



**AppliedHE
Private University
Ranking: ASEAN
SHOWCASE
2022**



香港城市大學
City University of Hong Kong

VENTURE BEYOND BOUNDARIES

BLAZES NEW TRAILS FOR THE BENEFIT OF SOCIETY

Making the impossible possible

Boldly pursuing new discoveries and innovation, strengthened research, and knowledge transfer to make a difference

Advancing knowledge in
One Health, Digital Society, Smart City, Matter, and the Brain



CityU is reaching
for the stars.

Applied**HE**TM

Private University Ranking:
ASEAN

SHOWCASE 2022

AppliedHE Private University Ranking: ASEAN Showcase 2022

Published by AppliedHE Pte Ltd

www.AppliedHE.com

Copyright © AppliedHE Pte Ltd. All rights reserved.

The entire content of this publication is protected by international copyright.

No part of may be copied or reproduced, stored in a retrieval system or transmitted, in any form, without the prior written permission of the publisher.

For permission to the reproduction of the Rankings data and other information from this book, please write to Mandy Mok, CEO & Founder: mm@AppliedHE.com

Acknowledgements

AppliedHE would like to thank the advertisers in this edition.

AppliedHE would like to thank the many individuals who have contributed:

Dr Kevin Downing, Secretary to Council and Director of the Institutional Research Office,
City University of Hong Kong, Hong Kong

Dr Elizabeth Lee, Chief Executive Officer, Sunway Education Group, Malaysia

Dr Richard Holmes, Editor, University Ranking Watch blog, Malaysia

AppliedHE would also like to thank all the universities that provided data and the numerous governmental and research agencies worldwide that supplied information.

Disclaimer

Editorial content in AppliedHE Private University Ranking: ASEAN Showcase does not necessarily reflect the views of the publisher AppliedHE, its staff, or any other parties involved. The publisher, and all or any of those associated with this book can neither be held liable, nor responsible, for any actions or decisions taken, by any person or any institution or public authority, based on, or resulting from, the information in this book.

Foreword

It is my great pleasure to present the AppliedHE Private University Ranking: ASEAN to you via this special publication, AppliedHE Ranking Showcase. The publication of the ranking marks an important milestone for AppliedHE, as this is the first ranking that we have created completely “from scratch”: AppliedHE has undertaken the development of the methodology, the collection of original data, and the tabulation of the results. The publication of the ranking not only shows AppliedHE’s capabilities, but it also signals our credibility within the higher education community of the Association of South East Asian Nations (ASEAN), as 30 different universities from six different countries have volunteered to take part in this inaugural ranking exercise: a tremendous and humbling vote of confidence in our young organization.

This ranking also marks an important milestone for the ASEAN higher education community, and will be a valuable addition to the global university ranking landscape. This is the first ranking of only private universities, thus shining a spotlight on a highly innovative and important segment of the global higher education community, which is often poorly served by other university rankings, mainly due to the focus of private universities on teaching and employability, which is often difficult to measure.

Second, this is the first ranking of ASEAN universities by an organization from ASEAN. AppliedHE, based in Singapore, has had extensive consultation with stakeholders through our Ranking Advisory Board, and through informal contact with our clients throughout ASEAN, leading to the ranking you see before you today. While every ranking has its shortcomings, I believe the AppliedHE Private University Ranking: ASEAN has made a very serious and successful attempt at trying to create a ranking that better represents the values and priorities of private universities in ASEAN, and their students.

When stepping away from the performance of specific institutions, the ranking results themselves offer some compelling and novel insights into the ASEAN higher education landscape. First, is the strong performance of Indonesian universities in the ranking, taking up 5 of the top 10 places, and thus reaffirming the position of Indonesia not only as ASEAN’s largest member country, but also as a country with numerous high-performing private universities. Also notable is the strong performance of Malaysian universities in employability and internationalization, and the strong performance in Indonesian universities in research, supported by a prolific research publication landscape in the Indonesian language. While only a few Thai and Vietnamese universities opted to participate in the ranking, their performance was relatively strong.

For students and their families, especially international students from ASEAN and beyond, we hope that the ranking will provide a useful tool when exploring their options and deciding where to apply. As a former international student myself, I am deeply aware of the enrichment that my international education has brought, not just to my career but also to the quality of my whole life, and ASEAN, with its rich cultures, friendly locals, relatively low cost of living and excellent higher education system, is a terrific place to study!

Mandy Mok
CEO & Founder
AppliedHE

THE NEW ERA OF

MQA



MQA GLOBAL

- Malaysia as a **Global Hub** for Education
- Introducing **Flexible Education**
- Mutual Understanding on **Recognition**
- **Assessment** on foreign Malaysian Higher Education Institutions
- Academician/Student **Exchange Programme**



Contents

06

The Ranking
Methodology,
Simplified

11

Ranking Results
Table

13

Some Rankings
Issues for Asia
and Beyond

18

Education Trends
in ASEAN Higher
Education

23

International University
Rankings and Emerging
Economies: Challenges
and Opportunities

The Ranking Methodology, Simplified

The *AppliedHE Private University Ranking: ASEAN* was created with the goal of measuring the things about private universities that students deciding on their higher education journey find most important. Private universities are almost always more expensive than their public-sector counterparts, and therefore they represent an important investment in time and money by students and their families. Especially in Southeast Asia, private universities have played an important role in educating the workforce and expanding access to higher education. But how do you, as a student, choose the right university, and what do the rankings and indicators presented here really measure? We attempt to describe our ranking methodology in simple terms.



Measuring what is important

The ranking measures what is important to students: the quality of teaching and learning, and whether you can get a job (employability). We also measure research, because research often raises the quality of teaching, and institutions' community outreach and internationalization, which enhance the overall learning experience. Finally, we look at an institution's brand value: whether it is respected by other universities, so that the degree or diploma you graduate with, carries some weight.

Teaching and Learning (40%)

The heaviest weightage in the ranking is assigned to the quality of teaching and learning, which is evaluated based on student surveys. We ask students what they think of their classes,

the curriculum, exams, instructors, the campus, facilities, the social life, etc. Everything you would probably ask if you met a student from that institution. To ensure that our surveys are representative, we aim to survey at least 10% of the entire student body. In some cases universities had less than a 10% response rate, and so they were penalized because we cannot be sure how representative their responses are.

Employability (15%)

Like most students, you probably want a job when you graduate, so we looked at the graduate employment rate. The graduate employment rate is measured through a survey of recent graduates (sometimes called “alumni tracer study”), which in many ASEAN countries, universities also have to submit to the government. We looked at both the number of graduates that reported getting a job as a share of total survey respondents, and as a share of the total number of graduates, this to avoid the potential bias of only employed graduates being included in the surveys.

