Nurturing in the awakening of a new era in higher education management

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Contents

Past experience

Present condition

Future challenges
Past experience

- In the beginning...there was Unistaff
- 3 "synergetic" modules: Teaching & learning, Organizational development and research management
- The pioneers of Indonesia’s recruited academic staff (1995): Sahid Susanto, Ama Rustama
- 2004 Training of Trainers of UNISTAFF alumni in Witzenhausen → Establishment of formal organization (1st Country Coordinator: Hendrawan Soetanto, 2nd CC: Sitaresmi Ismangil)
- 2005-2010: many activities
- Up to 2009 more than 70 alumni
Unilead

• ...in 2008 – first batch of Unilead with intensive blended learning course in education management (Project Management, Management of Financial Resources and Human Resource Management) – in cooperation with Univ. of Oldenburg

IDC

• ...and then in 2009 – first batch of International Deans’ Course was launched - in cooperation with German Rectors’ Conference (HRK), University of Applied Sciences Osnabrück (Fachhochschule Osnabrück – FHO), Centre for Development of Higher Education (CHE Consult), Alexander von Humboldt-Foundation (AvH).
A good turning point!

11 - 14th February 2010
Batu, Malang – East Java

INDOSTAFF

Presidium:
• Abraham Simatupang
• Setyo Pertiwi
• Wahyu Supartono

Treasurer:
• Setyarini Santosa

Advisory Board:
• Hendrawan Soetanto
• Dahrul Syah
Present condition

• 2010 merger of UNISTAFF, UNILEAD and IDC alumni → INDOSTAFF → Legal-body (e.V.)

Vision:
To become a contributing network which significantly reinforce efficiency and effectiveness in quality higher education in Indonesia

Mission:
• To continuously increase the capacity of the members in higher education development.
• To promote principle and value based methods and approaches in the development of higher education
• shared-vision, focus on competency, system approach, and servant leadership oriented on theoretical, practical and behavioural aspects.

Objectives:
• To accommodate experts, educators, and observers of higher education in Indonesia
• To contribute to acceleration of quality in higher education
Our Context

HE-Indonesia at a glance

• HE-institutions: 3,100
• From D1 (non degree) to post graduate programs
• Quality: from non-accredited to world class

Indonesian Context

• A democratic republic
• An archipelago: ca. 17,300 islands
• 230 mi. inhabitants

Table 1. HDI and rank (2011)

<table>
<thead>
<tr>
<th></th>
<th>Indonesia</th>
<th>Germany</th>
<th>Vietnam</th>
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</thead>
<tbody>
<tr>
<td>HD-Index</td>
<td>0.617</td>
<td>0.905</td>
<td>0.593</td>
</tr>
<tr>
<td>Rank</td>
<td>124</td>
<td>9</td>
<td>128</td>
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</tbody>
</table>
"To leverage Indonesia as developed country – to be one of 12 developed countries (2025) and to be one of the 8 developed countries (2045) through a high, inclusive and sustainable economic achievement.

In achieving the goals of the Vision 2025 and 2045 Indonesia needs to prepare a highly competent generation with a readiness to actively contribute for the development of the nation.

(Source: Master Plan Percepatan dan Perluasan Pembangunan Ekonomi Indonesia 2011 – 2025)
Preparing the Generation of 2045: 100 years of Independence

The period of the first 50 years

Establishment of the foundation of the republic: Pancasila, General Constitution 1945, Bhineka Tunggal Ika (Unity in Diversity)

The period of the second 50 years

The Era of implementation and acceleration

Transformation of democracy

Preparing the second 50 years generation
Three main capitals for national development

1. Natural resources
   - Geothermal (first in the world)
   - Coal (second in the world)
   - Tin, Nickel (second and fourth in the world, respectively)
   - Palm oil, rubber, Cacao (first, second, second in the world, respectively)

2. Experience on development growth

3. Human Resource
Indonesia has a “demographical divident”
...a good basis for economic productivity and for domestic market!

Dependency Ratio is decreasing (2010-2040):
Productive age (~ Demographic Dividen), gives opportunity and high productivity yield → welfare state. HOWEVER this could be a disaster if it is not manage carefully! → Demographic Disaster.

The quality and high competent of human resource are important keywords!

Education and Health are Key factors!

Sumber: Menko Perekonomian, 2010
Future challenges

• “Think-tank”
• “Prime-mover”
• “Implementer”

"Sometimes I like to come out here and just think."
Master of Higher Education Management (MAHE)

• INDOSTAFF initiated the establishment of Master of Higher Education Management (MAHE) → Academic papers to DGHE → MoE decrees to 4 universities (UI, IPB, UB, UGM).

