

Muhammad Haji Salleh

DZULKIFLI ABDUL RAZAK

and His Evolving Concepts
of Higher Education



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“I am of the opinion that this biography should become a reference material for individuals who have been entrusted with great responsibilities in the world of higher education in this country. It will stimulate new ideas and open minds to view every challenge as an opportunity that if used correctly could bring benefit to every human being in this world.”

Tunku Hajah Azizah Aminah
Maimunah Iskandariah binti
Almarhum Al-Mutawakkil Alallah
Sultan Iskandar Al-Haj

“The steps and journeys of Professor Emeritus Tan Sri Dato’ Dzulkifli Abdul Razak have brought him far into the wide world of education and new concepts that are ever-evolving.”

Professor Emeritus
Dr. Muhammad
Haji Salleh

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DZULKIFLI ABDUL RAZAK





DZULKIFLI ABDUL RAZAK, PROFESSOR EMERITUS TAN SRI DATO'
RECTOR OF INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

DZULKIFLI ABDUL RAZAK

and His Evolving Concepts
of Higher Education

By

MUHAMMAD HAJI SALLEH

Translated By

AIMILLIA MOHD RAMLI

PUSTAKA PERDANA



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**ISTANA NEGARA
KUALA LUMPUR**

**A ROYAL ANNOUNCEMENT
TUNKU HAJAH AZIZAH AMINAH MAIMUNAH ISKANDARIAH
BINTI ALMARHUM AL-MUTAWAKKIL ALALLAH SULTAN ISKANDAR
AL-HAJ**

**ON THE OCCASION OF THE PUBLICATION:
"DZULKIFLI ABDUL RAZAK AND HIS EVOLVING CONCEPTS
OF HIGHER EDUCATION"**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamuataikum Warahmatullahi Wabarakatuh and Salam Sejahtera.

I would like to express my congratulations to International Islamic University Malaysia for its efforts in recording this unique biography. A record of the experiences, twists and turns as well as journeys, of a scholar is something we rarely read about. Congratulations on this publication, whose value I am sure will increase because this is the custom of knowledge. The longer the timeline covered, the higher its value.

I have come to know Professor Emeritus Tan Sri Dato 'Dzulkifli Abdul Razak better since I was proclaimed Head of the Constitution in November 2019. He believes that we need to do ordinary things, but through extraordinary ways so that the impact of our actions could be felt by all, not only utilized by certain groups. He also champions what is known as 'The Sejahtera Movement' at the international level. He believes that this state of well-being is unique in nature, and if fully appreciated and implemented in our lives, would bring about more meaningful changes.

The beliefs and principles of Emeritus Professor Tan Sri Dato' Dzulkifli Abdul Razak on sustainability are also something extraordinary. His knowledge is extremely vast and renowned. This collection of personal experiences will become a reference for the wise and knowledgeable for years to come.



ISTANA NEGARA
KUALA LUMPUR

Her Majesty Seri Paduka Baginda Raja Permaisuri Agong Tunku Hajah Azizah Aminah Maimunah Iskandariah Binti Almarhum Al-Mutawakkil Alallah Sultan Iskandar Al-Haj D.K., D.M.N., S.S.A.P., S.I.M.P., D.K.(Johor), S.P.M.J., D.K.(Brunei)

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KEBAWAN DULI YANG MAHA MULIA
SERI PADUKA BAGINDA RAJA PERMAISURI AGONG
TUNKU HAJAH AZIZAH AMINAH MAIMUNAH ISKANDARIAH
BINTI ALMARHUM AL-MUTAWAKKIL ALALLAH SULTAN ISKANDAR
AL-HAJ
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



ISTANA ARAU
PERLIS

**A ROYAL ANNOUNCEMENT
HRH TUANKU SYED SIRAJUDDIN
IBNI ALMARHUM TUANKU SYED PUTRA
JAMALULLAIL**

**ON THE OCCASION OF THE PUBLICATION:
"DZULKIFLI ABDUL RAZAK AND HIS EVOLVING CONCEPTS OF
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamualaikum Warahmatullahi Wabarakatuh and Salam
Sejahtera*

Our highest gratitude is extended to Allah SWT for granting us His permission to publish a collection of the experiences of the scholar, Emeritus Professor Tan Sri Dato' Dzul kifli Abdul Razak. In my opinion, the publication of his autobiography *Dzul kifli Abdul Razak and His Evolving Concepts of Higher Education* is timely because its contents do not only revolve around a leading figure, but also serve as a guideline on how an institution of higher learning could be governed in its own mould.