Research (15%)

Research can raise the quality of teaching because it suggests that the people who teach you are at the cutting edge of their field. To measure research we use the world’s biggest database of scientific documents: Google Scholar. Google Scholar also indexes many local scientific journals in local languages, which do not always publish “new to the world”-research, but which are valued by local academics, industry and communities. We look at research published during the past five years and count the number of Google Scholar profiles per faculty member with at least one research paper (5%), the number of papers per faculty member (5%), and the number of citations per paper (5%). The aim is to measure if many faculty members are involved in impactful (and frequently cited) research.

Community Engagement (10%)

A university should not be an “ivory tower”, it should be connected to, and involved in, the local community. That community connection ultimately benefits students, as their learning is more relevant and diverse. To measure community engagement we ask students about their involvement in social or environmental activities (through the aforementioned surveys), the number of students receiving some kind of scholarship, grant or other aid, and the media coverage the institution has received, based on Google News. Media coverage is a good indicator of the institution’s involvement in local issues, or whether its faculty are deemed knowledgeable and invited to comment on current events.

Internationalization (10%)

The world is increasingly globalized, and universities are no exception. Having an opportunity to study with people from different parts of the world broadens your outlook, your social network, and probably also your palate! We measure the number of international students and faculty on campus, whether as exchange students or degree-seeking students, and we include those attending virtually from abroad.

Institutional Reputation (10%)

This is essentially the “brand value” of an institution in the eyes of its peers. Everyone wants to go to a respected, reputable university, but how do you know which ones are well known? You will probably just ask around, and that is exactly what we have done for you. We have asked universities participating in the ranking to nominate up to 10 institutions whom they hold in high esteem.

Some further questions you may have

After reading through the methodology, it is possible that you have some further questions. We have tried to address some of them below:

Why is university X not in the ranking?

The ranking is a voluntary one, whereby we ask universities to submit data to us and run our surveys, so that we can rank them. If you identify a private university from Southeast Asia that is not ranked, it is likely because they declined to submit data, or they found out about our ranking too late (in which case they can join the next edition of the ranking). There are also a number of overseas branch campuses in Southeast Asia, offering degrees from countries such as Australia, China and the United Kingdom. These universities are not included because they award a foreign degree, and not a local degree. Public universities are also excluded, as this is a private university ranking.

Why are Brunei, Laos, Myanmar and Singapore excluded from the ranking?

As far as we are aware, there are no private universities in Brunei, Laos and Singapore which award a local degree. There are such universities in Myanmar, but these universities have declined to participate in the ranking at this time.

Why do you rank only private universities?

Private universities are different from public universities in the sense that they receive little or no government funding, and that they are often more focused on teaching and employment. Students pay their tuition fees in the expectation of landing a good job and receiving a good education. Public universities often have a broader social mission and more government funding, which means that they might be in a position to do more research, or offer courses that are less commercially marketable. Because of these large differences, it is not always fair to compare private and public universities on the same basis. Because of the focus on research in many international university rankings, private universities with smaller research budgets often rank quite low.

Why is the rank of university X in the AppliedHE ranking different from other rankings?

Different rankings have different methodologies. AppliedHE focuses on teaching and learning, employability and research in a broad sense, while other rankings measure other things (including the number of dead Nobel prize winners, in one case!). All rankings have their strengths and weaknesses, so we encourage you to compare them. A more research-focused ranking, for example, may be more relevant for students who are planning a career in research or academia.



PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION, INC. (PACUCOA, INC.)

- THE FIRST ACCREDITING AGENCY IN THE COUNTRY THAT WAS CERTIFIED UNDER ISO 9001:2015 BY SOCIETE GENERALE DE SURVEILLANCE - UNITED KINGDOM ACCREDITATION SYSTEM (SGS-UKAS).
- THE FIRST ACCREDITING AGENCY THAT HAS BEEN AWARDED THE PHILIPPINE QUALITY AWARD, THE HIGHEST AWARD OF EXCELLENCE IN THE COUNTRY BASED ON THE US MALCOLM BALDRIGE FRAMEWORK OF EXCELLENCE.

READY TO ACCREDIT

USING REMOTE VIRTUAL ACCREDITATION

PACUCOA ACCREDITS PROGRAMS IN:

AB-MASS COMMUNICATION	FOOD TECHNOLOGY
ACCOUNTANCY	FOREIGN SERVICE
ARCHITECTURE	FORESTRY
AGRO-FORESTRY	GUIDANCE AND COUNSELING
AIRCRAFT MAINTENANCE TECHNOLOGY	HIGH SCHOOL
AVIONICS TECHNOLOGY	INFORMATION TECHNOLOGY/SYSTEM
AVIATION MAJOR IN FLYING	INTERNATIONAL HOSPITALITY MANAGEMENT
BS BIOLOGY	INTERNATIONAL TRAVEL TOURISM MANAGEMENT
BS PSYCHOLOGY	KINDERGARTEN
BS MATHEMATICS	LIBERAL ARTS (AB) WITH MAJOR IN RELEVANT DISCIPLINES
BUSINESS ADMINISTRATION	LIBRARY AND INFORMATION SCIENCE
CHEMISTRY	MASTER OF ARTS WITH MAJORS IN RELEVANT DISCIPLINES
COMPUTER SCIENCE	MASTER OF SCIENCE WITH MAJORS IN RELEVANT DISCIPLINES
CRIMINOLOGY	MASTER OF BUSINESS ADMINISTRATION (WITH THESIS)
CUSTOMS ADMINISTRATION	MASTER OF PUBLIC ADMINISTRATION (WITH THESIS)
DENTISTRY	MARINE TRANSPORTATION
DISTANCE EDUCATION/OPEN LEARNING	MEDICAL TECHNOLOGY
DOCTOR OF EDUCATION	MEDICINE
DOCTOR OF PHILOSOPHY WITH MAJORS IN RELEVANT DISCIPLINES	MIDWIFERY
EDUCATION-ELEMENTARY (BEED)	NAVAL ARCHITECTURE
EDUCATION-SECONDARY (BSED)	NURSING
ELEMENTARY	NUTRITION AND DIETETICS
ENGINEERING-AERONAUTICAL	OCCUPATIONAL THERAPY
ENGINEERING-AEROSPACE	OFFICE ADMINISTRATION
ENGINEERING-CHEMICAL	OPTOMETRY
ENGINEERING-CIVIL	PHARMACY
ENGINEERING-COMPUTER	PHYSICAL THERAPY
ENGINEERING-ELECTRICAL	PUBLIC ADMINISTRATION
ENGINEERING-ELECTRONICS	RADIOLOGIC TECHNOLOGY
ENGINEERING-ENVIRONMENTAL AND SANITARY	REAL ESTATE MANAGEMENT
ENGINEERING-GEODETIC	RESPIRATORY THERAPY
ENGINEERING-INDUSTRIAL	SECRETARIAL ADMINISTRATION
ENGINEERING-MATERIAL SCIENCE	SPEECH PATHOLOGY
ENGINEERING-MARINE	SPORT SCIENCE
ENGINEERING-MECHANICAL	VETERINARY MEDICINE
ENGINEERING-METALLURGICAL	VOC-TECH PROGRAMS
ENTREPRENEURSHIP	ZOOLOGY
FINE ARTS	



SEGi
University



OUTSTANDING QS 5 STARS PLUS UNIVERSITY

1 of only 19 Universities in the World!

