

REALITY CHECK APPROACH

PERSPECTIVES AND EXPERIENCES
OF THE RESEARCH CULTURE
AT UNIVERSITIES IN INDONESIA



*'We **share** our
knowledge
through teaching,
and we **gain** our
knowledge
through research'*

Acknowledgements

The Reality Check Approach study has been made possible by the work of an enthusiastic team as well as the commitment and support of many. The Reality Check Approach (RCA) was originally an initiative of the Swedish Embassy in Bangladesh where it was first commissioned in 2007 and has since been adopted in other countries and other contexts. The study was undertaken by a team of local and international researchers (see Annex 1) with technical guidance from the RCA+ Project Technical Advisor. The dedication of the team members in taking part in this study and carrying out their work with professionalism, motivation, and respect for their host communities, is much appreciated.

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Disclaimer: The work is a product of the Indonesia Reality Check Approach Plus (RCA+) team. The findings, interpretations and conclusions therein are those of the authors and do not necessarily reflect the views of Knowledge Sector Initiative (KSI) or the Government of Indonesia

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Identifying features have been removed to protect the identities of individuals photographed.

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Glossary

ATM	Automated Teller Machine
<i>Badan Layanan Umum</i>	Public Service Entity
Bappenas	Ministry of National Development Planning, Indonesia
BEM	<i>Badan Eksekutif Mahasiswa</i> ; Student Executive Body
BHMN	<i>Badan Hukum Milik Negara</i> ; State Owned Legal Entity
<i>Bidik misi</i>	Scholarship from the Government of Indonesia
<i>Binaan</i>	Under guidance (in terms of research institution status)
BOP	<i>Biaya Operasional Penyelenggara</i> ; Operational cost for university/school
<i>Buku Ajar</i>	Study book
DFAT	Department of Foreign Affairs and Trade, Government of Australia
DRPM	<i>Direktorat Riset dan Pengabdian Masyarakat</i> ; Research and Community Service Directorate
FISIP	<i>Fakultas Ilmu Sosial dan Ilmu Politik</i> ; Social and Political Science Faculty
GOI	Government of Indonesia
IDR	Indonesian rupiah
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
Kopertis	<i>Koordinasi Perguruan Tinggi Swasta</i> ; Private University Coordination Agency
KSI	Knowledge Sector Initiative Project funded by DFAT
<i>Kum</i>	<i>Kumulatif</i> ; Popular term for credit points
LPPM	<i>Lembaga Penelitian dan Pengabdian Masyarakat</i> ; Research and Community Service Institution
<i>Madya</i>	Intermediate (in terms of research institution status)
<i>Mandiri</i>	Independent (in terms of research institution status)
NGO	Non-Government Organization
NIDK	<i>Nomor Induk Dosen Khusus</i> ; Special Academic ID Number
NIDN	<i>Nomor Induk Dosen Nasional</i> ; National Academic ID Number
NTT	<i>Nusa Tenggara Timur</i> ; East Nusa Tenggara
<i>Pengajian</i>	Quran recital
PKWT	<i>Pegawai Kerja Waktu Tertentu</i> ; Fixed-term employee
PNS	<i>Pegawai Negeri Sipil</i> ; Civil servant
RCA	Reality Check Approach
RCA+	RCA+ Project funded by DFAT
Ristekdikti	<i>Kementerian Riset, Teknologi dan Pendidikan Tinggi</i> ; The Ministry of Research, Technology and Higher Education
S1	<i>Strata 1</i> ; Undergraduate programme
S2	<i>Strata 2</i> ; Post-graduate programme
SKS	<i>Satuan Kredit Semester</i> ; Semester Credits
SMS	Short Messaging Service
UKM	<i>Unit Kegiatan Mahasiswa</i> ; Student Activity Unit
<i>Utama</i>	Advanced (in terms of research institution status)
Whatsapp	A mobile application for chatting

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SUMMARY

Summary

This Report presents the main findings of the Reality Check Approach (RCA) study, which was conducted in November-December 2016. It was designed to understand and gather insights from university academics and support staff on their perceptions and experiences of the culture of research at universities in Indonesia. This study was implemented by the RCA+ project with financial support from the Government of Australia through the Knowledge Sector Initiative (KSI).

KSI collaborates with the Ministry of Research, Technology and Higher Education, the Indonesian Academy of Sciences (AIPI) and 16 independent research institutes to identify and address the barriers for the growth of the knowledge sector, including focusing on state regulations on institutions, financing, procurement and personnel. The intention is to promote an enabling environment for good quality research in Indonesia which, in turn, will provide evidence to support the development of a strong and competitive economy. KSI has commissioned a number of diagnostic studies but none of these has focused on the individual level. It was intended that the RCA study would fill this gap by providing important insights into the opinions, perceptions, attitudes and behaviours of academics themselves in order to understand the enabling and hindering factors in undertaking research and the contextual environment within universities which influences critical thinking, performance, motivation and incentives with a view to design future programmes of support.

RCA is an internationally recognised approach to qualitative research which is regarded as an efficient and effective means to gather insights and perspectives directly from those affected. It involves highly trained and experienced researchers staying in people's homes, joining in their everyday lives and

chatting informally with all members of the family, their neighbours and (in this case) work colleagues, students and others they come into contact with. This relaxed approach ensures that the power distance between researchers and study participants is minimised and provides enabling conditions for rich insights into people's context and reality to emerge. The immersion approach provides researchers with opportunities to triangulate conversations with their own first-hand experience and observations from the time spent with their study families.

This study took place in six universities selected to include both public and private universities, small and large, ones within and outside of Java, a range of classifications ('needing guidance' to 'top' based on the Ristekdikti criteria for categorising universities) and all with social science faculties. While it is recognized that this study only covered six universities from more than 3000 universities in Indonesia, it is unusual in that it provides an in-depth view of the micro-level; the experiences and perspectives of academics themselves about the culture of research at the universities and, though small scale, has value in flagging up issues for further study. The study involved substantive interactions with 795 people of whom 122 were currently employed university academics. Twenty two researchers immersed across the six campuses for six nights and seven days, staying (where possible) in the homes or rented accommodation of university staff or students. The team stayed with 28 study participants comprising 16 university academics, ten university students, one research assistant and one university administrator. They also spent considerable time with a further 104 university academics.

The report findings detail the context in which academics pursue research from their perspectives and their particular experience of doing research.

Deeper meaning is given to these conversations with academics as they were informal and involved extended interactions over a period of a week and also included interaction with their colleagues, family and friends.

Academics shared that their overall motivation for working in academia was usually status and recognition or a 'religious calling'. These were emphasised, at least in part, to justify working for what was universally noted as low remuneration. Junior academics expect to earn about IDR 500,000 per month and most shared with us that spouses and/or family supported them. Some (especially more senior academics with low teaching loads) acknowledged that the relative work time flexibility often allows them to supplement their incomes with other work, the most lucrative of which is consultancy. Some, especially some women, shared that the relative flexibility of work was a motivator as it allowed them to balance family and work responsibilities. Academics were differently motivated by different elements of the three mandated principles of tertiary institutions (teaching, research or community service). Many indicated that they were fulfilled professionally and personally by their teaching and this could be a passion '*above everything else*' and queried why they needed to do research and community service. A small number were highly motivated by the community service and saw this as key to their job satisfaction. Research was not often the main motivator for academics. They fall into four distinct categories: (i) the few enthusiastic academics who are eager to do quality research, (ii) the academics searching for ways to do research to supplement their income (iii) those (often senior academics) who merely put their name to the research but do very little and (iv) the less enthusiastic academics who do the minimum to meet the research requirements of their position.

Junior academics, woman academics, senior academics, and non-fixed term academics each face different challenges in their work but academics frequently cited over-regulation by the Government as affecting career mobility. Some shared that nepotism and networks affected them but all shared that the system of credits (*kum*) which determines their position, promotion and tenure as well as '*ever changing administrative regulations*' preoccupies them. No matter what the motivation to be an academic, with the possible exception of some met working in faith-based universities, academics shared a preoccupation with accumulating credits. As one Indonesian academic now working in Europe noted

about her previous experience under a faculty in Indonesia, '*it was dominated by bureaucracy and performance measures*' and another noted '*all they ever talked about was kum*'. But in addition to the preoccupation with accumulating *kum*, academics across study locations complained a lot about the ('*over*') detailed nature of the requirements and the time '*wasted*' to reach acceptable levels of compliance to prove their *kum*. As well as the time burden, academics shared that they also were fearful of contravening rules either because they were too demanding or unclear. Time spent on administration severely curtails time available for research and in some cases has put off some academics from undertaking research at all and others echoing the sentiment '*for the administration, it needs 80 percent of my time while 20 percent of my time is for the important things*'.

