

2. QU Education Excellence Framework
3. QU End-to-End Learner Experience Framework

For each of the frameworks of the QU Model of Transformative Education, a number of descriptors were defined; **Figure 1** shows a diagram of the QU Model of Transformative Education.

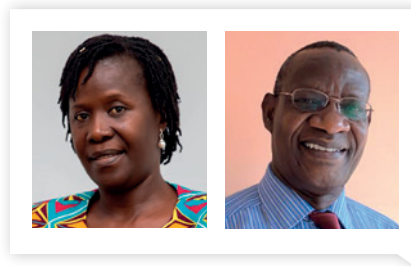
For the **research mission**, the university focuses on providing science-based sustainable solutions for the national grand challenges. There are a number of considerations by which QU aims to tackle this issue, such as revision of its research priorities, potentially establishing grand research institutes that are modelled around national grand challenges, building stronger relationships with industry and government to identify their issues, and program research streams to solve their issues.

For the **socio-economic development mission**, a new dual operating model was designed and currently under implementation. This is realized through a twin-structure composed of: first – an internal unit of the university (Office of Strategic Innovation, Entrepreneurship & Economic Development; SIEED Office), and second – an external commercial arm of the university (Qatar University Holding Company; QU Holding). The QU Holding is envisioned to have multiple subsidiaries in the future for various business streams, including but not limited to, technology transfer and commercialization, QU community start-ups support and equity holding, consulting and advisory provision, executive training, etc. The twin-structure SIEED Office & QU Holding enable QU to interface more smoothly with business and industry, forms an emerging innovation & economic development ecosystem in QU, and aims to establish a third core mission focused on socio-economic development complementing the other two core missions of education & research.

Conclusion

There is an ethical, national, and societal urge for public universities to re-question or re-consider their model in a way that will enhance their role and impact on their national or regional ecosystems. QU, as a public university, has passed a process of strategic questioning and re-modelling; it is still in an implementation phase. In its educational mission, the university aims to maximize value and impact through graduating competent, ethical, entrepreneurial, and next-generation leaders of the national development efforts. In the research mission, the university aims at focusing on providing science-based sustainable solutions for the national grand challenges. Furthermore, the university aims to create a third, relatively unique, core mission alongside education and research, focused on innovation and economic development aiming at increasing knowledge-driven economic outcomes that are based on the university's outputs in education & research, and from the knowledge and innovation capabilities of its community.

22 The Future of Higher Education and its Place in Society through the Prism of Health and Allied Sciences



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States regard universities as national think tanks providing strategic leadership in new knowledge generation and developing innovative solutions to societal problems. Institutional objectives of any university include teaching, research and service to society. Universities are thus central for the advancement of knowledge, generation and development of human capital, and innovations aimed at solving societal challenges and sustainable development. In a fast-changing world due to population growth, technological transformations, emerging and re-emerging diseases and increased mobility, the key challenge to universities is how to remain relevant in meeting societal expectations.

The article highlights key challenges experienced by higher education institutions (HEIs), especially in health education, and proposes strategies that would help transform HE institutions in LICs for the future.

The rapid increase in student numbers reflects rapidly growing populations in some countries. In Tanzania, universal primary education is seeing an enrolment of more than ninety percent of children in primary schools and increased transition and completion of secondary education. The number of students qualifying for HE has also increased with negative and positive implications for universities. The increase negatively translates into heavy workloads for existing faculty, need for additional staff, funds, physical space and non-physical infrastructure while upholding the quality of education. Conversely, the increased numbers imply more demand for HE and thus an opportunity to establish new innovative, specialized programmes to meet the diverse educational and health needs of communities.

In many low income countries (LICs), HE is institutionalised and lacks flexibility. It is therefore unable to reach people especially in remote areas and those wishing to combine studies with other social obligations. As such, it is necessary