(For the Years of 2022-2024)

Overall
OUTSTANDING



Teaching



Internationalisation



Online Learning



Arts & Culture



Employability



Academic Development



Bachelor of Medicine and
Bachelor of Surgery (MBBS)



Inclusiveness



SEGi University (DU031-B)

☎ 603 6145 1777 📞 6011 1210 6389

Towards

The best in you, made

iR4.0 POSSIBLE

Ranking Results Table

Rank	University	Country	Total Score
1	Bina Nusantara University	Indonesia	73.70
2	Universiti Tenaga Nasional	Malaysia	73.33
3	Universitas Islam Indonesia	Indonesia	71.33
4	University of Santo Tomas	Philippines	68.16
5	Universitas Telkom	Indonesia	67.26
6	Universitas Muhammadiyah Malang	Indonesia	66.87
7	Krirk University	Thailand	65.91
8	Duy Tan University	Vietnam	65.21
9	SEGi University	Malaysia	65.08
10	Universitas Teknokrat Indonesia	Indonesia	63.79
11	Manipal International University	Malaysia	63.02
12	Infrastructure University Kuala Lumpur	Malaysia	61.23
13	City University	Malaysia	61.15
14	Payap University	Thailand	57.62
15	Universitas Muhammadiyah Surakarta	Indonesia	57.34
16	University Malaysia of Computer Science and Engineering	Malaysia	57.16
17	Asia Metropolitan University	Malaysia	56.85
18	Holy Name University	Philippines	56.27
19	Universiti Kuala Lumpur	Malaysia	56.09
20	University of Perpetual Help System DALTA	Philippines	52.77
21	Saint Louis University	Philippines	50.54
22	Bangkokthonburi University	Thailand	48.37
23	Xavier University - Ateneo de Cagayan	Philippines	48.29
24	Saint Mary's University of Bayombong	Philippines	47.77
25	Holy Angel University	Philippines	45.78
26	Centro Escolar University	Philippines	45.11
27	Universitas Muhammadiyah Purwokerto	Indonesia	36.19
28	University of Puthisastra	Cambodia	32.52
29	Paragon International University	Cambodia	23.14

INTERNATIONAL UNDERGRADUATE PROGRAM UNIVERSITAS AIRLANGGA



INTERNATIONAL PARTNERSHIP NETWORK

Figure shown here is the number of MoU signed by UA with foreign institutions



GLOBAL STRATEGIC PARTNERSHIP

36 COUNTRIES

261 PARTNERSHIPS

179 UNIVERSITIES



FOR MORE INFORMATION

iup.unair.ac.id

WHY US?



STRONG HISTORY OF EXCELLENCE



INTERNATIONALLY RECOGNIZED



INTERNATIONALLY ACCREDITED



WORLDWIDE ACADEMIC PARTNERSHIP

QS TOP UNIVERSITY RANKINGS

#465 **#110**

QS WUR 2022

WORLD UNIVERSITY RANKINGS

QS AUR 2022

ASIA UNIVERSITY RANKINGS

EXCELLENCE WITH MORALITY

Visit us at

unair.ac.id



Some Rankings Issues for Asia and Beyond

by Dr Kevin Downing



Introduction

Downing (2013) and Hazelkorn (2013) both argue that globalisation and evolution towards a single world market have led to an increased focus on higher education ranking systems. These ranking systems strongly influence the behaviour of higher education institutions, not least across Asia, because a presence in one or more of the global rankings heightens national and international profiles and reputation. Consequently, this obliges universities to continuously improve or maintain their position (Wint & Downing, 2017). Salmi (2009) refers to the influence of rankings being suggested by a significant increase in excellence initiatives, since the publication of the Shanghai Ranking's Academic Ranking of World Universities (ARWU), providing evidence of the growing interest of Asian governments in developing 'world-class' universities. In fact, policy reform in reaction to rankings has been adopted in over 30 countries across the globe (Hazelkorn & Gibson, 2017). Many of these countries are in Asia and openly identify objectives to improve the ranking position of their universities and, in some cases use rankings indicators as key performance measures. The most generously funded initiatives are largely in Asia including China, Singapore, South Korea and Taiwan (The Economist, 2016).

Notable policy initiatives in Asia

Many of the policy initiatives undertaken in Asia finance elite institutions to achieve further success whilst 'second-tier' institutional budgets are progressively squeezed (Wint & Downing, 2017). A multitude of such initiatives are evident across the globe, but a brief review of Asia demonstrates the extent and significance of these in this region. For example, Japan aspires to have 10 Japanese universities in the world top 100 by 2023 (Spicer, 2017). In 2016, China announced a new scheme, named World Class 2.0, which aimed to establish six of its universities in the leading group of global institutions by 2020 (Sharma, 2015). This initiative boosted China's top nine universities creating hubs for international collaboration with other universities. Additionally, the Chinese government has set a target for 42 of its universities to be included in leading international rankings by 2050 (Griffin, Sowter, Ince & O'Leary, 2018). This comes after the previous Chinese government's eight-year initiative which saw billions of US dollars being poured into elite universities to improve research performance and global ranking (Bothwell, 2016). In East Asia, some countries like Thailand and Malaysia encourage a handful of elite universities to pursue world-class status in the rankings (Sheil, 2010).

Even though, many of these initiatives are focused on building world-class universities, they are also predominantly focused on growing research capacity. The global knowledge economy clearly favours research over teaching but so do the major ranking systems (Hazelkorn & Gibson, 2017), reinforcing the “publish or perish” phenomenon in academia (Hazelkorn, 2013). Therefore, ranking systems can be regarded as a rationale for the emergence of a performance culture in Asian higher education.

The need for an audited system

As soon as you create a ranking system, you also create a whole system for ‘gaming’ the rankings (Spicer, 2017; para. 7). Universities can choose to employ numerous strategies to improve performance in rankings, some of which will bring about real changes that benefit students and other stakeholders, whilst other initiatives are undertaken solely with improving rank in mind. There exists what is perhaps a natural human desire to control rankings to make them feel less like an imposition, and to mitigate some of the pressure they exert (Espeland & Sauder, 2015). All rankings have vulnerabilities, which are sometimes exploited by universities to try to improve their rank (Wint & Downing, 2017). A minimum investment of resources can create a questionable rise in the rankings (Holmes, 2017). Many instances of universities allegedly misrepresenting institutional data, recruiting staff and/or survey responses to artificially improve ranking have been identified (Holmes, 2017, Perez-Pena & Slotnik, 2012). A handful of universities have been caught ‘gaming the system’ by purposefully misinterpreting rules, cherry-picking data or outright lying (Perez-Pena & Slotnik, 2012, para. 2) who highlighted several examples involving the US News and World Report Best Colleges Rankings with Iona College acknowledging that they had lied for years about test scores, graduation rates, retention rates, acceptance rates, alumni donations and faculty-student ratios. Similarly, Claremont McKenna also acknowledged artificially inflating SAT scores (Perez-Pena & Slotnik, 2012; Brody, 2012). Additionally, in 2008, Baylor University offered financial rewards to admitted students to retake their SATs to try to increase their average score (Perez-Pena & Slotnik, 2012; Rimer, 2008).