Across study locations, junior academics shared two key concerns; (i) having little influence on the distribution of resources and determining their career paths and (ii) being overburdened with teaching responsibilities. The helplessness felt regarding lack of opportunity to progress was summed up by the frequent use of the term *urut kacang* (literally translated as 'consecutive beans') which describes the practice of promotion and provision of opportunities based strictly on seniority. As well as heavy teaching loads, junior academics across the study locations noted that they were often required to do additional tasks such as administration, liaising with students, arranging seminars, reviewing journals and standing in for absent senior staff. These heavy workloads preclude the opportunity to do research despite the *Tridharma* requirements. Our chats indicated that when they are engaged in research, it is as data gatherers and data handlers working, often without recognition, on others' research programmes.

The concerns of women academics fall into two categories, (i) issues associated with juggling family and university commitments, especially research and (ii) gender considerations at the workplace. If the teaching load is not too great, many women shared that they feel this is an ideal job where child care and work can be managed and where they can feel fulfilled. However, with increasing pressure from the university accreditation body to ensure a high throughput of students together with demands to keep class sizes small, many women are finding their teaching burdens have increased recently. Only one of the campuses we stayed on had child care facilities. Across study locations, women academics shared their reluctance to do research because of concerns

about the care of their family while they were doing research. Some women academics shared that they feel that special dress codes and other requirements of women limit their freedom and some complained of being passed over by men for promotion, but others endorsed these strictures as '*culturally appropriate*'.

While it was pointed out to us that seniority brings opportunities for undertaking more research, a reduced teaching load and, often, an '*easier life*', there are greater expectations to publish work and often demands to promote the image of the university. Senior academics enjoy more prestige, especially those with professorships from public universities. This can provide opportunities for earning by putting their name to research proposals, invitations to be guest speakers and taking on advisory or titular roles in other universities and institutes. Senior academics often have a number of administrative roles which impact on their time for research. For example, academics (in a public university) shared that they need to be involved as Rector or Heads of Department, on the University Board (at private universities), are invited as Board members of state or private companies, serve as Board members of professional associations and are on review panels to select research proposals to maintain the university's accreditation. In addition, they also hold other positions in public sphere such as expert consultants, speakers in the seminars and the media.

As well as 'fixed term' contracted academics, universities also hire 'non-fixed term' academics (*dosen honorer* or *dosen tidak tetap*) and these shared their insecurity about their job which they feel stifles their ambition. There is a conundrum in that one of the requirements of getting *serdos* (confirmation of fixed term status) is their contribution to the development of the university, but their exclusion (which may be self-exclusion due to lack of interest or their non-fixed term status) from university governance '*does not allow them to obtain serdos*'

Many shared with us the strict Government regulations around recruitment and promotion which they feel limit encouraging potential and '*smart people*' who do not meet these criteria. Academics told us recruitment and promotion is about '*ticking the boxes*' and often potential candidates who meet the academic standards are passed over because they could not fulfil the administrative requirements. Academics shared that they have little influence on where they are assigned so, for example, irrespective

of ones' interests and expertise they may be transferred from a functional to a structural position or within a Faculty which is not their discipline because a vacancy is there. These '*arbitrary decisions*' constrain opportunities for research.

Depending on the university, people explained that there are opportunities to continue learning at post-graduate level but this is mostly confined to training courses on pedagogy and university and grants management offered by the Government. Ristekdikti efforts to provide capacity building in other areas (e.g manuscript writing, patent drafting) are limited. Many academics felt a need to have training on research methods. Academics, students and former students explained that typically research method is taught only to undergraduates during one semester and involves, at best, 30 hours of contact time often in severely overcrowded classes, together with a small research practicum under a supervisor/mentor. Students across study locations told us that this module is usually skewed towards quantitative research and the lectures cover basic principles, sampling, designing questionnaires and data entry. Qualitative research is usually poorly covered and is limited to three methods; observation, focus group discussions and interviews. Nobody talked about learning how to integrate quantitative and qualitative methods. In both quantitative and qualitative methods training students told us there is very little emphasis on analysis and interpretation of data. Current and former students shared that this course is often '*boring and very basic*'.

Across study locations, academics consistently told us of the need to develop and maintain the image and brand of the university and that this has significant effect on shaping its priority and policies and consumption of financial resources. Across both private and public universities people told us that there is a strong drive towards student numbers; in the case of private universities primarily to ensure revenue and in public ones to meet accreditation requirements. In all cases, this strong orientation towards teaching (and the necessary time spent in promoting the university and required administration associated with for large student numbers) severely limits opportunities to undertake research. Furthermore privileging brand considerations over others limits funds available for research and research facilities and, when it is available, it does not get channelled into social sciences leading academics to say they feel that '*social sciences are step children*.' Libraries and access to resource material is weak in most of the study locations.

Academics at small universities (both private and public) feel that they get less support for their academic activities including research, writing articles and attending seminars than those at universities with independent status. Ristekdikti criteria for research grant eligibility are skewed in favour of well-established and highly qualified researchers so promising young researchers feel that there is nothing but small internal grants available for them. These are in the range of IDR 6-7 million and young researchers feel these are not enough to do anything substantive or publication-worthy.

While much of the research work undertaken by Universities is for Government, some academics shared with us their disappointment at the lack of intellectual freedom. This is also felt to be the case for much of the work commissioned by the private sector. Dedicated researchers rued the inability to undertake independent research unless it was self-funded. The administrative burdens associated with Ristekdikti grants leads many academics at both private and public universities to prefer taking consultancy work outside of the universities. Not only is it more lucrative but has far less complex administration.

Research publication is given considerable weight in the *kum* calculations, as exemplified by the comments from a woman academic '*promotion is all about publication*'. We understand Indonesia has more 'in house' journals and publications than any other country and this, academics shared, makes it '*very easy to publish*' but though complicit with this in order to earn *kum*, many academics shared with us a growing concern with the quality assurance of academic publication in Indonesia. Our findings demonstrate that publication is dogged by poor writing skills, poor quality (including plagiarism but particularly inadequate peer review) and limited access to information about publication and opportunities to publish in prestigious journals. People shared that '*there is no infrastructure to support it (publication)*.' The lack of English language skills of the level required for international publications is a major constraint, especially as the costs of translation are very high and rarely integrated in research budgets and easily absorbs any incentives provided for international publications. Academics shared a number of 'tricks' to claim international publication including being on a long list of authors or submitting papers which get included in international conference proceedings.

An enabling academic culture is one of the key elements those who study and work in Universities abroad note as a difference between Indonesia and

other countries. In Indonesia discipline, hierarchy and rules of behaviour are given much emphasis with some feeling this was appropriate while others felt this stifled interaction, expression and co-learning. Character building takes several forms in Indonesia; disciplined interaction based on hierarchy, dress codes (including wearing uniform) and military style leadership training.

With the strong pressure to increase student numbers, academics shared examples of relaxed academic standards, often reduced to students being able to regurgitate set text books in tests and examinations. Academics feel that the culture of reading has been eroded and, except in one exceptional university where critical thinking was a 'core value', an emphasis on the development of critical thinking skills is only marginal. This contrasts with the experience of those who have worked or studied abroad who feel '*there are chances to discuss seriously and deeply with colleagues. It's part of academic life on campus*'. The lack of opportunities for intellectual engagement mean they look outside the university for this stimulation if they want it and this spawns a number of informal initiatives to create their own space to exercise intellectual freedom.

The report concludes with a number of study implications presented without interpretation of the research team:

- Not all academics are interested in doing research and some actively prefer teaching. They talk about an institutional shift towards teaching for accreditation and commercial purposes. Given the responsibilities of teaching, administration and promoting the university, research is often the lowest priority. Universities rarely promote their research competence as a selling point in attracting students.
- For those who are motivated to do research, the challenges often seem to outweigh the gains, with excessive regulation, dominance of seniority over merit and enthusiasm, insufficient intellectual freedom and disproportionate and demoralising administrative burdens.
- Some of these challenges could be overcome by (i) provision of bigger research grants less often, for example substantial grants on a two or three yearly basis together with relief from teaching duties during the award year would '*make this (Ristekdikti grants) more meaningful*' (ii) separation of those academics who want to do research into a 'research

fellow' stream with reduced or no teaching load.(iii).provision of competitive grants specifically for junior academics which would enable them to immerse themselves fully in research in-country (iv) provision of some parts of research grants as lumpsum and better process (rather than outcome) monitoring procedures.