I had the opportunity to get to know him closely as soon as I was proclaimed Chancellor of Universiti Sains Malaysia in 2000 and again in 2007. He introduced ideas that were quite different and divergent from what is commonly discussed in the context of higher education. The idea of a University in a Garden is full of metaphors yet closely tied to personifications that we often fail to appreciate. He offers a balanced view, opening up opportunities to the less privileged classes (the bottom billion) whom we had previously neglected, challenging the university ranking system that has become, in his view, a profit entity and not a university builder, while at the same time, instilling humanitarian values within the university itself through his concept of 'Humaniversity'.



I am of the view that this biography should be used as a reference for every individual who plays a major role in the world of higher education in this country. It will give ideas and open the mind of the person to view every challenge as an opportunity, that if used to the best of its advantage, would benefit every human being in this world.

Congratulations and well done to Professor Emeritus Tan Sri Dato' Dzulkifli Abdul Razak for this collection. Hopefully his struggle will inspire us to try to deliver this world as our lasting legacy for future generations.

HRH TUANKU SYED SIRAJUDDIN
IBNI ALMARHUM TUANKU SYED PUTRA JAMALULLAIL
THE RAJA OF PERLIS

D.K.P., D.K., S.S.P.J., D.K.M., D.M.N., D.K. (Perak), D.K. (Negeri Sembilan), D.K. (Kedah), D.K. (Kelantan), D.K.M.B. (Brunei), D.K. (Selangor), D.K. (Pahang), D.K. II (Terengganu), S.P.M.J., S.P.C.M., S.S.M.T., Grand Order of King Tomislav (Croatia), Grand Collier De L'Independence (Grand Medal of the Independence) – Cambodia, Grand Croix De L'Ordre (Royal Sash) – Cambodia, Cavaliere Di Gran Croce Decorato Di Gran Cordone (Italy), Qiladah Badr Al-Kubra (Arab Saudi), Decoration of Omayad – The Finest Decoration (Syria), Knight of the Royal Order of the Seraphim (Sweden), Grand Cordon of the Order of the Sacred Treasure (Japan).

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Professor Datuk Dr. Asma Ismail, Professor Datuk Ir. Dr. Mohd. Jailani Mohd. Nor, Professor Dato' Dr. Ahmad Shukri Mustapa Kamal, Professor Emeritus Dr. Lim Koon Ong, Professor Dr. Ambigapathy Pandian, Professor Emeritus Dr. Mashhor Mansor, Professor Dato' Dr. Abu Talib Ahmad, Professor Dr. Morshidi Sirat, Professor Dr. Norazmi Mohd. Nor, Professor Dr. Adam Husein, Professor Dato' Dr. Abd Aziz Tajuddin, Professor Dato' Dr. Mohamed Isa Abd. Majid, Dato' Azman Abdullah, Professor Emeritus Dato' Dr. Hood Mohd. Salleh, Puan Norpisah Mat Isa, Assoc. Professor Dr. Mahazan Abdul Mutalib, Assoc. Professor Dr. Zainal Abidin Sanusi, Professor Dr. Mohd. Nazalan Mohd. Najimudin, Dr. Suzyrman Sibly, Dr. Asyirah Abdul Rahim, Assoc. Professor Dr. Zaimuariffudin Shukri Nordin, Encik Anuzi Nik Him, Puan Asnili Marniwati Ahmad, Assoc. Professor Dr. Mohamad Rashidi Mohd. Pakri, Encik Izam Fairus Kamaruddin, Encik Mohamad Abdullah, Puan Zubaidah Ismail and other officials at all the universities involved. Not forgetting Roosfa Hashim for helping me in

the process of editing and publishing this book. I would also like to thank Dato' Abdul Rahim Ahmad and the staff at the Management Service Department (MSD) for assisting me in conducting the research and completing this biography.

Professor Emeritus Tan Sri Dato' Dzul kifli Abdul Razak himself always took time off for me to interview him and did not stop sending pictures and accounts as well as channeling information and suggestions to me, so that this book would be more comprehensive. Most of the diagrams in this book came from Dzul kifli Abdul Razak himself. His wife, Puan Sri Masrah, too, has always been a facilitator of affairs and meetings. All this I have received with open arms, accompanied with infinite gratitude.