Recently, a university in Saudi Arabia made impressive strides in various rankings by offering part-time contracts to dozens of highly cited researchers requiring them to put this university as their secondary affiliation thereby acquiring an increased number of citations (Holmes, 2017). Their progress slowed down as the major ranking bodies removed the factor of secondary affiliation from their bibliometric parameters (Shastri, 2017).

In 2017, Chennai’s VEL Tech University was ranked the top university in Asia according to the citations’ indicator in the THE Asia Ranking (regional ranking) even though the university did not do very well in other rankings (Shastri, 2017). After analysis, Ben (Sowter, 2018) Head of the QS Intelligence Unit concluded that the results were due to one researcher citing himself excessively over the previous two years, in a journal where he served as associate editor (Holmes, 2017). The regional modification applied by THE can also lead to a disproportionate score if it collects a large number of citations for a relatively small number of papers (Holmes, 2017).

A particular vulnerability of the QS WUR is the potential to game the reputation surveys. In recent years some Latin American and Asian universities have received academic and employer survey scores which are much higher than scores obtained for any other indicator (Holmes, 2017). These institutions, named by Holmes, (2017), were from Japan, China, Brazil, Chile and Colombia. In 2016, QS accused Trinity College (Dublin) of being guilty of breaching the rankings guidelines by sending letters to graduates and academics reminding them of the QS and THE evaluation (reputation surveys). Trinity College defended their letters by stating that they did not attempt to influence the response of the participants, but merely

to increase awareness and survey participation (O'Sullivan, 2016). Similarly, O'Sullivan (2016) recalls an earlier incident, involving University College Cork, whereby the president sent staff a letter proposing that they contact their international contacts to make them aware of the QS Reputation Survey.

The very existence of rankings inevitably leads to competition and some institutions and individuals will push somewhat blurred boundaries and guidelines beyond what the ranking systems intended. Furthermore, sometimes relatively junior staff are entrusted with gathering and calculating the institutional data with insufficient oversight from their senior managers. These staff are also often acutely aware of the pressure (expressed or implicit) to do well in the rankings exercises and the temptation to enhance their submissions artificially to achieve a rise in the rankings is often too much to resist. They know they are likely to be regarded as incompetent if the university suffers a drop in its rank and will likely be praised if the university improves in the rankings. Promising careers can be enhanced or destroyed in this environment whereas in reality it is the performance of the whole institution that is being scrutinised rather than the competence of a few individuals with submission responsibility. Therefore, it is crucially important to ensure ranking submissions are subject to senior management scrutiny within the institution at all stages to protect the integrity of the institution and mitigate potential reputational risk. This also ensures that senior management take rightful responsibility for each submission to the HERS.

Summary

This brief article has identified and discussed some of the contextual challenges the rankings process poses for institutions from Asia and other parts of the world. The pressures on universities to achieve 'World-class' status seems increasingly to be defined by a high ranking in one or more of the global rankings (Downing, 2012). This inevitably means that rankings can have an impact on national policy and expenditure as countries compete to establish elite institutions that perform highly in the major ranking systems. Rankings also inevitably influence the behaviour of higher education institutions because their presence in rankings heightens their national and international reputation, and this obliges universities to continuously improve or maintain their rank (Wint & Downing, 2017). Sometimes this pressure, and the constant attention from the media, is such that it leads to some institutions and individuals into the murky waters of manipulating the ranking methodologies or gaming the HERS to achieve a higher rank. In some cases, this has inevitably led to exclusion from the various ranking exercises for a year or more and even more serious consequences for responsible staff and their managers. One potential solution to these issues of veracity of data is to improve the 'audit' processes undertaken by the rankings bodies themselves which are currently cursory at best.

With this issue in mind and following the advent of the publication of the third of the big three systems in 2010 (THE-WUR), Downing (2010a) proposed that it is time to choose your rankings "poison" carefully. He undertook a highly detailed analysis of major global rankings tables and found that universities in Asia have been rising steadily through the QS-WUR rankings over the previous three or four years, with many more making it into the top 200 world institutions by 2010 (Sharma, 2010) than in previous years. He argued that this provided a very positive boost for young, ambitious universities in regions like Asia, the Middle East, Eastern Europe and Latin America that aspire to secure a high ranking in the league tables. We can only hope that the future brings more rigorously audited rankings so that they develop a better reputation for veracity than they currently enjoy amongst most academics and university administrators.

References

- Bothwell, E. (2016). On a trajectory for global success. In P. Baty, *The brics and emerging economies rankings 2016* (pp. 8–9). London: Elsevier.
- Brody, R. (2012, January 30). Senior CMC admissions administrator falsely reported SAT scores. Retrieved from: <http://cmcforum.com/news/01302012-cmc-office-of-admission-falsely-reported-sat-scores>.
- Downing, K. (2010a). Ranking of Asian Universities: Choose Your Poison Carefully. Paper presented at the Sixth QS Asia Pacific Professional Leaders in Education Conference, Singapore.
- Downing, K. (2010b). Rankings: Bringing Asia out of the Shadows. In J. Sim (Ed.), *QS WorldClass Showcase 2010* (pp. 34–36). Singapore: Times Printers Pte Ltd.
- Downing, K. (2012). Do rankings drive global aspirations? In M. Stiasny, & T. Gore, *Going global: The landscape for policymakers and practitioners in tertiary education* (pp. 31–39). London: Emerald Group Publishing Ltd.
- Downing, K. (2013). What's the use of rankings? In P. T. Marope, P. J. Wells, & E. Hazelkorn, *Rankings and accountability in higher education: Uses and misuses* (pp. 197–208). Paris: United Nations Educational, Scientific and Cultural Organization.
- Espeland, W. N., & Sauder, M. (2015). *Engines of anxiety: Academic rankings, reputation, and accountability*. New York: Russell Sage Foundation.
- Griffin, S., Sowter, B., Ince, M., & O'Leary, J. (2018, June 6). QS World University Rankings 2019 supplement. Retrieved from: www.topuniversities.com/student-info/qs-guides/qs-world-university-rankings-2019-supplement
- Hazelkorn, E. (2013). How rankings are reshaping higher education. In V. Climent, F. Michavila, & M. Ripollés, *Los rankings universitarios, Mitos y Realidades*. Tecnos.
- Hazelkorn, E., & Gibson, A. (2017). Global science, national research, and the question. *Palgrave Communications: Humanities, Science, Business*, 3(1), 1–18.
- Holmes, R. (2017, January 26). University ranking watch. Retrieved from: <http://rankingwatch.blogspot.co.za/2017/01/comments-on-hepi-report.htm>.
- O'Sullivan, C. (2016, March 22). Trinity in university ranking breach. Retrieved from: www.irishexaminer.com/ireland/trinity-in-university-rankings-breach-388718.htm.
- Pérez-Peña, R., & Slotnik. (2012, January 31). Gaming the college rankings. Retrieved from: www.nytimes.com/2012/02/01/education/gaming-the-college-rankings.html
- Rimer, S. (2008, October 14). Baylor rewards freshmen who retake SAT. Retrieved from: www.nytimes.com/2008/10/15/education/15baylor.html?scp=1&sq=baylor%20and%20rimer%20and%202008&st=cse
- Salmi, J. (2009). *The challenge of establishing world-class universities*. Washington, DC: The World Bank.
- Sharma, Y. (2015, October 14). Higher education's future – Asia and technology. Retrieved from: www.universityworldnews.com/article.php?story=20151014195332975
- Shastry, V. (2017, October 12). Inside the global university rankings game. Retrieved from: www.livemint.com/Sundayapp/SxzP28yPCeSyNUCDpfSYiJ/Inside-the-global-university-rankings-game.html
- Sowter, B. (2018, June 6). QS World University Rankings 2019 supplement. Retrieved from: www.topuniversities.com/student-info/qs-guides/qs-world-university-rankings-2019-supplement
- Spicer, A. (2017, June 23). University rankings: Good intentions, image polishing and more bureaucracy. Retrieved from: <https://theconversation.com/university-rankings-good-intentions-image-polishing-and-more-bureaucracy-79936>
- The Economist. (2016, January 30). International students: Brains without borders. Retrieved from: www.economist.com/news/international/21689540-australia-and-canada-look-to-attract-more-foreign-students-america-and-britain-could?fsrc=scn/tw/te/pe/ed/brainswithoutborders
- Wint, Z., & Downing, K. (2017). Uses and abuses of ranking in university strategic planning. In K. Downing, & F. A. Ganotice, *World university rankings and the future of higher education* (pp. 232–251). IGI Global.