- While there seem to be fewer women academics who have strong motivations towards active research, those who do feel they could be better supported by being (i). relieved of teaching duties to pursue their research properly, (ii) offered larger research grants less frequently (every two-three years) or when their child-care responsibilities are less intense (iii) provided child care facilities on campus.
- To improve academic rigour and quality assurance of research, systems of independent peer review of research study designs, research protocols and research papers need to be improved and somehow de-linked from the *kum* system.
- Weak English language skills marginalise academics from global knowledge sharing, active participation in global networks and conferences and from publication in international journals. Costs of translating need to be factored into research grants.
- Universities have uneven access to reference materials and contemporary international literature suggesting that demonstration of current subscriptions to key prestigious journals in each discipline as well as access to these for all *bona fide* faculty staff could be an important aspect of university accreditation.
- Research skills, especially in the social sciences, are generally weak and have not evolved much over the last couple of decades. It is felt that public funds from Government of 2% GDP are insufficient to pay for research and research capacity building but research methods courses are urgently required to bring skills up to date and fit for the 21st century.
- Informal spaces are regarded as key to developing a vibrant academic culture and academics tell us that support should be provided to increase and value the physical space for informal interaction on campus and recognise the efforts of some academics who '*go the extra mile*' in facilitating deliberations,

after hours discussions and extending opportunities to develop critical thinking and enquiring minds.

- Networking plays a big part in universities, departments and individuals accessing opportunities.. Support for the open publication of research tenders, calls for proposals as well as more flexible opportunities for research organisations to work together in strategic partnerships would lead to more level playing field and more competitive bidding for research grants and should raise standards .
- International networking is highlighted as both a stimulation for research and increases opportunity for research but depends currently on individual efforts. Academics feel it is vital to further promote international institutional relationships .

A large wooden filing cabinet is shown from a low angle, filled with numerous folders. The folders are organized into several rows, with the top row featuring a mix of orange and black folders, and the lower rows primarily consisting of orange folders. The cabinet is set against a light-colored wall, and a window is visible in the background. The floor is made of light-colored square tiles.

INTRODUCTION

Introduction

This Report presents the main findings of the Reality Check Approach (RCA) study, which was conducted in November-December 2016. It was designed to understand and gather insights from academics and support staff on their perceptions and experiences of the culture of research at universities in Indonesia. This study was implemented by the RCA+ project with financial support from the Government of Australia through the Knowledge Sector Initiative.

The Knowledge Sector Initiative (KSI) collaborates with key Government officials at the Ministry of Research, Technology and Higher Education, the Indonesian Academy of Sciences (AIPI) and 16 independent research institutes. Together they have identified and are starting to address the barriers for the growth of the knowledge sector, including focus on state regulations on institutions, financing, procurement and personnel. The intention is to promote an enabling environment for good quality research in Indonesia which, in turn, will provide evidence to support development of a strong and competitive economy. KSI requested the Reality Check Approach Plus (RCA+) team to undertake a RCA study on the enabling and hindering culture for research at Universities as a contribution to their body of knowledge on the research environment.

A working paper commissioned by KSI¹ revealed weakness in management and the lack of a viable framework for the teaching and training of researchers as major hindrances in prominent state universities. Another research study undertaken by the Global Development Network (GDN)² in 2016 reveals the effects of state policies in limiting research productivity and perpetuating an academic environment that is inhospitable for a consistent production of social science outcomes that meet international standards of excellence.

Neither of these studies focused on the individual level where, according to Nugroho et al, (2016), weak human resource capacity results in weak research quality and very limited output of research publications. This is despite the Government commitment to increase funding for research

to at least 1% of the Gross Domestic Product (GDP) by 2019, together with a coherent reform framework which includes building a university culture that values research and trains students in critical research skills.

It was intended that the RCA study would provide important insights into the opinions, perceptions, attitudes and behaviours of the academics themselves in order to understand the enabling and hindering factors in undertaking research and the contextual environment within universities which influences critical thinking, performance, motivation and incentives with a view to design future programmes of support.

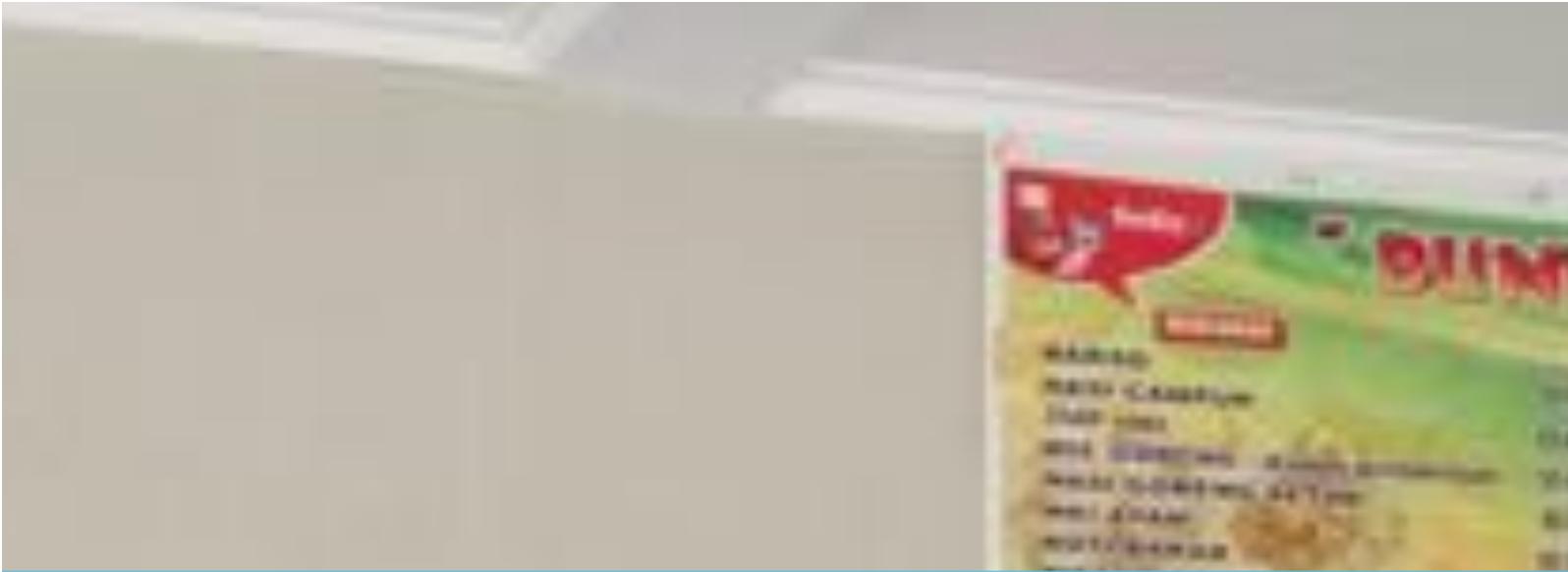
In order to ensure that this research has optimum relevance and usability, a broader Reference Group beyond the commissioning bodies consisting of Bappenas, KSI and the Australian Department of Foreign Affairs and Trade (DFAT) was convened and included experts from the Ministry of Research, Technology and Higher Education, Ministry of Education and Culture, Bappenas and other key bodies working in Indonesia in higher education. The Reference Group provided valuable feedback on the preliminary findings which helped to shape the way they are presented in this report.

Structure of this report

This report begins with a section 1; Introduction followed by section 2; overview of the Reality Check Approach (RCA) methodology, including adaptations made for this study as well as study limitations. The following section (section 3) presents the main findings and is divided into four sub-sections beginning with Section 3.1 what people say about their motivation as academics; followed by Section 3.2. describing the experience of being university academics. The third section (Section 3.3) details academics' experience of doing research and the fourth section (Section 3.4) explores issues around an enabling academic culture. The final section (Section 4) presents the study implications that have emerged from conversations with people themselves as well as from analysis of the findings.

1 Nugroho, Y., et.al., Addressing barriers to University Research, KSI Working Paper No.8, March 2016.

2 Rakhmani, I., et.al., Reforming Research in Indonesia, University of Indonesia (UI) and Centre for Innovation Policy and Governance (CIPG) with support from the Global Development Network (GDN), 2016.