• UI and IPB: preparation phase
• UGM and UB: implementation phase

• Keynotes from Yogya’s discussion (18 Nov. 2011):
  1. Incentives for the study-programs/faculty
  2. Scholarship scheme for the students
  3. Internship among the implementers
  4. Internship to overseas for selected students (ASEAN, Australia, European universities)
Proposed Themes of Activities

• Promoting Gender Equity Perspectives in Indonesian Higher Education

• Knowledge Sharing of Indostaff’s Experiences on Indonesian Higher Education Management:
  1. Book publishing (in bahasa Indonesia and English)
  2. Training
  3. Seminar
  4. Consultancy
Background: Global Issue

- The global economy and the knowledge acquisition capacity of country’s human resources
- Roles of Higher Education Institutions in Cultural transformation:
  1) providing social/political equality in academia;
  2) creating opportunities for equitable employment and advancement in universities;
  3) providing opportunities for affirmative action and proportionate representation of women academics and professionals
- Growing participation by women has been a major driver of growth in college and university programs worldwide
- Yet, women advance more slowly into academic leadership positions (Graduate Management Admission Council, 2008)
Background: Indonesian Issue

- Critical Issues (Law No.20, 2004, National Education System):
  1) equitable access to education is still low,
  2) the low quality and relevance of education,
  3) education is still poor management, and
  4) the realization of independence and excellence in science and technology in academic circles is still low

- MDG’s third goal, i.e. increasing gender equity and empowering women
- Presidential Determination No. 9, 2000 on Gender Mainstreaming
- In 2008, Human Development Index of Indonesia is 71.17 and Gender Development Index of Indonesia is 66.38. It means that the disparities of quality of life between men and women still exist
## Gap between Existing Condition vs. Intended

<table>
<thead>
<tr>
<th>Existing Condition</th>
<th>Intended</th>
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<tbody>
<tr>
<td>HE enrollment rates only reached 18 percent of the entire population of Indonesia; the enrolment rate of girls 8.3% still represented in smaller proportions than boys 9.2%. (2003)</td>
<td>Improving the enrolment rate of students (men and women) that fit with employment opportunities</td>
</tr>
<tr>
<td>In engineering area women are only 12% of the undergraduate students, while in education is over 40% (2006)</td>
<td>Improving proportional students (men and women) in all area studies</td>
</tr>
<tr>
<td>The open unemployment Age 20-24 years: Male 1,513,157 (59.21%) and women 1,042,424 (40.79%) (2011)</td>
<td>Decreasing open unemployment for HE students</td>
</tr>
<tr>
<td>Quite a number of women become educators in HE institutions; but its percentage is far lower than that of men; Continuing underrepresentation of women in higher education management.</td>
<td>Promoting women in higher education academic profession and management</td>
</tr>
</tbody>
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### Problems

<table>
<thead>
<tr>
<th>Sex Segmentation</th>
<th>Power &amp; Inequality</th>
<th>Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different segments based on gender-defined tasks, roles and responsibilities</td>
<td>• Double work burden in academic and domestic work</td>
<td>• Gender bias (HE institution, community level and family level)</td>
</tr>
<tr>
<td>• Women are employed for specific tasks</td>
<td>• Women not keen to apply for promotions as this would have detrimental effect on their family life—social disapproval</td>
<td>• People Perception</td>
</tr>
<tr>
<td>• Women underrepresented in faculty and fewer in administrative positions (key)</td>
<td>• Promotion with mobility not supported by husbands</td>
<td>• Traditional perceptions of the roles and capabilities of women &amp; patriarchal climate of universities</td>
</tr>
<tr>
<td>• Carrier and Professional development not positively sought as is socializing, networking</td>
<td></td>
<td>• Lack of university policy and practice to encourage women into take on senior level positions and responsibilities- leading to under representation of women in senior positions</td>
</tr>
<tr>
<td>• Also low self confidence and self aspirations</td>
<td></td>
<td>• Institutional and cultural stereotyping which reinforce women’s feelings of isolation</td>
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</tbody>
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Approach

SURVEY/MAPPING
- Describe men and women’s roles, task and responsibilities in Higher Education (students, educators, management)
- Reveal sex segmentation and gender bias
- Link power and gender differences in the HE to employment opportunities data

IMPLEMENTATION
- Link gender analysis to program objectives
- Build the capacity of HE institution to recognize gender constraints and opportunities
- Build programs for: (1) parents, (2) students, (3) educators, (4) management and leadership
Goals

• Increasing aspirations and motivation to enter HE among young people (boys and girls) in secondary level that are gender aware
• Increasing the attainment of HE students that fit with employment opportunities
• Increasing students’ aspirations to attend HE and to apply in Carrier academic that suitable with their ability
• Improving promotion and carrier academic of educators
• Improving promotion of women academic profession in management (structural)
Promoting Gender Equity Program in Higher Education

**Timeline**

<table>
<thead>
<tr>
<th></th>
<th>Q1 - H2 FY12</th>
<th>Q2 - H2 FY12</th>
<th>Q3 - H2 FY12</th>
<th>Q3 - H2 FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Survey/Mapping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indostaff level</td>
<td>Develop modules/tools</td>
<td>Gender Awareness Training</td>
<td>Build Gender Equality Program that fit with HE needed</td>
</tr>
<tr>
<td></td>
<td>Human Resources of HE</td>
<td>Training and Services for students</td>
<td>Training for Educators</td>
<td>Training for Management and Leadership</td>
</tr>
<tr>
<td></td>
<td>Indostaff Resources</td>
<td>Outputs</td>
<td>Outcome</td>
<td>Partners/Clients:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indostaff received training on gender analysis to HE policy</td>
<td>• Number of students trained</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indostaff build program for Gender equality perspective in HE</td>
<td>• Number of educators trained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td></td>
<td>• Number of manager and Leaders in HE trained</td>
<td>• training</td>
</tr>
</tbody>
</table>
Vielen dank fuer Ihre Aufmerksamkeit!