YOUR DESTINATION FOR CREATIVE SUCCESS.

BELIEVE. CREATE. ACHIEVE.

UNDERGRADUATE AND POSTGRADUATE PROGRAMS

SCHOOL OF FASHION

- FASHION DESIGN AND TECHNOLOGY
- FASHION STYLING AND IMAGE DESIGN
- TEXTILE DESIGN AND TECHNOLOGY
- GARMENT MANUFACTURING TECHNOLOGY
- ACCESSORY DESIGN

SCHOOL OF DESIGN

- COMMUNICATION DESIGN AND TECHNOLOGY
- INTERIOR DESIGN AND TECHNOLOGY
- PRODUCT DESIGN AND TECHNOLOGY
- INTERACTION DESIGN (UX/UI)
- INTERIOR DESIGN AND STYLING

SCHOOL OF CONTEMPORARY MEDIA

- FASHION COMMUNICATION
- MEDIA
- ADVERTISING AND MARKETING

AND MORE.

WHY STUDY @ PEARL?

- INTERNATIONAL EXPOSURE FOR EVERY STUDENT
- AI AND DESIGN THINKING FOR EVERY STUDENT
- 98% PLACEMENTS*
- PLACEMENT SUPPORT FOR ALUMNI FOR 5 YEARS*
- NO.1** DESIGN AND FASHION COLLEGE

INTERNATIONAL PARTNER UNIVERSITIES



UPTO 100% SCHOLARSHIPS AVAILABLE*. APPLY NOW!

ENTRANCE EXAMINATION: **12TH FEBRUARY 2022** | APPLY BY **6TH FEBRUARY 2022**

WWW.PEARLACADEMY.COM | 1800 103 3005

CHAT WITH PEARL COUNSELORS
ON WHATSAPP @ **9910017331**
FROM 9 AM TO 8 PM (MON - SAT)

Education Trends in ASEAN Higher Education

by Professor Elizabeth Lee, Chief Executive Officer, Sunway Education Group

The COVID-19 pandemic has drastically changed the education landscape for everyone around the world. Overnight, bustling campuses and schools became ghost towns, forced to shut down under various forms of lockdown orders by local authorities who were doing their best to flatten the curve and curb the spread of the virus.

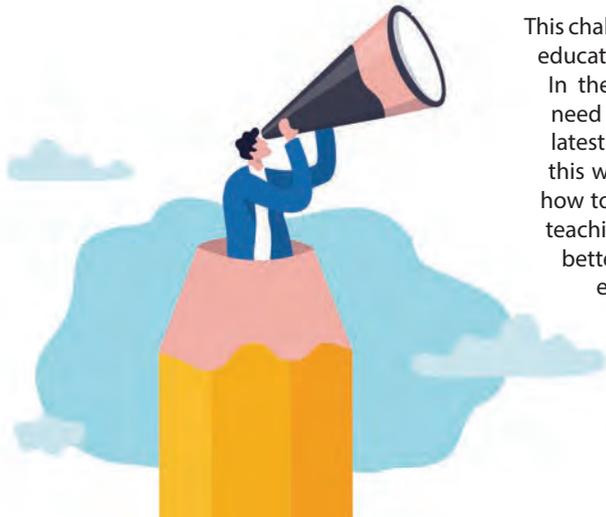
No country, including ASEAN member nations, were spared. Inter-ASEAN student mobility, a key driver of internationalisation, came to a halt (and it still is today). The disruption on students' education and student mobility is worrying. The outcome has yet to be determined. It remains unclear if student mobility will return to when it was pre-pandemic. To safeguard students' development and to ensure their learning could continue during the lockdowns, everything shifted online.

The following are my thoughts on 5 possible education trends in ASEAN for the coming year.

Hybrid Learning

While distance learning itself is not a new concept, it was not as widely welcomed prior to the pandemic due to the preference for face-to-face (F2F) learning. The immediate lockdowns however left all institutions, educators and students with no choice but to switch to and embrace virtual teaching and learning. It remained crucial that students' education should continue.

In this, many faced challenges. The pandemic highlighted issues surrounding the digital divide, with the disadvantaged being the most affected where students from disadvantaged families had difficulty accessing online learning. The Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Southeast Asia in 2021, a sub-regional report by United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO) highlighted the need for "more resilient, effective and inclusive education systems" for all.



This challenge is also faced by students in higher education institutions and needs to be solved. In the digital era, another challenge is the need to constantly stay up-to-date with the latest teaching and learning platforms. For this we need to look into various aspects on how to further enhance our educators' online teaching skills; with further training and with better online support facilities as well as e-resources.

While most foresee online learning to be the norm post-pandemic, the learning experience gained from face-to-face as well as experiential learning through human interaction

I believe, will still be the preferred option for many. For now, with the continued uncertainty brought upon by the Omicron variant, hybrid and online learning options are made available for students to choose whether to return to physical face-to-face classes or to follow online.

'Robust' Qualifications Network

Digital literacy is the new trend in moving forward. I believe the future of education is multi-dimensional, and one that fully utilises the resources and technologies available in this 4th Industrial Revolution.