METHODOLOGY



Methodology

The Reality Check Approach (RCA)³ has gained international recognition and uptake as an efficient and effective means to gather the insights and perspectives of participants of social change processes. It is a qualitative research approach which extends the tradition of listening studies (see Salmen 1998 and Anderson, Brown and Jean 2012⁴) and beneficiary assessments (see SDC 2013⁵) by combining elements of these approaches with researchers actually living with people whose views are being sought, usually those who are directly experiencing the issue under study.

RCA is sometimes likened to a 'light touch' participant observation. Participant observation involves entering the lives of the subjects of research and both participating in and observing their normal everyday activities and interactions. It usually entails extensive and detailed research into behaviour with a view to understanding peoples' perceptions and their actions over long periods of time. The Reality Check Approach is similar in that it requires participation in everyday life within people's own environments but differs by being comparatively quick and placing more emphasis on informal, relaxed and insightful conversations than on observing behaviour and the complexities of relationships.

Important characteristics of the Reality Check Approach for this study include:

- **Living with** rather than visiting. We met the university academics, their colleagues and their families and friends in their own environment and stayed where possible in their homes or university accommodation;
- **Having conversations** rather than conducting interviews (there was no note taking thereby putting people at ease and on an equal footing with the outsider);
- **Learning** rather than finding out (suspending judgement, letting people with first-hand experience take the lead in defining the agenda and what is important);
- **Being experiential** in that the RCA researchers themselves take part in daily activities (attending lectures, helping in preparation activities, chilling out in leisure time together, meeting students informally);
- **Using private space** rather than public space for disclosure (an emphasis on normal, ordinary lives);
- **Accepting multiple realities** rather than public consensus (an emphasis on gathering a diversity of opinion, including 'smaller voices');
- **Meeting and interacting with the people with whom the academics come into contact in their daily lives** including their family, neighbours, research partners, academic staff and visiting researchers, students, employees at the university including the administrators, librarians and publications staff);
- **Taking a cross-sectoral view**, the enquiry is situated within the context of everyday life rather than simply (and arguably artificially) looking at one aspect of people's lives (e.g. just their work life).

3 Originally developed in 2007 in Bangladesh with the Embassy of Sweden

4 Salmen, Lawrence F 1998 'Towards a Listening Bank: Review of best Practices and Efficacy of Beneficiary Assessments' Social Development Papers 23, Washington World Bank; Anderson, Mary B, Dayna Brown, Isabella Jean 2012 'Time to Listen: Hearing People on the Receiving end of International Aid, Cambridge MA: CDA

5 SDC; Shutt, Cathy and Laurent Ruedin 2013 SDC How-to-Note Beneficiary Assessment; Berne; Swiss Agency for Development Co-operation.

Table 1 : Criteria for selecting study universities

Study location	Location		Type		Classification		Having social science Faculty
	Within Java	Outside Java	Public	Private	Aspiring	Advanced	
1	√			√			√
2	√			√	√		√
3		√		√			√
4		√	√				√
5	√		√			√	√
6	√		√				√

2.1. Study participants and locations

Locations

The locations for the study were purposefully selected based on criteria worked through in consultation with the Reference Group. The following criteria were regarded as important in the purposive selection of locations:

Universities selected should include:

- those within Java and outside Java.
- a combination of public universities and private universities.
- universities that are aspiring to become the top ones in Indonesia (part of the ‘binaan’ (under-guidance) category, and universities that are categorised as top ones (part of the ‘mandiri’ (independent) or ‘utama’ (advanced)).
- those with Social Sciences Faculties.

The RCA team used these criteria to select where the study took place but **will not reveal the actual locations** for ethical and confidentiality reasons and uses the assigned codes throughout this report. A total of 6 locations are included as indicated in the table above:

The study team

The study team consisted of twenty one researchers (twenty Indonesian researchers and one international RCA researcher (see Annex 1)). The international researcher is fluent in Bahasa Indonesia. All researchers had participated in a full Level 1 RCA training which emphasizes the good practice of reflexivity, understanding and mitigating bias, maintaining informality and ethical considerations in conducting this kind of work. RCA researchers are specially selected as ‘people persons’ who can interact with others informally and make them feel at ease. They come from a broad range of academic backgrounds including anthropology,

sociology, political sciences, journalism, law, arts and sciences. All RCA researchers are required to undergo Child Protection and Data protection training and sign the required relevant declarations to this effect. The six sub teams were led by experienced RCA practitioners and the analysis was led by Yulia Sugandi with overall quality assurance provided by Dee Jupp.

Study participants: Academics

The primary study participants were university academics. The team stayed with a total of 16 academics and had further intense interaction with a further 104 academics. RCA research requires immersion with study participants for a minimum of four nights. In this study RCA researchers lived with academics’ families or with academics in their university accommodation, but in some cases this was not possible. The period of study was lengthened to a week to enable in depth interaction especially because overnighing was not always possible.

We with lived with fifteen academics in their own houses or university housing. A RCA researcher was unable to stay overnight with the sixteenth but nevertheless shadowed the academic over the six days. While nine university academics live with their spouses and children, one university academics is a single parent, four university academics live alone and two university academics live with their parents.

Study participants: Others

In addition to sixteen university academics, ten RCA researchers stayed with university students in kost (rented rooms). One RCA researcher shadowed a research assistant and another RCA researcher stayed with administration staff of the university.

Beyond those with whom the RCA researchers stayed, they also spent considerable time with others connected to the academics including their friends and family, their students, librarians, department administrators, university security staff, kiosk owners in the university

Table 2: Study participants stayed with (Total 30)

Location	Man/ woman	University Academic	University Student	Research Assistant	Non- Academic Staff
1	Man	√*			
	Man		√		
	Man		√		
	Man		√		
2	Woman	√			
	Woman	√			
	Woman	√			
	Man	√			
	Woman			√*	
3	Man		√		
	Woman	√			
	Man		√		
	Man		√		
	Woman		√		
4	Woman	√			
	Woman	√			
	Woman	√			
	Woman	√			
	Man	√			
5	Man	√			
	Man	√			
	Woman	√			
	Woman		√		
6	Man	√			
	Man		√		
	Man		√		
	Woman	√			
	Woman				√

* = shadowing, did not live with

canteen, cleaning services and others they came into contact with around the university. This amounted to a further 662 people (see Annex 3 for List of people met). In addition to the academics in Indonesia, our researcher also chatted with two Indonesian women academics who currently pursue higher education in Europe.

Study process

RCA is not a theory based research method. It does not have a pre-determined set of research questions relying as it does on iterations from information gathered in situ and building on progressive series of conversations. However, as part of the briefing process for RCA researchers areas for conversations were developed to act as a guide to ensuring that conversations were purposive. The outcome of the deliberations with the research team are provided in Annex 2 - Areas for Conversations.

The RCA researchers made pre-visits to scope out possibilities to live with academics in order to ensure that the process remained relaxed and was not over-formalised. Following this, RCA researchers entered the campus independently on foot in order to keep the process 'low key' and spent some time getting to know the campus community informally through chatting at public gathering spots such as libraries, halls and canteens. These informal interactions led to academics voluntarily offering the RCA researchers to stay in their homes or university accommodation

Each team member discreetly left a 'gift' for the academic (and their families) they stayed with on leaving, to the value of around IDR 300,000 to compensate for any costs incurred in hosting the RCA researcher. Some of the researchers treated the academic/student/research assistant/administration staff for a lunch or dinner worth IDR 300,000 instead. The timing of the gift was important so people did not feel they were expected to provide better treatment for the researchers or get the impression that they were being paid for their participation.

Whilst RCA researchers never take notes in front of people, they do jot down quotes and details as needed, often in quiet moments away from the study participants. Each RCA sub-team of three RCA researchers who had lived on the same campus but had not interacted during the field work spent a full day sharing their conversations, experiences and insights with the overall team leader immediately after completion of the field immersion. These sessions explored the areas for conversations and expanded on these based on inputs by the study participants. The recalled conversations, experiences and observations were recorded in detail in written and coded de-brief notes. Following a similar day long process with each sub-team, the entire team came together for a 'sense-making' workshop to critique and extend the analysis as well as to exercise reflexivity regarding possible bias. The

RCA researchers were asked to take the position of the study participants and identify the emerging narratives. This joint reflection process helped to ensure that RCA researchers did not overlay their own interpretations on the findings. The team leader then applied a three stage process derived from conventional framework analysis involving

- i. Familiarisation (immersion in the findings)
- ii. Identification of themes (from the de-brief notes and the sense making workshop)
- iii. Charting (finding emerging connections)

The key emerging narratives from this process were used as the basis for report writing. Quality assurance was carried out through internal peer review with special concern to ensure that the research retained positionality of people themselves.