Meanwhile, Nurul Hafiza Hariri helped me check the information and notes at the USM, Penang. Part of her work also came to a halt when the Movement Control Order was imposed for two months at the time when I was writing the chapters. Movement was restricted while libraries and archives or collections and photographs were closed. Thankfully, there was still the internet that helped us continue this work at home and made us determined not to give up. Coincidentally, in early June, when the ban on inter-state movement was lifted, Nurul Hafiza Hariri and I were able to immediately resume our stalled work. In Kajang, Nurul Helwani Hamid helped me check and edit the text that was almost ready.

Muhammad Haji Salleh
Saujana Impian, Kajang

INTRODUCTION

The travels and academic adventures of Professor Emeritus Tan Sri Dato' Dzulkipli Abdul Razak took him far into the vast world of knowledge, with new concepts in an ever-evolving field. So far and continuous were his journeys and thoughts that by the time this book was almost ready, there were still more chapters to be added to house the latest bursts of his ideas. While Professor Dzulkipli continues to develop his palace of thoughts, I could only gather the essence of his most important ideas to describe in this book.

In this book, I try to assemble the main ideas concerning his concepts of higher education, created or developed by him and realised at several universities in Malaysia. His places of service as Vice-Chancellor, Chairman of the Board or Rector are the Universiti Sains Malaysia (USM), the Albukhary International University (AIU), the Universiti Sains Islam Malaysia (USIM) and the International Islamic University Malaysia (IIUM). His key ideas continue to be nurtured and further nourished at these campuses. In brief, he explores the following concepts:

At the USM, he experimented with the concepts of the 'open office', 'The University in a Garden', 'Sustainability', a university for two billion people at the lowest social stratum and, finally, the desire to liberate our way of thinking about knowledge by decolonising the knowledge that we have inherited from the colonialists.



CHAPTER 1

GETTING TO KNOW DZULKIFLI ABDUL RAZAK: A HISTORY LEADING TO THE PRESENT

Dzulkifli Abdul Razak, from here onwards referred to as Dzulkifli, was born on 28 September 1951. His father, known as 'Cikgu Razak' (or Razak, the Teacher), who survived the atomic bombing of Hiroshima, Japan, in 1945, taught literature and art at the Sultan Idris Training College (SITC), Tanjong Malim. There Dzulkifli grew up in a flurry of artistic interests and talents that coloured his personality and his world of knowledge. Later, Dzulkifli also took subjects in literature and art. Like father, like son.

From a young age, Dzulkifli was extremely interested in painting, an inclination which seemed to flow in him instinctively. This talent was nurtured and put into practice through his paintings. Unsurprisingly, his winning a prize at the Fourth World Educational Art Competition, held by Dongduk Girls School in Seoul, South Korea, was one of his early successes in life. The title of his painting was *Wayang Kulit*. At the time, Dzulkifli had just turned 12 and was in Standard Six.

From a young age, Dzulkifli was extremely interested in painting, an inclination which seemed to flow in him instinctively.

If destiny were to lead his life into the world of the arts, when he grew up, Dzul kifli wanted to become a painter or an architect.

The artistic brush strokes and colours took him deep into the world of imagination and fantasy that has its own beauty and excitement. In this imaginary dream world, he was able to paint the world he loved and built a living space as well as being employed in the vocation of his choice. Pillars and walls could be erected and reinforced, while the floors could be given emotions and colours. In his paintings were also statements that could be seen as guidance and essence for reflection.

If destiny were to lead his life into the world of fine art, when he grew up, Dzul kifli wanted to become a painter or an architect. He was initially educated at the Methodist English School, Tanjong Malim. After that, he studied at Gurney Road School, Kuala Lumpur when his family moved to the capital and settled in Gombak. After gaining academic success at this school, he was offered a place at the Malay College Kuala Kangsar, also known as MCKK, in 1964.

In the 1960s and 1970s, the Malaysian education system gave priority to science and technology. Therefore, these fields were given a higher place and prestige than those accorded to the arts and literature. The artistically gifted Dzul kifli was extremely disappointed when he, despite getting good marks in subjects belonging to the literary cluster, was directed to enter the science stream. According to him, while standing before the gates of the world of science, he felt that his instinctual existence, which had moulded him and his personality, had to be abandoned. However, he tried to persuade himself that subjects like the Natural Sciences, now Geography, and the Life Sciences or Biology, would also offer opportunities for his artistic talent. As such, this talent should not be dismissed.