In view of this, at Sunway we have introduced new innovative education pathways such as our 42KL, which is part of the worldwide phenomenon Ecole 42, which embraces new technology and new ways of learning via peers and gamification rather than being taught traditionally by teachers and professors. 42KL provides tuition-free training in the fields of computer coding, digital, software and telecommunication to address the talent gap for tech development in Malaysia.

Other alternative pathways to equip students in digital literacy and other skills could be made available via Technical and Vocational Education and Training (TVET) which also provide students with required technical knowledge and skills for employment.

Nurturing Entrepreneurs

In promoting labour force participation, we also need to nurture future entrepreneurs. With ASEAN countries at various stages of economic development, social enterprises and businesses are crucial to better help foster inclusiveness as well as sustainable economic growth. Unicorns attract investments and ASEAN has a few namely GoJek, Traveloka, Grab, Lazada, and Carsome which is a partner of Sunway Innovation Labs (Sunway iLabs). While COVID-19 was a facilitator for digital adoption within the region, in a post pandemic world, we would need graduates who not only seek employment, but who can help create jobs instead. Sunway iLabs and the Makerspace was created specifically to help and support those with ideas for business ventures, helping to turn ideas into market-driven innovations.

Sustainability

Institutions of higher learning have an important role to play in educating the young as well as future leaders, on the value and importance of sustainable development in mitigating climate change, and importance of the UN Sustainable Development Goals (SDGs) in finding solutions to some of the most pertinent issues around the world today.

Climate change is a nightmare. Floods, fires and extreme heat in various parts of the world serve as reminders to all of us, of the rapidly worsening problem. The COVID-19 pandemic itself is a grim reminder for us all to reflect and realise that we need to change our way of life and our relationship with planet Earth.

Climate change impacts the whole world. It affects everyone, eventually. Shifting weather patterns affect food production, rising sea levels increase risks of flooding, fires cause widespread devastation – the chain of such catastrophes, in turn, affect the economy, and with that of course, jobs.

As such, the next generations to come will have to be responsible in ensuring the sustainability of our planet. Hence, the importance of the UN SDGs. We need scientists, policymakers, but

most of all change makers, who will promote sustainability no matter their job scope or industry. On top of that, we also need to have graduates who not only seek employment, but who can help create jobs instead. The 17 UN SDGs are all inter-related, and I must admit that trying to accomplish all of them might seem a bit too much at first. But we all need to do our part.

In our efforts to further support our commitment and efforts in sustainable development, we at Sunway are implementing and promoting SDGs in Education for all staff and students on campus this year. Students must be prepared for much more than just getting employed once they have completed their studies.

Research With A Purpose

As climate change escalates to alarming levels, organisations will have to be mindful about growing their business responsibly, focusing not only on making profits but to consider the impact of their business on the environment, and their stakeholders.

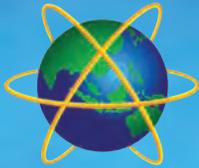
At Sunway University, researchers focus on a variety of areas which include water security, energy security, environment and climate change research, as well as renewable energy, energy efficiency, thermal energy storage and nano-materials for renewable energy applications. These include CO₂ capture, utilisation and transforming CO₂ to useful chemicals which can open up new business opportunities and industry areas.

Researchers could help us seek innovative 'scientifically proven' solutions. As thinkers and doers, researchers, in their personal values and attitudes toward economic, environmental, and social aspects of sustainable development, can encourage and influence those around them. Researchers from Sunway University through the Future Cities Research Institute (FCRI) are working together with researchers from Lancaster University on smart and healthy cities, and the development of sustainable communities. As part of its plan, FCRI researchers utilise Sunway City Kuala Lumpur which has been transformed from a mining wasteland and is the first sustainable township certified by the Malaysian Green Building Index as a 'living lab.'

Conclusion

While COVID-19 is a wake-up call, it also forces us to reflect, re-evaluate and realign our priorities and our way of life. For institutions of higher learning, it reinforces the value of keeping up-to-date with the industry, latest trends and the need to be open to change.

In this new year, let us work on getting ourselves and our students prepped and primed with new learnings, new ideas, thoughts and direction.



A · P · U
ASIA PACIFIC UNIVERSITY
OF TECHNOLOGY & INNOVATION



APU amongst the Highest Rated
Emerging Universities



EXPERIENCE APU'S ICONIC CAMPUS



Rated No:1
in Asia and Malaysia

for multicultural
learning experience*

**MALAYSIA'S
AWARD
WINNING
UNIVERSITY**

Engineering Degrees
Accredited under
**WASHINGTON
ACCORD**

(accepted Worldwide)

100%
Employability**

13,000
STUDENTS
on campus from
130 COUNTRIES

FIRST
IN MALAYSIA
TO ACHIEVE
5-STARS PLUS
IN QS RATINGS

* Student Barometer Wave 2019 (International Students), 'Studying with people from other cultures'
** Latest Graduate Tracer Study by Ministry of Higher Education, Malaysia

STUDY IN MALAYSIA. > AREAS OF STUDY @ APU & APIIT

- Information Technology
- Computer Science
- Software Engineering
- Forensic Computing
- Cyber Security
- Data Analytics
- Computer Games Development
- Multimedia Technology
- Electrical & Electronic Engineering
- Telecommunication Engineering
- Mechatronic Engineering

- Petroleum Engineering
- Computer Engineering
- Accounting & Finance
- Banking & Finance
- Actuarial Studies
- Business, Marketing & Tourism
- Human Resource Management
- Media & Communication
- Industrial Design
- Animation & Visual Effects
- Psychology





UNIVERSITAS HASANUDDIN

"A Hub for Humanity"

**Excellent Teaching and Research
in the Center of Indonesian
Maritime Continent**

UNIVERSITAS HASANUDDIN

International University Rankings and Emerging Economies: Challenges and Opportunities

by Richard Holmes

The Advent of International Rankings

University rankings are everywhere. They guide student choices, faculty appointments and promotion, research funding, even immigration policies. Throughout the emerging economies of the world, universities and governments have been forced to recognize their significance.

Global university rankings began in a small way in 2003 when Shanghai Jiao Tong University published the first edition of the Academic Ranking of World Universities, usually just known as the Shanghai Rankings. Since then, rankings have multiplied and have become more complex, including many more universities and developing new methodologies. The International Ranking Expert Group publishes an inventory that now includes 17 independent global rankings plus an array of specialist, regional, and business school rankings. There will no doubt be more to come.

Rankings came on the scene at a time when the world economy was becoming more competitive and more tightly connected. They offered universities the opportunity to promote themselves and develop distinctive brands. They can also provide essential data that allows universities to become more effective in fulfilling their core missions of teaching, research, and innovation. Unfortunately, it is also true that they are not always technically competent and they have often led universities away from genuine excellence and relevance.