Ethical considerations

RCA teams take ethical considerations very seriously especially considering the fact that studies involve living with people in their own homes. Like most ethnographic-based research, there is no intervention involved in RCA studies. At best the study can be viewed as a way to empower the study participants in that they are able to express themselves freely in their own space. It gives them recognition and a voice. RCA Researchers are not covert but become 'detached insiders'. Study participants were informed that the study is a learning study and were not coerced into participation. All study participants were asked to give their consent for their stories and photos to be recorded and shared. As per American Anthropological Association Code of Ethics, the RCA adopts an ethical obligation to people '*which (when necessary) supersedes the goal of seeking new knowledge*'. Researchers '*do everything in their power to ensure that research does not harm the safety, dignity or privacy of the people with whom they conduct the research*'.

All researchers were briefed on ethical considerations and Child Protection Policies before their field visits (irrespective of whether they have previously gone through this). All researchers were obliged to understand and sign three declarations (i. Risk assessment, ii. Child protection Policy, iii. Data protection) as part of their contracts. No other persons joined the research or de-briefing sessions in order to safeguard the confidentiality of study participants. All data (written and visual) was coded to protect the identity of individuals, their families and work

colleagues.

The study locations are referred to by code only and photos which include faces of study participants and images which reveal the location have either not be retained in the photo archive or identities have been digitally removed.

Study limitations

As with other research methods, a number of limitations were encountered during the fieldwork:

- Across all study locations, academics had inevitably already set their working schedules which sometimes meant that RCA researchers found it difficult to find sufficient time for informal conversations. Several researchers had to stay at different places while their hosts were away attending seminars.
- Young RCA researchers sometimes found difficulty interacting with senior academics because of assumed power distance and older RCA researchers experienced less problems of this nature.
- RCA researchers within small university campuses found it hard to avoid each other and interact within separate spheres as is usually required in RCA studies.
- In one research location, the university was organizing the students' final exam during the RCA researchers' visit limiting opportunities for conversation.
- Across all study locations, university academics expected formality in research which posed a challenge for the RCA researchers who had to make consistent efforts to ensure the informality required by RCA.



A RCA researcher learning how to do organic farming with lecturer and university students while chatting with them.

Location: Java

1

Status of University: Private

Status of Research Institution: *Binaan* (under guidance)

Campus size: Three main buildings, each buildings consist of four floors.

Staff and student population size: In a faculty, there are around 10 academics with approx. 200 students.

Facilities: Three natural science and four social science faculties. There is a night class for employees.

Academics Demography: The full time academics in the university fall into two categories; civil servants and foundation (*yayasan*) academics. Some academics also work as civil servants in government institutions and are former students of the university who were retained to teach.

Student demography Most of the students are locals, although there are a few students from outside districts.

Facilities: Computer laboratories, ATMs, prayer

Access to Referencee : Library, Internet

Location: Java

2

Status of University: Private

Status of Research Institution: *Mandiri* (independent)

Campus size: Five separated campuses, many buildings with three until six floors.

Staff and student population size: In a faculty, there are 13 academics and approx. 1,000 students.

Facilities: Seven natural science and five social science faculties.

Academics Demography: Most of the academics are locals or from different regions of the province.

Students Demography: Most of the students are locals or from different regions of the province.

Facilities: Sports hall, mosque, prayer room, ATMs, laboratories

Access to Reference: Library, internet, bookstore

Location: Outside Java

3

Status of University: Private

Status of Research Institution: *Binaan* (under guidance)

Campus size: There are two campus locations (30 mins by car from one to another). The new building is still on progress.

Staff and student population size: In a faculty, there are around 30 academics and approx. 1,200 students.

Facilities: Two natural sciences and five social sciences faculties.

Academics Demography: Some academics are alumnae of this university. The majority of the academics are S2 graduates and most of them got scholarship from the university.

Students Demography: Many students are incomers. Catholics majority with few non Catholic Christian and Muslim students.

Facilities: Bank, ATMs

Access to Reference: A small library, internet

Location: Outside Java

4

Status of University: Public

Status of Research Institution: *Madya* (intermediate)

Campus size: 13 faculties are scattered in different locations, each faculty has their own building.

Staff and student population size: The total number of academics is approx. 880 with approx. 27,000 students.

Facilities: Seven natural science and four social science faculties.

Academics Demography: Most of the academics are local, some of them from outside the city.

Students Demography: Many of the students are not from the city. The majority are Christian.

Facilities: Laboratories, small outdoor sports fields ATMs, computer laboratories, language centre, dormitory.

Access to Reference: Central library and *Taman Baca* (reading park) in each faculty, internet, bookstore

Location: Java

5

Status of University: *Badan Hukum Milik Negara* (BHMN, state owned legal entity, see Annex 4)

Status of Research Institution: *Mandiri* (independent)

Campus size: 320 hectares with 12 faculties in one complex. Each faculty has some buildings. The other two faculties are located in other location.

Staff and student population size: In a faculty, there are around 90 academics and around 200 students for each batch.

Facilities: Eight natural science and six social science faculties. There is a night class for employees.

Academics Demography: Some academics live nearby the university, some of them live in the city.

Students Demography: Students are from all over Indonesia, most of them live in *kost* around the university.

Facilities: Mini market, child care, bus inside campus, prayer room in every faculty, ATMs, one football stadium, sport facilities, ATMs, dormitories, laboratories

Access to Reference: Library in every faculty, one central library, internet, bookstore

Location: Java

6

Status of University: Has changed from private to public

Status of Research Institution: *Binaan* (under guidance) (intermediate)

Campus size: 7 hectares area with 7 faculty buildings.

Staff and student population size: In a faculty, there are 8 academics and 470 students.

Facilities: Three natural science and four social science faculties.

Academics Demography: Most of the academics graduated from universities in Central Java.

Students Demography: Most of the student are locals with increasing incomers coming from Sumatra and East Indonesia.

Facilities: Language Centre, Cafeterias, mosque, health clinics, sport facilities (open spaces), parking lots, laboratories, ATMs

Access to Reference: Library (university and faculty level), internet



FINDINGS

Findings

This study sought to hear from the 122 academics themselves about their motivations, opportunities and constraints within their academic lives with a special focus on their research activities. They come from a range of universities; large and small; public and private inside and outside of Java. The context in which they pursue research is explored from their perspectives in detail first followed by their particular experience of doing research. Deeper meaning is given to these conversations with academics as they were informal and involved extended interactions over a period of a week and also included interaction with their colleagues, family and friends.

3.1. Motivation for being an academic

Interacting closely with a wide range of academics we were able to gather insights into their motivation for their chosen work. Many indicated status or 'religious calling' as being a key, especially as remuneration is not a motivator as it is consistently low, even when bolstered by additional incentives such as attendance allowances. The relative flexibility in working times does, people shared, enable them to supplement their incomes with other work, the most lucrative of which is consultancy. Academics were differently motivated by different elements of the three mandated principles of tertiary institutions (teaching, research or community service).

Graphic 1. Three Principles (*Tridharma*) for Higher Education



Status as a motivator

Across the study locations people shared their pride in being university academics and this is felt in different ways. One is related to how academics are perceived by others. Family and the wider community both value and respect the status of university lecturers which, in turn, is appreciated by the academics themselves. They tell us that encouragement from their families is one of the main considerations in taking and continuing with lecturing. Across study locations, academics shared with us that *'being an academic runs in the family'* and that they have parents who used to work as academics at universities who inspired them. They describe their wish to continue *'the family tradition'* to be academics and become the *'pride of the family'*. A single woman academic told us her family perceives her as the smartest one in the family and so *'it is natural for her to take the job as an academic'*.

1

Box 1: Teaching at a prestigious university motivates not the salary

The academic has just returned after finishing her doctoral programme in Australia. Her schedule is full from Monday to Friday teaching, guiding students and doing research. She looks like a private sector employee with on-trend clothes, international branded shoes and bags and her private driver to take her to the campus. But she is like most of her colleagues who are all senior academics who are financially secure with their own or driver driven cars. But this is not from their university salary as she says *'we get the same salary as any university lecturer, but we have our own financial means. The salary here is only enough to buy shoes'*. She chose to teach here because she teaches the best students in Indonesia and feels that the prestige as a lecturer is worth more than the salary that she receives each month.