The Malay College Kuala Kangsar was set up in a large section of the town, which was divided by a road leading to the train station and the royal town of Kuala Kangsar. Because this road did not lead to specific destinations, there was rarely any heavy traffic. The school was normally peaceful. Towards the north end was Dzul kifli's dormitory while the south side had modern buildings consisting of the administrative complex, the library, classrooms and the main hall. It was naturally peaceful, as far as the eyes could see.

For Dzul kifli, who had just come from a modestly-built school, entering the MCKK was an educational experience that was very special indeed – what with its imposing, complete and refined architecture. The students were mostly Malay children who were the cream of the crop and came from various schools around the Malay Peninsula and Brunei. The teachers of the school were also specially selected from inside and outside the country. While other schools at that time hardly had any graduate teachers, at the MCKK almost all the teachers were graduates; some had even obtained degrees at the Master's or Doctoral levels.

Aside from all this, the facilities were also very special. The students were fully sponsored by the school. Many had obtained scholarships from the state or the federal governments. The sports equipment was well-furbished and far different from what most schools were used to having. For example, there was a swimming pool and courts for squash and fives, a game inherited from the British colonial era. In the common room, there was a big gramophone. In another

For Dzul kifli, who had just come from a modestly-built school, entering the MCKK was an educational experience that was very special indeed – what with its imposing, complete and refined architecture.

room, there was a piano. Not many schools had the same facilities as those found at the MCKK then.

The large fields in front of its dormitories were well-maintained and were always green. There was a row of *tembusu* trees that stood between the football, the rugby fields and the cricket grounds. Dzulkifli was grateful to be enrolled in a school that was very extensively provided for in terms of its facilities. Apart from that, he was also quite aware that the MCKK often came out victorious in various competitions involving sports, such as rugby, football and the like.

The library, too, was touted as among the most complete in Malaysia at that time. The library and classrooms were located in the administrative complex, before

From the bookshelves of the library, Dzulkifli searched for and studied the biographies and successes of major scientists, artists and scholars from around the world.

being moved to a separate building. From the bookshelves of the library, Dzulkifli searched for and studied the biographies and successes of major scientists, artists and scholars from around the world. Therefore, the library was instrumental in educating him, revealing to him another world that was greater than the one he was exposed to in his classrooms. The library opened up doors to a new knowledge, that of the world and of its

intellectual experiences and offerings.

The fact that the school consisted of chosen teachers and intelligent students helped it to produce quite a number of renowned graduates in various fields, from sultans, the late former Prime Minister Tun Abdul Razak, to ministers and government officials who have made great contributions to the country.

Students were placed in 'houses', which were usually differentiated according to the wings of the two-storey building. His house was 'Idris', named after one of the beloved sultans of Perak.

Whether in the dormitory or in the classroom, Dzul kifli got along well with the other students. He was not shy and even smiled and laughed easily. Furthermore, this young man was seen by other students as being frank and honest. In his behaviour, he bore no malice towards anyone. In fact, he was open-minded and generous. These qualities, in turn, drew him to be at the forefront of student activities and he was often involved in the student societies or associations.

On weekends, Dzul kifli and his friends often visited their adoptive families in Padang Rengas to be closer to them and experience village life. There, Dzul kifli could taste the original Perak Malay cuisine, a break from eating the common dishes served at the dormitory.

Among Dzul kifli's closest friends is Mashhor Mansor from Penang, who also enrolled into the MCKK in the same year. They shared the same dormitory and classes, and later, both would also teach at the Universiti Sains Malaysia. They would often go to town and to classes together.

The MCKK offered knowledge, a special learning atmosphere and good friends. At this school, Dzul kifli had the opportunity to learn an invaluable lesson that meant a lot to him as well as to

The most successful people are those who serve the interests of others and are beneficial to everyone at large.

others; that life is meant to be shared with one's friends and society at large. The most successful people are those who serve the interests of others and are beneficial to everyone at large.