The original Shanghai Rankings had a clear target and a straightforward methodology. Their objective was to tell Chinese universities how far they had to go to catch up with the West. The



founders were quite clear about what they meant by catching up. They were not concerned with teaching or with the arts and humanities. Research in the social sciences was added, perhaps grudgingly, in the second edition published in 2004.

The Shanghai Rankings gave a substantial privilege to engineering and to medicine, subjects that produce large numbers of papers and citations. They favor large, wealthy, and old universities. They have been severely criticized but even so, their publication was a salutary warning for many universities, especially those in continental Europe, who found that they had fallen behind the Anglosphere.

For China, the rankings have worked very well. Chinese universities have taken note of what is needed and they have gone a long way to fulfilling national aspirations. It is not impossible that in a decade or two Tsinghua or Peking University will move past Harvard or MIT in some significant ranking metrics. But for other countries, the impact of rankings has not always been so positive.

The Variety of Rankings

The Shanghai Rankings were just the first. In 2004 there came the Time Higher Education Supplement (THES) – Quacquarelli Symonds (QS) World University Rankings, which eventually, after a rather unpleasant divorce, broke into two separate global rankings. There followed research-based rankings from Turkey (University Ranking by Academic Performance), Taiwan (National Taiwan University Rankings), and Russia (Round University Ranking). There are also international rankings that attempt to measure altmetrics, Innovation, environmental impact, quality of education, and third missions.

The quality and content of global rankings are varied. A study by Gadd, Holmes, and Shearer in Scholarly Assessment Reports looked at six major international rankings using a method developed within the international research community that was based on four criteria: governance, rigor, measure what matters, and transparency. The well-known Times Higher Education (THE) and US News world rankings did not do well according to this rating system and the best performers were U-Multirank and Leiden Ranking. It should be noted that this is a rating for research administrators. Other stakeholders such as students, parents, and administrators might bring different perspectives.

It seems that the status and prestige of university rankings often have only a limited relationship to their intrinsic merits. While THE promotes itself as the most rigorous and comprehensive of the rankings it has very serious technical issues. In particular, the citations and industry income indicators are frankly a disgrace for any agency claiming world-class status, constantly producing highly implausible results. Seriously, does anyone really think that the University of Cape Coast, Ghana, is a world leader for research impact or Asia University, Taiwan, for innovation as THE appeared to do in its latest world rankings?

Criticism of Rankings

For the emerging economies of Asia, Africa, and Latin America, the appearance of global university rankings offers challenges and opportunities. Many observers have criticized the rankings for encouraging universities to forget their social mission and ignore local issues and for exacerbating social and educational inequities. Their technical flaws and errors have been analyzed and discussed by bloggers and scholars although not so much by the media and university administrators.

Some universities have been so disenchanted with the idea of ranking that they have rejected them and refused to participate in at least some of the rankings. In India, for example, several of the leading Institutes of Technology have boycotted the THE world rankings while other countries have avoided the THE Impact Rankings and the GreenMetric rankings, which attempt to measure commitment to environmental sustainability.

The Use and Abuse of Rankings

Rankings have, however, been helpful in some ways. For some countries, the rankings showed just how far they were lagging in the quality and quantity of research and perhaps also, although less certainly, in teaching and learning and other university missions.

Some institutions have made determined attempts to overcome their weaknesses by increasing funding and recruiting talented researchers and students from around the world. These include the main universities in Singapore, the National University of Singapore and Nanyang Technological University. Major universities in South Korea, Mainland China, and Hong Kong have also risen steadily over the years in several different global rankings.

Others have attempted to find loopholes in the rankings and have concentrated on vulnerabilities in ranking methodology. For example, King Abdulaziz University in Saudi Arabia hired a large number of highly cited researchers as adjunct staff so that they could be counted in the Highly Cited Researchers indicator of the Shanghai Rankings even though their links to the university were not always clear. Eventually, the Shanghai rankers put a stop to counting these secondary affiliations but the citations gathered by the secondary affiliations continued to pile up in other rankings.

A few places have deliberately or accidentally exploited the loophole in the THE world rankings that allows universities to get credit for participation in large research projects, usually in particle physics or medicine, even if their contribution is slight. The Middle East Technical University (METU) in Ankara rose to the top 100 in the world in the 2014-15 rankings, largely as a result of its contribution to the Large Hadron Collider Project which gave it a massive score for citations. A change in THE's methodology next year sent METU crashing down to the 501-600 band. Other universities have risen as a result of participating in the Gates-funded Global Burden of Disease Study.

Malaysian universities suffered a huge humiliation when in 2004 they were accidentally placed in the top 200 universities in the first THES QS rankings as a result of a simple research error and then fell dramatically next year when the error was corrected.

Since then, Malaysian universities have rallied in a sustained attempt to rise in the QS world rankings by recruiting international faculty and students, boosting research output, and, most obviously, by scoring well in the academic reputation survey. This was achieved by large numbers of Malaysian faculty and alumni signing up for the QS academic and employer surveys. In recent years there have been more survey respondents from Malaysia than from China and India combined. This, however, is a dangerous strategy dependent on QS avoiding major changes to its survey procedures and one that lacks credibility since the survey scores are clearly out of line with those for citations which are supposed to measure much the same thing.

Towards a Critical Approach to Ranking

In the West, especially in the USA, there are those who find the whole idea of ranking distasteful and this view has found a receptive audience in some parts of Asia, South America, and Africa. There is something to be said for this position. To summarise the distinctive features of a complex institution in a single number or grade or a few number numbers or grades is to ignore or minimize important information, especially when comparing with others with entirely different histories and missions.

Nonetheless, when we live in a world in which universities are expected to verify or to nurture highly valued attributes in those that they instruct and in which they do so to varying degrees, some sort of ranking is unavoidable. Even without formal rankings, we would have informal comparisons and hierarchies. People would just assume that the traditional elite or the designated national flagships are automatically better than anyone else and they would accordingly be awarded unearned status and privilege.

It seems then that throughout the emerging economies, but especially in Southeast Asia, the response to university rankings needs to avoid two counterproductive extremes. Universities, colleges, and their stakeholders should not regard rankings as a kind of oracle whose wise words must be accepted without complaint. University leaders all too often accept the results of the “prestigious” THE rankings and the “revered” QS rankings as though they were the gold standard of assessment.

The other extreme is an outright rejection of ranking altogether, or indeed of any kind of comparative assessment. Often this is accompanied by claims, which are not entirely unfounded, that rankings are an alien imposition on local culture and tradition. Ultimately this is likely to be self-defeating since ranking or rating of some sort is unavoidable.

Perhaps a different approach is appropriate. The emerging regions need to start setting their own priorities and, taking into account both the successes and the shortcomings of the established rankings, develop ranking systems that are more responsive to regional aspirations and priorities. To that end, the current initiative by AppliedHE is one that is very welcome and promising.