Field notes, big university in Java

Another young woman academic echoed others by saying although she is *'unhappy about being exploited by her senior colleagues'*, she continues working in universities because her family is proud of her status as a university lecturer.

Values as a motivator

Values are the main drive for some academics especially in faith-based universities. Academics in these universities shared that they feel fulfilled by a sense of personal calling and devote themselves as academics. Some academics at Islamic universities value their status as a medium for *jihad* (striving with a praiseworthy aim in the name of God). Similarly, academics at Catholic universities echoed others who talked about the feeling of *'terpanggil'* (personal calling from God). A woman academic shared with us that she undertakes 'academic writing because it is part of "jihad" to improve the accreditation's⁶ of her university. Based on this, she does not want to get any academic promotion as she is *'aiming for after life'*. These transcendental values motivate religious academics like her to value her academic achievement as part of a bigger cause or *'doing good deeds for God'* instead of career mobility *per se*.

Remuneration and job security as motivators

Across study locations, academics shared that they had originally assumed that being an academic would provide job security together with financial stability. This expectation was particularly strong among academics with less financially secure family backgrounds. However, the reality has disappointed them as although they view the regularity of salary as some kind of job security, those without other means of support find themselves in *'survival mode'* (*'bekerja untuk sekedar bertahan hidup'*, working for the sake of surviving) because of poor remuneration.

Some academics (from outside Java) shared that their motivation has been to *'escape the poverty in villages'* by taking up academic positions at the university with the expectation of improving their wellbeing through their job. Family and others who perceive the status of university academics as prestigious also associate this with secure remuneration. However, even if the position

results in *'having no money'*, which it often does, the parents of young academics shared that they are still proud of their offsprings' jobs. Similarly, academics living in a big city tell us that the pride of working in renowned universities trumps shortcomings of the remuneration, as exemplified in Box 1.

Across the study locations, academics are concerned about meeting their needs due to the low salaries.. A man academic (at a small private university in Java) told us *'A starting salary for a junior academic at my university is IDR 500,000 per month.'*⁷ Academics explained that they cannot rely on incentives to complement their salaries. A woman academic shared, *'I receive an incentive of IDR 90,000 per person for supervising under-graduate theses, IDR 50,000 for examining a thesis, and IDR 30,000 for each of extra SKS (Satuan Kredit Semester (semester credit unit for delivering undergraduate courses))'* but considers these paltry sums. During conversations, academics shared worries about the impact of the lack of remuneration on their career chances. A woman academic shared, *'For promotion, the increment is only IDR 250,000. I don't talk about money but it's a hard realization when you get promoted. My husband works as a doctor at a mining company. His tax there per month is as big as my salary for 3 years!'* An academic at a public university echoed others concerned about the mismatch between the remuneration and the workload, *'Whether you work a little or you work a lot, the salary is the same. As a PNS (civil servant), you can't measure things based on your salary.'* (See also Box 2).

2

Box 2: *'My husband was amazed at how little I earn'*

My salary is enough to buy petrol. My husband asked, "Why is the government very mean paying their employees?" At my university when you supervise 10-20 students, you are paid per person IDR 29,000. One time, I received IDR 29,000 in my account. It actually said, IDR 29,000. My husband saw it. He asked, "Bunda, is this supposed to be IDR 2.9million? IDR 29 million?" I said, "No, it's IDR 29,000." He said, "This is really IDR 29,000? Is this some sort of a tax?" I said, "No, that's my salary."

Field notes, conversation with woman lecturer

6 She tells us that her credit gained from academic writing would bring positive impact on improving her university's accreditation and all the time emphasising the contribution to the university's accreditation above her own ambition.

7 The salary of academics at private universities depends on the size of the university. The academics at public universities have status as *PNS (Pegawai Negeri Sipil (civil servant))* and their salaries depend on *golongan dan Masa Kerja Golongan* (the civil service rank and period of service). Junior academics at public universities are ranked at a low IIIa and IIIb with a salary between IDR 1,902,300 - 1,982,800/month (*PP (Peraturan Pemerintah (government regulation) No. 11 year 2011)*).

Where academics feel unable to have *'jaminan ekonomi'*(economic security) this necessitates *'exploring other means'* to enhance their income. Academics explained to us that one of the key additional sources of income is payment for their attendance known as *uang jempol* (thumb money) which is paid up to a maximum of IDR 600,000 per month. This is possible in universities that provide digital thumb print identifier for checking the attendance. Academics are required to *check-in* and *check-out*. A woman academic (at a big university) shared that a man colleague comes regularly to campus in the early morning wearing a *sarong* to check-in only, and returns to the campus late in the afternoon to check-out. Academics (in a small university), which does not have a digital thumb identifier, have *uang makan* (meal allowance) as their form of attendance money which amounts to IDR32,000 per day. They say that they come daily to campus to pick up *uang makan* whether or not they have classes.



This academic supplements her income by running a small kiosk. Here she is totting up her income for that day. Being an academic and a mother of three young children combined with husband's insufficient income, pushed her to actively seek additional source of income for her family. She can earn IDR 1,500,000 net per month. She prefers to run a kiosk at home as her additional income rather than doing research that requires her to do field work and be away from her children .



A digital thumb identifier enables calculation of daily attendance allowance. A woman academic is clocking in using a digital thumb identifier. She needs to do it twice a day (check in and check out) in order to get paid an allowance based on her attendance. She said the IDR 600,000 from 'thumb money' as an important additional income for her. She says *'I'm tied up with teaching. I have no time for myself, let alone doing research. Any additional income is valuable for me.'*

Academics appreciate *'the flexible working hours'* as academics which differentiates them from other PNS (civil servant) or other regular *'nine to five jobs'*. Such flexibility allows them to take on additional work outside of the university. This includes doing business like MLM (multi-level marketing), buying and selling (see box 3) or undertaking consultancies. Academics say they are

3

Box 3: Supplementing university salary through petty business

As well as being a lecturer, the lady I stayed with owns a small kiosk in front of her house, selling basics such as eggs, sugar, oil, milk, flour, noodles, and some snacks. Waking early to care for her baby son, she opens the kiosk while preparing breakfast for the family. Customers call out to her to be served or some come inside the house to find her. Sometimes, when she is not at home because she is teaching at the university, the customers will help themselves to the goods and leave the money on the table for her. She opened the kiosk for extra income and can earn IDR 1.5 million per month. *'If a lecturer doesn't do much research, they will open a kiosk or sell things'* she said and sometimes her husband keeps the kiosk open until midnight.

Field Notes, big university outside Java

grateful for being academics because *'University is the gate to extend the network for getting consultancy work'*. Academics who are also professional consultants tell us they though they *'enjoy teaching at universities that teaches them a lot'*, they admit that they *'gain more money from consultancy'*.

Balancing family and work life as a motivator

Although academics are proud of their status, they are not necessarily motivated to improve their career. An academic who is a mother of three young children explains to us, *'although I am grateful for the prestige of*

being an academic, I am not interested to get any academic promotion.’ This includes not obtaining *serdos*⁸. For her ‘*serdos is like a driving license; you can drive without having any driving license.*’ She shares that she is content with her status as an academic and receiving the regular monthly salary. She takes advantage of the flexibility of being academic by running a petty business and taking care of her children. Other women academics shared that their husbands provide the main income for the families and women tell us being academics provides flexibility that is ‘*good for housewives who want to work*’. One woman academic shared how much her husband supports her need for her own time outside the home to ‘*feed her intellectual needs*’.

A woman academic echoed others, ‘*a balanced life between work and home is very possible in Indonesia. So, that’s my compromise. It’s okay I have small salary but I have time to take care of my children.*’ Women academics who are mothers often noted the possibility to balance their teaching and taking care of children. They said ‘*teaching is easier to manage than doing research as I don’t have to go to the field and leave my husband and children at home.*’ These women academics share that being in the teaching team (with fellow academics) and having the possibility to adjust their teaching schedules with their colleagues makes it easier to combine it with domestic responsibilities.

International travel and exposure as motivator

Academics also shared that another strong motivator, especially for senior academics is the opportunity to network and undertake international travel. Senior academics see engagement with international projects as prestigious. For example, one shared that he is able to explore new research methods through working with a professor from USA and another is delighted by research on child education through consultancy work with an international donor and will actively search out these opportunities even if they are outside her expertise (see Box 4).