At the MCKK, while learning was at the centre, religion was always present and personal success was of paramount importance. Apart from that, Dzulkipli was shown an excellent way forward by well-known alumni, such as Sultan Idris Shah, Tuanku Abdul Rahman, Sultan Ali Omar Saifuddin (from Brunei), Dato' Onn Jaafar, Tun Abdul Razak, Sultan Azlan Shah and many more. His headmaster at that time was Mr. N. J. Ryan, an Irishman and a rugby connoisseur; he was also the last British to hold the post. His successor was Encik Aziz Ismail. Encik Aziz Ismail was also an avid cricket fan.

Dzulkipli completed his education at the MCKK before being offered a scholarship to further his studies at the MCA College and the University of Penang.

The foundation of Dzulkipli's early experience was strong enough that he felt sufficiently equipped to enter the larger world, having gained the knowledge that would be the basis of his career. Yet, there was a path that he wanted to follow. The MCKK students consisted entirely of Malay children and almost all of them were from the middle class. Their view of the world was relatively narrow and he wanted to experience life with people from other ethnic groups.

Therefore, after completing his studies in Kuala Kangsar, Dzulkipli's next move came as a big surprise – he received a scholarship to continue his studies at the MCA College, Cheras, which was almost entirely made up of Chinese students and lecturers. He wanted to challenge himself; challenge his sense of ethnicity and humanity. This experience turned out to be invaluable, opening his eyes to the world and to the different ways of getting through life

and finding success. It became even more precious as it was at that time that the bloody racial riots of 13 May 1969 erupted. This experience was even more significant as he had the opportunity to meet with students from other races, sharing experiences and views, which were quite different from those he managed to gain at the MCKK.

He wanted to challenge himself; challenge his sense of ethnicity and humanity.

However, Dzul kifli did not spend much time at this college. In 1971, he applied to enter the University of Penang, which is now known as the Universiti Sains Malaysia or USM. The USM is the country's second oldest university, set up specifically to train members and scholars of the scientific community, thus correcting the educational imbalance in Malaysia. In 1971, the USM was only three years old. His chosen field was Pharmaceutical Science, which was the first field introduced in Malaysia that would directly train individuals who would help improve people's well-being and health by providing them with the necessary medicine.

At the USM, Dzul kifli continued to be popular. Since his first year, he was elected as student representative of the Pharmacy Association and later as head of the Student Union at the university and also at the national level. He was also once a member of the Lecturer-Student Investigation Committee, which was established by the first Vice-Chancellor at the time, Professor Tan Sri Hamzah Sendut. As a student, he was often at the forefront because of his active involvement and ideas. This experience hinted at Dzul kifli's future as the fifth Vice-Chancellor of the university decades later. The experience gained as a student would prove useful for him as he was also required to be a Vice-Chancellor who understood student life. Otherwise, he would not

The experiences gained as a student would prove useful for him as he was also required to be a Vice-Chancellor who understood student life.

be able to comprehend the students' problems and their life on campus and, in turn, lead them. Dzul kifli understood Hamzah Sendut's vision, the very authoritative architect of the USM. He was also able to appreciate Hamzah's principles and attitude, as one who dared to go against the flow, in order to establish a campus that supports its students both intellectually and physically.

Dzul kifli continued to rise in his chosen field. He was happy to be at the vastly spacious university and also celebrated its natural setting. An area that was once occupied by the British, the fields were also as green as those in Kuala Kangsar. Every day, while walking to his lecture rooms, he felt as though he was buoyed by the *sena* trees, the *pukul lima* and dozens of other trees. The atmosphere at Jannaton Hill (Minden) was in keeping, both with the knowledge that he sought and his own nature. Based on his natural predispositions and talents, his concept of knowledge at the USM was grounded in facts and in reality. Hamzah Sendut planted the seeds for a green campus ever since Dzul kifli was still a student.

THE BEGINNING

Fast forward and we take Dzul kifli's life story to the year 2000. From July to November of that year, while holding the position of Deputy Vice-Chancellor for Student Development Affairs, Dzul kifli used his position as an opportunity to meet various groups and students from all over Malaysia, namely from the Peninsula, Sabah and Sarawak. In addition, there were also some international postgraduate students from Indonesia, the

Middle East and one or two from Europe. Dzul kifli met them at lecture rooms and laboratories, as well as at small and large halls where they had their gatherings. Sometimes it could also be in the middle of green fields as well as at various sporting events, cultural performances and intellectual debates. Every time Dzul kifli stood before this campus, he was reminded of what Hamzah Sendut had sketched as the USM's motto, 'We Lead'.