**KEMENTERIAN
PENDIDIKAN DAN KEBUDAYAAN**

TRANSFORMATION OF HIGHER EDUCATION MERDEKA BELAJAR KAMPUS MERDEKA

Directorate of Learning and Student Affairs
Directorate General of Higher Education, Research, and Technology
Ministry of Education, Culture, Research, and Technology

The Ministry of Education, Culture, Research, and Technology presents education transformation with four real strategies. The first thing performed with infrastructure and technology development. Second, strengthening policies, procedures, and funding. Third, strengthening leadership, society, and culture. Fourth, strengthening curriculum, pedagogy, and assessment. The four strategies are executed through eight priority programs linked to Merdeka Belajar Kampus Merdeka concept.

As we know, the world of work is changing very fast, which encourages us to immediately prepare graduates with competencies that reach international standards, and even strive to exceed those standards. The transformation of Indonesian education, especially higher education, is very important and urgent in order to increase the competitiveness of Indonesian human resources at the global level. These efforts must start from the main problems faced by Indonesia.

In simple terms, it can be said that higher education must equip students to have the competence to enter the world of work, not just get a diploma. This is in order to catch up, and even surpass developed countries, from information disclosure and innovation to change the structure of our higher education institutions that seek to prioritize learning from anywhere, as well as prioritizing students' interests and talents.

Since 2020, our Ministry transforming our higher education ecosystem. We have three agendas in this transformation policy. The first agenda is that we encourage both students and lecturers to increase experiential learning in the learning process. The second agenda is to encourage the universities and other higher education institutions to become more autonomous in governing themselves. The third transformation agenda is to encourage inclusivity and championship of our higher education institutions.

These transformations requires massive collaboration with related institutions or ministries so that it can run simultaneously and in harmony. In particular, educational institutions in Indonesia itself.

Today's higher education institutions must prioritize independence to find the best way so that students can develop their potential through flexible learning so that they are able to develop a personality with superior character and qualified hard skills, soft skills, life skills, and also networking. This means that education does not only emphasize intellectual intelligence, but also develops universal human values of honesty, justice, inclusiveness and religious values and local cultural wisdom.

The Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim, hopes that Universities can provide full support for the entire Merdeka Belajar Kampus Merdeka program. In order to, all efforts can be realized optimally and jointly encourage the transformation of higher education.

We hope that all higher education institutions can jointly dissect the regulations that the Ministry of Education, Culture, Research and Technology have created and work together to accelerate competition and the competence of our students to be more adaptive and competitive in the digital and global era.



Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care

**Internationally
Recognized
Accreditation Centre**

Quality and Values of Institutional Accreditation and Programmatic Accreditation in Healthcare Professions Education, Higher Education

Contact us now at:

✉ info@ecaqa.org

🐦 [ecaqa_org](#)



[ecaqa_org](#)

<http://www.ecaqa.org/en/>

SUNWAY UNIVERSITY



IN PARTNERSHIP WITH THE WORLD

Experience some of the world's best education without travelling overseas.

UNIVERSITY OF CALIFORNIA, BERKELEY



HARVARD UNIVERSITY
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



LANCASTER UNIVERSITY
UNIVERSITY OF OXFORD
UNIVERSITY OF CAMBRIDGE



LE CORDON BLEU

ALIBABA BUSINESS SCHOOL



SUNWAY UNIVERSITY



IN COLLABORATION WITH THE PLANET

Nurturing a holistic education and promoting a planetary health mindset.



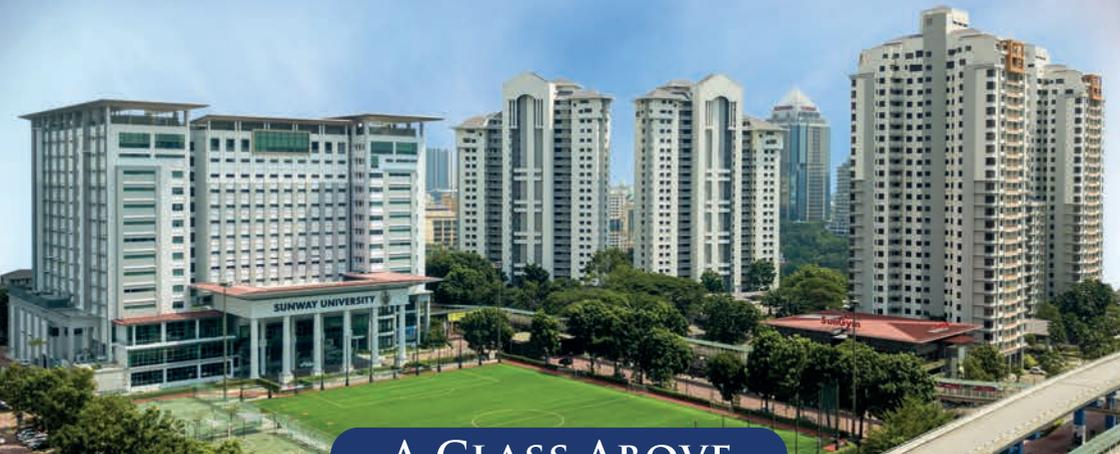
JEFFREY SACHS CENTER
on Sustainable Development
Sunway University, Malaysia



SUNWAY
CENTRE FOR PLANETARY HEALTH



CAMPUS WITH A
CONSCIENCE



A CLASS ABOVE

+603 7491 8622

+6019 225 7580

info@sunway.edu.my

university.sunway.edu.my



SUNWAY UNIVERSITY DU 025 (S) A member of Sunway Education Group No. 5 Jalan Universiti, Bandar Sunway, 47500 Selangor Darul Ehsan, Malaysia.

OWNED AND GOVERNED BY THE JEFFREY CHEAH FOUNDATION Registration no. 200701042913 (800946-GT)

AppliedHE™

Skills and Job Ready. Future Proof

An Exciting New Pathway Towards Global Branding and Rankings Success

✉ info@AppliedHE.com

🌐 www.AppliedHE.com



Rankings and Ratings

Measuring What Really Matters in Higher Education

- AppliedHE Rankometer
- AppliedHE Private University Ranking: ASEAN
- AppliedHE National University Rankings
- AppliedHE JOB-Ready Rating
- AppliedHE ENGLISH-Ready Rating
- AppliedHE ONLINE-Ready Rating



Global Branding and Networking

Connecting the Dots that Help Your Institution Succeed

- AppliedHE FUTURE
The world's first professional networking platform created specially for the HE sector
- AppliedHE Xtra! Xtra!
News website, indexed by Google News
- AppliedHE Xtra! Xpress
Weekly emailers disseminated to a database of over 15,000 academics globally
- AppliedHE Xchange Events & Webinar
Tailored to a specific region, country or employment cluster to stimulate a two-way conversation that's globally and locally relevant
- AppliedHE Squaring the Circle Debate
Be exposed to all angles on the most hotly discussed topics in international HE, as well as some plain good old fun!
- AppliedHE Fireside Chat
An in-depth, blue-sky, thought-provoking discussion that sheds light on the important but often ignored issues in global HE
- AppliedHE Fireside Chat with Students
Connects students to international employers
- AppliedHE Bite-Sized Internship
Get real work experience...online!