Preferred elements of the *Tridharma*

The statutes of universities in Indonesia require academics to pursue *Tridharma Perguruan Tinggi* (three

Box 4: Opportunity for international travel and recognition

On the first day I met with the professor of linguistics, she was at her office, writing on her computer. She said, she loved to write and wrote for the local newspaper, national journals and international journals. She shared that she has been writing since completing her Masters in 2004 and her writing had accumulated a *kum* score of 700. She shared some of her writing with me ‘*to promote the development of literature*’. As a published writer she has become a reviewer for national and international journals.

She also puts in proposals for research grants to the Indonesian Ministry of Education and applies for consultant positions on other research projects offered by the Ministry or international donors. She loves to travel and told me how being a researcher has enabled her to travel around the world to attend conferences, seminars and workshops. She shared she was particularly proud of recent work on children’s right to education which had been commissioned by an international donor and supported her to undertake survey visits of education facilities around the world. At home she had a number of photos from various travels but pride of place was given to a large photo of her on this project with her research team, prominently displayed in the guest room and living room. This work that she is most proud about was not in her main discipline of linguistics. Although writing on her own discipline she is not active in research .

Field Notes, big university in Java

basic principles for higher education), which obliges them to participation in (i) teaching, (ii) research and (iii) community service⁹. We were interested to understand which of the three elements of the *Tridharma* motivated academics (see Graphic 1).

The teaching element of *Tridharma* defines the learning (*pembelajaran*) as the interaction between students and their lecturers and knowledge resources¹⁰. Academics we met generally said they enjoy teaching adult university students and prefer this to teaching adolescents and children. They shared that being able to teach university students is gratifying personally and professionally. During our conversations, academics

8 One of the main requirements in the *serdos*’s competency test is the academic qualification and the implementation of *Tridharma* (Article 3 (3) point a-c, The Minister of Education and Culture Regulation No. 47/2009 on the Educator Certification for Lecturer).

9 *Undang Undang* (state regulation, abbreviated as UU) No. 12/2012 on *Pendidikan Tinggi* (higher education). The regulation is issued by President of Republic of Indonesia, and applied to all universities in Indonesia.

10 ‘*Pembelajaran adalah proses interaksi mahasiswa dengan dosen dan sumber belajar pada suatu lingkungan belajar.*’ UU No.12/2012 article 1.

often took pleasure in talking about their students' achievements ranging from their academic grades to character building.

Some academics are clearly more motivated by their teaching responsibilities than research or community service. For example, a woman academic at a university outside Java enthused about her teaching saying she enjoys sharing knowledge and never wants to skip a class. She happily extends the time of her classes, sometimes, according to some of her students we met, actually putting them off because of these demands. Other academics at universities in Java told us of a similar passion for teaching *'above anything else'*. One of them said that this should translate into *'making money from lecturing alone'* and should not require them to do research. Another said that he wants only to be recognized as a lecturer. These and others told us they are not interested in doing research as they felt fulfilled by their teaching role.

A religious academic from a public university echoed others regarding her aspirations for her students including *'to be morally good when graduating, having Quran literacy, not arguing when being told in the classroom and having good scores.'* She said that she prepares her students to obtain *'those qualities to be proud of.'* Academics describe the application of their personal values in the daily work at the university. A woman academic explained that teaching means more than passing on knowledge and feels it is important to put effort into character building too. *'I apply my principle, "kejujuran adalah mahkota hati" (honesty is the crown of the heart) so that I check the attendance list of my students carefully.'* She says this is done to prevent the students from cheating on their attendance list and for such diligence she shared that she is known as *'the killer lecturer.'* Another senior academic shared that she confiscates the students' answers when she finds them cheating in the exam.

Across study locations, academics who put the students at the centre of their work are often concerned about their students' future. These academics feel it is necessary to prepare students to face real life challenges such as the competition in the job market. Others go the extra mile supporting their students' by lending out their personal books and inviting external subject specialists to sharing sessions with students during class. Academics (outside Java) shared how they encouraged students to put classroom theory into practice through participation in UKM (Unit Kegiatan Mahasiswa (students' activities unit)).



Learning by doing. This is one of the classes in communication department called entrepreneurship. The students need to make business plans and model it (deciding what products they would sell, how they will sell it, how much will they sell). The lecturer says that she wants to make the class more interesting by doing practical things and want the students to learn how to apply theory to practice. The students say if they can choose, they would choose to do such communication projects rather than conduct pure research as *'practical things are more fun and interesting'*.

The academics who are motivated by more by their teaching role talked about *'proper class teaching'*, often referring to participatory classroom activities where *'the students raise more questions and discussion'* and encouraging curiosity among their students. An academic who is a father of two in Java feels a *'big responsibility as a lecturer to transfer knowledge to students.'* Some take the work so seriously that they arrange extra classes on Saturdays as one academic (outside Java) shared this leaves no opportunity to take on additional *'side jobs'*. Some will offer their own homes to students as a man academic explained *'I want to build close relations with students in as informal way as possible'* and a woman academic says she often hosts students at her apartment.

But some university students felt that having the title lecturer did not necessarily mean they could explain the subject and transfer the knowledge. They told us that in some cases junior lecturers are better than senior ones. A young assistant lecturer says that *'a "smart" lecturer is the one who speaks simply and makes oneself understood by others.'*

Not all academics enjoy their teaching roles. Some senior academics explained they are not motivated by teaching because they put research first. But others are not motivated because of the formality of the classroom and sometimes because they have been assigned teaching outside of their expertise. For example, an academic (outside Java) who is known as '*canteen type of lecturer*' as he would rather hang around canteen than the classroom often intentionally skips his class. He is not motivated at all by teaching because he values the open exchanges outside of the class room. For him, knowledge generation takes place outside of formal classroom teaching. A woman academic shared that her low motivation to teach is because she has been assigned to a Faculty that is different from her background (see Box 20). Similarly, some senior academics shared with us their struggle before finally regaining their motivation when they were able to teach English in their own department. They said '*we did not feel like teaching students from a different Faculty as they had not chosen English as their main subject.*'

Community service

Tri dharma describes community service as a requirement of students and lecturers to use knowledge and technology to improve society. For most, it seems to relate to giving speeches and attending government events and this can become the default minimum. But for a few this element of their job is key to their job satisfaction and they gain gratification from their engagement with communities. These take this component of their work to mean active involvement in community which is usually achieved in one of two ways; by undertaking programmes in communities or by undertaking community level research. The work may be voluntary or paid. For example, an academic (outside Java) is voluntarily involved with the *saya perempuan anti korupsi* (women against corruption) movement, another used to be the head of *PKK (Pendidikan Kesejahteraan Keluarga* (education for family welfare movement), another (outside Java) volunteered in her Church. An academic who used to work at a media centre before working at the university tells us she is not happy working at the university because she says she '*has a free soul that does not fit with "ass-kissing"*' (currying favour with superiors) and prefers community work where she can '*develop as a person.*' Another shared that it is actually the community work which is her main motivation and she used to work in an NGO (see box 5). Others have established NGOs of their own.

Box 5 Community service is the motivator for working in the university

My 'mum' is a part-time lecturer in law who also works with local NGOs on gender issues. She has been involved in gender-related work and advocacy since she finished her undergraduate study. Her motivation to teach law was because she saw from her work with local NGOs that for gender work to be effective in the long run, it needs the support of appropriate laws and regulation. She also uses her position as a lecturer to identify women students who are ambitious and interested in gender issues and tries to connect them with opportunities outside of the university to begin to get some real world experience. She travels a lot for her work with local organizations— one of her teenage sons (one of three) told me that this happens almost every month. She is quite busy splitting her time between this work and her teaching activities, but her husband is supportive and has a job near to their home. They also have a helper at their home who has now been with the family for over ten years.

Field notes, big university outside Java

The interpretation of what is deemed community service is very flexible. So, for example undertaking a paid *AMDAL (Analisa Dampak Lingkungan* (environmental impact assessment)) outside of the university can be counted but so can delivering a talk to the neighbourhood group, voluntary work with street children, refugees or helping to run a multi-media school.

Research

Tridharma defines research as activities which apply scientific methods to get information, data and description and this is a mandatory requirement of all academics. While doing research may be a motivator our interactions with academics suggested that they fall into four distinct categories: (i) the few enthusiastic academics who are eager to do quality research, (ii) the academics searching for ways to do research to supplement their income (iii) those (often senior academics) who merely put their name to the research but do very little and (iv) the less enthusiastic academics who do the minimum to meet the requirements of their position.