There, Dzul kifli tried to get to know the numerous students from the many races and tribes, backgrounds and cultures. These vast groups of individuals promised a cultural complexity and wealth as well as a way of life – from cities to villages, from riverbanks to beaches. This is also in many ways Malaysia's wealth as well as its beauty.

At the USM, the surroundings were still green and comfortable, which also encouraged its students to reap the best knowledge and to train them to think in calm surroundings. This campus was also suitable as a place to cultivate human values. Interracial and interethnic relations could be nurtured here, as there could be no better place than a university campus for such a noble purpose.

Dzul kifli also did not forget that not all of his students were from the middle class – he would meet children of teachers and other administrative officers, as well as children of farmers and fishermen from all states, who were still unfamiliar with their surroundings or did not dare to communicate their different experiences or thoughts. But all of these inadequacies or differences could be overcome with the help and guidance that they would obtain at the USM. After a few years, he could see the regional or ethnic

Every time Dzul kifli stood before this campus, he was reminded of what Hamzah Sendut had sketched as the USM's motto, 'We Lead'.

fence crumble and the seeds of a more comprehensive Malaysian citizenship began to grow and flourish.

Dzulkifli had a personal trait which was very effective.

Dzulkifli had a personal trait which was very effective: he was generous with his smiles and sometimes he would slip in jokes in his daily conversation or speeches. Dzulkifli behaved as an elder brother to the younger students and persuaded them to remain brave and not be afraid of knowledge and the winds of change that had long began to blow in Malaysia.

To these new students, Dzulkifli often painted a picture that change is good and should not be avoided. He invited them to look within themselves, to believe in their personalities and identities. To the students who had just arrived on campus, Dzulkifli became a mirror of themselves – a young Deputy Vice-Chancellor who showed them the ins and outs of life and, through these, became an exemplary scholar who could be emulated. Dzulkifli, meanwhile, occasionally looked back to decades ago from 1971 to 1975, when he himself was still a student, in order to find important points in his life to share with them.

Dzulkifli had another more valuable experience when he joined non-governmental organizations or NGOs that were well-known in Penang. Among them were the Consumer Association of Penang, also known as CAP, and the International Organization of Consumers Unions or IOCU with important figures like S. M. Mohamed Idris and Anwar Fazal, both of whom were respective leaders of these associations. They set examples for Dzulkifli when facing challenges in order to create social changes for disadvantaged groups. *The Star* once named S. M. Mohamed Idris, “the man who stood up for all of us,” which also means the one who fought for us all.

Therefore, Dzul kifli could read what was going on within the students' minds or the emotional turmoil they were experiencing. He stood before them as a brother who had already gone through the experiences they would go through, thus already possessing a little wisdom to understand the future. Dzul kifli suggested that they compare themselves to a tree that is sturdy, but also flexible when facing a storm or a hurricane. This way, he believed, would enable him to bring these young people to the lecture hall with open hearts, as well as teach them to navigate through off-campus life that he had once gone through.

Dzul kifli suggested that they compare themselves to a tree that is sturdy, but also flexible when facing a storm or hurricane.

NEW MILLENNIUM

At the end of 2000, Dzul kifli stood at the gates of a new millennium. This was also the gateway that saw him as the new Vice-Chancellor of the USM. This position demanded and challenged his character and stance, as it did to the USM and all of its students. The 21st. century that he would enter envisioned new meanings, the meaning of progress and the future highways that would enable a meaningful transformation. In the meantime, Dzul kifli also prepared himself for this great task.

In Dzul kifli, we are able to see some values that can be used as the basis of his profession. He rarely succumbed to self-interest, having paid more attention to the tasks at hand, and, at that time, for the USM that he would lead.

If it offered only scrolls, then this system was seen by Dzulkipli as 'education without a soul'.

Meanwhile, Dzulkipli was seen as an administrator who knew the true purpose of education – which was beyond meeting the requirements of the ranking system or KPIs that were taking over the direction of campuses in Malaysia. He wanted to find the best fundamental knowledge that could be used by all of humanity. Thus, Dzulkipli was deeply concerned about the bigger problems that existed in most societies and how knowledge at the USM could help them solve these problems. In other words, the university was seen as an institution that could help people understand and solve these problems. If it offered only scrolls, then this system was seen by Dzulkipli as 'education without a soul'.

