into the higher education systems worldwide.

# Charting New Directions for Muslim Universities

*Editors*

Hafiz Zakariya & Fauziah Md Taib



With the advent of the new imperialism in the late 19th century, one after another Muslim country was officially either colonised or came under the influence of the major Western powers. This had a far-reaching impact on the Muslim world. It altered the political geography and replaced or transformed the indigenous politics, social, education and economic systems of the colonised countries. Unfortunately, even after the Muslim countries achieved independence, they continued to be influenced by the Western systems legally, socially and educationally. In the sphere of education, liberation from imperialism often did not entail the creation of higher education based on indigenous tradition and values. To make matters worse, most of the secular leaders in the Muslim countries continued to borrow the Western models of higher education uncritically. This book brings together a collection of articles on higher education in Muslim countries. Topics range from the philosophical, structural dimension and reform of Islamic higher education to the present achievements and gaps in the level of scientific research in Muslim countries, and the ranking of Islamic higher education institutions. All seven chapters present useful insights on various issues of higher education in Muslim countries. Discussions from the chapters examine the current trends adopted by most Muslim countries and challenge readers to critically consider the coexistence of material and spiritual values in higher education, particularly from the Islamic perspective. Equipped

with such information, policymakers, researchers, university leaders and students can be better prepared to comprehend the major trends in higher education in Muslim countries.

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# ANNOUNCEMENT



## Invitation to Participate and Call for Papers

### SUSTAINING DIVERSE ECOSYSTEMS IN HIGHER EDUCATION TOWARDS INCLUSIVE FUTURES

Jointly Organised by:



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**GHEF2013** seeks to create a dialogic space for widening the representation of diverse voices, strengthening cultural connectivity, intercivilisational and cultural dialogues, and indigenous knowledge systems. We would like to hear from the less represented and unheard voices alongside the experts and key players in fora on higher education. We believe that sustainable higher education futures engage with multiple actors and stakeholders locally, regionally and transnationally. This commitment stretches beyond dialogues, towards establishing firm plans and actions to empower the majority for the greater public good of all. Through conversations and partnerships between the various stakeholders and actors whose worldviews, voices and narratives matters, transformation unfolds. We aspire for an organically linked higher education ecosystem which is responsive to the needs of the communities. We would contest the hegemony of higher education which at times, seen to be separate, even alienated from its immediate socio-cultural communities and contexts; and taken a life of its own, at times, more connected to the elitist and privileged world outside, visible by the global order of internationalisation, the pursuit of global ranking at any costs and the commodification of higher education in an ascending higher education marketplace. It matters to us at GHEF2013 that the intercultural conversations and the multiple partnerships to build and sustain a symbiotic higher education ecosystem are vitally linked to the local and global community.

#### SUB-THEMES

1. Cultural connectivity
  - Language, community representation
  - Intercultural dialogues
  - Indigenous/vernacular knowledge
2. Engaging networks
  - Industry/community links
  - Social/industrial/political innovation
  - Philanthropy & volunteerism
3. Values and ethics: Humanising higher education
  - Human governance
  - Shared and contested values
4. Voices and actors in higher education
  - The underrepresented group
  - Widening access and promoting equity
  - Education for all
  - Beyond listening to charting pathways

## APPROACH

The GHEF2013 will deliberate on several sub-themes with the objective to provide channels for all voices to be included. Thus, sessions are planned in a way that provides opportunity for participants to network, communicate, express their ideas and seek understanding among the many stakeholders who participate in the forum.

## PARTICIPATION

The Global Higher Education Forum 2013 (GHEF2013) brings together scholars, policy makers, researchers, academics, administrators, parents, students, NGOs and industries to reflect, analyse, discuss and debate on the need to pursue the future through inclusive higher education systems.

## FORMAT

The GHEF 2013 offers a varied programme of keynote address, plenary sessions including panel discussions by invited speakers with ample time for Q&A. The programme also includes a roundtable discussion subsequent to each plenary session to promote participation.

## PARTICIPANT PAPER PRESENTERS

For participants who submit their abstracts and full papers, there is a special session for selected paper presenters.