Within the USM community, Dzulkipli was exemplary in his relationship with its members. He believed the officers he had chosen to hold certain positions would be able to carry out their duties effectively. This was the trust he had bestowed upon them and it was a risk he was willing to take.

Meanwhile, Dzulkipli saw himself as being very open and able to accept different views or criticisms against his stance or approaches. If a criticism was voiced, he did not initiate a verbal argument nor hold a grudge against the person who had made it. For example, Professor Dr. Abu Talib Ahmad often gave opinions, which differed from those of Dzulkipli, but not the slightest disagreement would arise between them. This was the world of knowledge and this world allowed for differences. Ideas are more important than authority. Abu Talib could also see from angles that others could not perceive.

Moreover, Dzulkipli had always been generous in his assessment of lecturers and administrators at the USM.

While in office, he would receive anyone who wanted to see him. If necessary, he also offered advice for the issue under discussion.

FINDING HIS BACKGROUND

Tan Sri Musa Mohamad, the former third Vice-Chancellor of the USM and the Malaysian Minister of Education in the early 2000, appointed Dzulkipli as Deputy Vice-Chancellor for Student Affairs. He also appointed Dzulkipli as Vice-Chancellor of the USM, at the end of the same year.

For a long time, Tan Sri Musa Mohamad had seen Dzulkipli as a young lecturer and Deputy Dean of the School of Pharmaceutical Sciences from 1988 to 1995, as well as when he was subsequently appointed Director and Founder of the National Poison Centre from 1995 to 2000. To him, Dzulkipli was a portrait of earnestness, equipped with the ability to organize ideas and actions. Dzulkipli's face, style and ideas reflected his honesty and seriousness of attitude.

Dzulkipli was quick to move and act. He was also seen as someone who understood the real situation surrounding a problem and was quick to find a way to solve it when a solution was needed. In short, Tan Sri Musa Mohamad saw him as a scholar and administrator who was willing to work hard and be able to bring the USM to a higher level of excellence.

In the last month of 2000, Dzulkipli and his wife Masrah Abidin set out to perform the *umrah*. This was a good

In short, Tan Sri Musa Mohamad saw him as a scholar and administrator who was willing to work hard and be able to bring the USM to a higher level of excellence.

opportunity for them to reflect upon themselves as well as find a new and blessed inspiration. In the preceding months, Dzulkipli was adapting himself to the task that had just been placed onto his shoulders, which was as Deputy Vice-Chancellor.

The letter from the Minister of Education had arrived at his office in Penang. Since he and his wife were still in the Holy Land, the letter was not read for several days and the contents were kept neatly inside the envelope. Once they had returned and the letter was opened, Dzulkipli found the contents to be quite surprising. He immediately left for Kuala Lumpur to meet with Tan Sri Musa Mohamad.

Many things converged in his mind. He was very anxious and agitated. There was still work to be done as Deputy Vice-Chancellor for Student Affairs. But now, a bigger task was taking over and awaiting him at the Chancellory. Both happiness and anxiety came with Tan Sri Musa Mohamad's letter.

In the words of the Minister himself, Dzulkipli would be held accountable for fundamental tasks. The message was short but concise – “turn the USM around and travel the world to tell about its achievements” – which was to change the direction of the USM and present it to the vast world of knowledge as well as to describe its successes.

What was demanded of him was a very heavy task. True, he occasionally alluded to the work of Professor Dato' Ishak Tambi Kechik, the Vice-Chancellor in the early 2000s, but his shadow and the reality had two very different presences. Malaysia has always moved alongside political will, even the will of a few politicians – so he was asked, was he willing or able to adapt to their demands?

He was also aware that Tan Sri Musa Mohamad knew the USM up close, having served as its Vice-Chancellor for 13 years and had loved the university very much. What was demanded of Dzul kifli was the task of continuing his leadership, continuing with the projects that still needed action. He was also asked to transform the USM into a university that was well-known and respected in the world of scholarship.

Dzul kifli could read the Minister of Education's intention, that he would assume the duties of Vice-Chancellor as soon as possible.

Professor Dato' Ishak Tambi Kechik stepped down as the fourth Vice-Chancellor on 30 November 2000. Dzul kifli was appointed by Tan Sri Musa Mohamad to replace Ishak as the fifth Vice-Chancellor, on 1 December. Dzul kifli could read the Minister of Education's intention, that he should assume the duties of the Vice-Chancellor as soon as possible.