### Important Deadlines

Submission of abstract	15 June 2013
Notification of acceptance of abstract	1 July 2013
Submission of full paper	30 September 2013
Closing date for registration	15 November 2013

Note:

- i. Abstracts will be uploaded onto the website by **15 JULY 2013**.

## REGISTRATION FEE

Category	Local	International
Early registration	RM 1,000.00	USD 800.00
Normal registration	RM 1,100.00	USD 900.00
Group registration (3 & above from same organisation)	RM 900.00 each	USD 700.00 each
GHEN membership	RM 950.00	USD 750.00

Note:

- i. Registration fee covers conference materials, five tea-breaks and three lunches.
- ii. Payment for early registration should be made before **31 AUGUST 2013**.
- iii. Full payment must be made on or before **15 NOVEMBER 2013**.

## MODE OF PAYMENT

- i. By Bank Transfer in RM/USD in favour of "Bursar Universiti Sains Malaysia"

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Reference Remarks	GHEF2013 - name & institutions of participant(s)

- ii. By Bank Cheque in RM/USD in favour of "Bursar Universiti Sains Malaysia"

Please send cheque with a cover note indicating participant's name, institution and payment for GHEF2013.

## REGISTRATION AND FURTHER INFORMATION

Detailed programme on the GHEF2013, online registration, hotel information, etc is available on the GHEF2013 website, <http://gheforum.usm.my>. If you wish to be in the mailing list for updates information, please email to [gheforum.usm@gmail.com](mailto:gheforum.usm@gmail.com); [gheforum@usm.my](mailto:gheforum@usm.my)

# Calling for Articles and News Briefs

## Guidelines on Submission of Manuscripts

1. Manuscripts should be written in English, typed using Times New Roman 12 point font, and double spaced on only one side of A4 size paper with ample left and right margins on Microsoft Word.
2. The length of the manuscripts should not exceed 1,500 words. An abstract of about 150 words should be included.
3. Authors are responsible for obtaining permission to use any published material. The publisher shall not be held responsible for the use of such material.
4. Citations in the text should include the author's last name and date of publication, e.g. (Ashton, 2001). If quotations are used, page numbers should be indicated, eg. (Ashton, 2001: 30).
5. Endnotes may be used.
6. Include tables and figures within the text. Number tables and figures consecutively.
7. The reference list should be arranged in alphabetical order and should include only works cited in the text.

### Examples:

Altbach, P. G. (2004). *The costs and benefits of world-class universities*. Retrieved 23 October 2005 from <http://www.aaup.org/publications/Academe/2004/04jf/04jfalbtb.htm>

Mahadhir, M., Ting, S. H. and Carol, D. (2006). *Learning materials and human factors: Looking at the chemistry in the genre-based approach classroom*. Proceedings of 2<sup>nd</sup> Science and Art of Language in Teaching International Conference, 'Change: Bridging Theory and Practice', 20 - 22 November, Universiti Teknologi MARA, Pulau Pinang.

Watkins, D. (1998). A cross-cultural look at perceptions of good teaching: Asia and the West. In J. J. F. Forest (Ed.), *University teaching: International perspectives*. New York: Garland.

Wolfe, R. N. and Johnson, S. D. (1995). Personality as a predictor of college performance. *Educational and Psychological Measurement*, Vol. 2, 177-185.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

8. All submissions should include a cover page containing the title, name of author(s), designation, affiliation, mailing/ e-mail address and telephone/fax number. A brief biographical note of the author(s) should also be included.
9. Manuscripts submitted must not be those already published or those which have been offered for publication elsewhere.
10. Manuscripts received will be acknowledged but not returned.
11. Submission of a manuscript will mean that the author agrees to transfer copyright of his/her article to the publisher if and when the article is published. Authors who wish to send their articles to be published elsewhere should seek the written agreement of the publisher.
12. Manuscripts may be sent via e-mail attachment ([ipptn@usm.my](mailto:ipptn@usm.my) or [munir@usm.my](mailto:munir@usm.my)) or via post together with the compact disk.

The *Bulletin of Higher Education Research* welcomes short articles, opinions, comments and information about people and events related to higher education in public and private institutions in Malaysia and abroad.

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