Dzul kifli was perturbed by the great tasks set forth by Tan Sri Musa. So it was that a new phase of his history with the USM had already begun – ever since he had been its student in 1971. It had been 29 years since he had first recognized these sites of knowledge – the lecture rooms and voices of lecturers, as well as the administration offices, in particular the Centre for Pharmaceutical Science Studies and the National Poison Centre. He had come to know this campus very well and also knew many of its members. This made him feel more relaxed. But, then he also knew of its complexity as well as its variety of personalities and characteristics!

At the AIU, the most important experiment was 'Humaniversity' which also started a series of placement projects that took students far into Hulu Tembeling to bring them closer to the indigenous community and, while at USIM, the 'Kampung Mizan' project and balanced leadership were started.

Meanwhile, at the IIUM, the philosophy that underlies its knowledge and culture is *rahmatan lil `alamin*, a blessing for the whole world. This concept of learning aims to provide space for beneficial knowledge and brotherhood between human beings and, at the same time, preserve our heritage of the earth and nature. When the issue of academic ranking challenges real knowledge, we are invited to rethink the purpose and function of a university, the real rating that should have been the measure of actual success. Just like at the AIU, at the IIUM, students are taken to villages near and far to get to know the residents and find ways to make their lives easier, especially for the poorest and those who are left behind. In writing this book, I had to face several challenges, small and large. At the beginning, funds were never available and ironically, when funds were already disbursed, I only had five months before this manuscript had to be submitted to the publisher. Unfortunately, two months of this period were claimed by the rampant virus. Thus, the study that required research at various libraries and offices was delayed for some time. Moreover, meetings with informants could not be conducted.

As such, there are some details that are not included in this book even though I wanted to include them, as the materials could not be collected or my progress was limited because of time constraints. Consequently, some sections of the discussion or chapters have been condensed. I personally

would like to visit the *Sejahtera* Centre in Tongyeong, South Korea, which provides the most comprehensive statement on the grand concept of *Sejahtera* by Professor Emeritus Tan Sri Dato' Dzul kifli Abdul Razak, complete with its research centre, parks and forests. But unfortunately, this desire was also curtailed by the pandemic and travel bans.

Therefore, please consider this book as an introduction to the main concepts of higher education by Professor Dzul kifli Abdul Razak. This study is still in a modest form, as an introduction or as an introductory work on his great contributions. I believe there will be many more researchers who will continue my initial attempts. As I complete this book, I believe that Professor Dzul kifli Abdul Razak is formulating some new concepts and ideas even today!

DZULKIFLI ABDUL RAZAK

and His Evolving Concepts of Higher Education

This book serves as a meeting place for two well-renowned academic figures in this country: the writer of this book, Muhammad Haji Salleh, and the person whose life he has written about on the pages of this book, Dzulkipli Abdul Razak. Both of them are recipients of Tokoh Akademik Negara (National Academic Awards). Tan Sri Dato' Dzulkipli Abdul Razak is now Rector of the International Islamic University Malaysia (IIUM). Before this he had served in various capacities at many universities within and outside of Malaysia. Before moving to the IIUM, he was Chairperson of the Universiti Sains Islam Malaysia (USIM) Board of Directors and Vice-Chancellor of the Albukhary International University (AIU). Prior to these, he was Vice-Chancellor of Universiti Sains Malaysia (USM) for 11 years. He was also a member of the World Health Organisation (WHO) Expert Advisory Panel on Drug Policy and Management from 1995 until 2010 and the WHO Scientific Committee of Tobacco Product Regulation from 2004 to 2006. He also served as President of the International Association of Universities (IAU) from 2012 to 2016. He has also received numerous awards. Amongst his highest achievements was being awarded the prestigious Gilbert Medal Award by Universitas 21 on 4 May 2017 as a form of recognition for his involvement in and contribution to the world of Education for Sustainable Development. He has also received Honorary Doctorates in Science from the University of Portsmouth, the University of Nottingham and the Mykolas Romeris University and an Honorary Doctorate in Educational Science from the Istanbul Commerce University. The vast experience that he had gained from leading as well as visiting various institutions of higher education has given him the opportunity to expand his ideas for the benefit of these institutions, particularly in terms of administration.

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