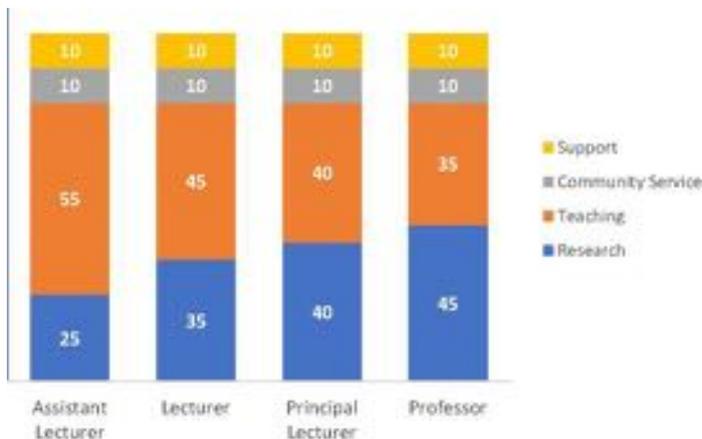
(i) Enthusiastic academic researchers

Enthusiastic senior academics are very few in number

(as they themselves acknowledged) although we came across them in both small and big universities in Java. They shared that they are motivated to undertake research that is aimed at enhancing understanding which embraces their own understanding and sharing their understanding with others (i.e. through delivering lectures, see box 6). The research is perceived by these enthusiastic academics as a continuous and vital learning process. The academics describe this as, *'We share our knowledge through teaching, and we gain knowledge through research.'* So vital is this interdependence that they feel they cannot expand their knowledge and develop as academics without doing research (see box 7). Some of these senior academics say one cannot be a qualified lecturer without being a qualified researcher and actively seek out research grants to assure this. Like others, a senior academic shared his concern that there were no *dosen inti peneliti* (core faculty researchers) assigned to do more research than teaching.

he noted that publishing is *'more than just building one's academic career, it is the academic's way to bring about benefits to many people.'* Another academic shared that his interest in research is his way to *'understand and contribute to positive social change'*.

Graphic 2. Minimum cumulative credit points



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Box 6: The born researcher

The academic I stayed with has a keen mind and likes to engage in pure research, always looking for topics which need further understanding. For example, he noted inconsistencies between sharia law and local laws within a particular city which, he felt might lead to negative consequences for development. He developed a research proposal which was funded by the University. He sees so many possibilities for research, 'It is not necessary to go out from this city to do research, there are so many social situations that we still don't understand'. But he does not think many of his colleagues see these possibilities, 'that is why I constantly encourage my young colleagues to look at their surroundings, see what is interesting and do research.'

Field Notes, small university in Java

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Box 7 A good teacher needs to be a researcher

An agricultural specialist shared with me that university teachers *'who are expected to deliver material to students should have good knowledge on the subject, otherwise it will impossible for them to make them understand'*. He reinforced this from his own experience, *'I enjoy doing research. As I research on soil, for example, I gain a better understanding of the subject and at the same time I develop more confidence to deliver the subject because I know exactly what I am talking about. It is easier for me to make people understand the subject, I can provide them with examples from my own research, which I really understand. It is really different from taking materials from books or the literature'*.

Field Notes, small university in Java

Senior academics tell us they have more space to do the research than junior academics. This is because they say the senior academics are entitled to do more research than teaching while the junior academics are required to do more teaching than research. Graphic 2 shows this as an official norm but it is one which junior academics often complain about.

Others in this category enthuse about publishing their research such as a senior academic who shared, *'there will be one door to enter Heaven that is specially opened for the writers of academic journals.'* And echoing others

(ii) Research as a means to supplement income

The needs for supplementary income fuels the motivation for many academics to undertake research. An academic (in a small university) tells us *'lecturers at the Faculty of Social Sciences are more creative because they need to do research to get a proper income.'* An academic explains that in his university, the fee as a researcher is taken from the research budget, for example around IDR 700,000 from IDR 10 million budget but that *'the bigger the research budget, the bigger contribution to researcher fees.'* Although the large research grants, we are told, are only accessible for

those holding doctorates or for Professors and, according to one woman academic '*juniors need to wait patiently until they are senior enough to access the big research grants*'. Academics with families described their struggle to fulfil their family needs from the basic salary as university lecturers and hanker after research consultancy opportunities often denied not just because they are not senior enough but also because they do not have the required networks. The financially struggling academics tell us that they expect the research to fulfil their basic family needs (see Box 8).

8

Box 8: Research supplements my income

Mrs. W has been a lecturer at the University for almost nine years. Her basic monthly salary is only IDR 1.2 million. She is a single parent with children aged 7 and 3 years. To save money she rents a room on campus with her daughter while her younger son lives with her parents. Despite the low salary she is not looking for a new job as she feels being a university lecturer is prestige for her family '*It is not easy to get a job in this university. A lot of people want to be a lecturer here. People ask me who my family is, who brought me here*'. But in reality she can make up her salary by being involved in research. Her faculty is very active looking for grants and research projects and at least three to five research projects are carried out each year by the by eight lecturers. '*My faculty of social sciences is more active in research than others. We get grants from the University or from outside*'. So, each research project is worth IDR 10-50 million and the researchers are allowed to take up to 30 percent of this as fees to supplement their lecturer salaries. '*We share this among the researchers who take part in the research.*'

Field Notes, small university in Java

Some skilled young academics can become ghost writers to earn supplementary money. One young man we met has often got money from this, writing on behalf of senior academics and professors and is scornful of their capabilities, '*many Doctorates are not qualified*'. He gets no formal recognition for his work, but is content with the remuneration for this service. Recognising the financial needs of colleagues, some academics purposely share research fees among a number of them (see Box 9).

(iii) Researchers in name only

Due to the administrative requirements, larger research

9

Box 9: Distributing resources

The Head of Faculty divides any extra funds from research among both his teaching and administrative staff. The stipulation is that a maximum of 30 percent of research grant funds can be used to augment salaries. Even though these amounts might be small after division, the head feels this is a good way to promote a sense of togetherness and promote team working. One time, he shared, one administrative staff had refused to help type up the research but still got a proportion of the fee and admitted to feeling very embarrassed. When there are grants from outside the faculty to do research, the project is given to a lecturer who is not too busy or to a lecturer who needs to increase his/her credit point score. The appointment of both functional and structural lecturers is negotiated and generally accepted without complaint because they '*feel as one big family*'

Field Notes, small university in Java

grant can only be accessed by academics holding high level degrees. The higher academics degree or the more senior the academics are, the bigger chance to access big research grant¹¹. We met a few senior academics are genuinely included in both the research proposal and the research project itself but we also met senior academics who are not engaged in the research project although their names are included (see box 10). This includes senior academics who are actually

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Box 10 'guerrilla research' is more attractive

During conversations with lecturers I got the sense that they feel reluctant to undertake research through the research institutions in the university. Besides problems with funding, the requirement to include those with doctorates or professors in the research team is challenging. '*Sometimes when we get grants, the doctors or professors only put their names on the paper, but the 'dirty work' would be done by the junior lecturers or lecturers like us*', the lecturer I stayed with told me. Some research proposals contain only names of three senior staff and the junior lecturers and other lecturers would be regarded merely as enumerators and their names would not be included. So she and many of her peers prefer to find their own networks for conducting research than through the research institutes. She called this '*guerrilla research*'.

Field Notes, big university outside Java

11 *Panduan pengusulan program penelitian* (Guidance on proposal on research program), *Direktorat Riset dan Pengabdian Masyarakat Kemendikbud* (Directorate Research and Community Service), 2016

already retired but are recalled to maintain the university's accreditation and tell us they have no energy for fieldwork. Other senior academics actually are busy with their consultancy work outside of the university but nevertheless lend their names to research grants, as one senior academic man (at a small public university (in Java)) shared that having his name mentioned in the research project *'I give the chance for younger academics to exercise their research skills. They need my name to propose for the research grant. I'm myself not keen in doing academic research anymore.'*

(iv) Minimum ambition researchers

Some academics feel that research is just a requirement of their position and do not see any direct benefit, often only seeing it as a benefit for the university. In this case they share they put in minimum effort, just enough not to affect the university's reputation and just enough to fulfil *kum* requirements. For example, an academic (in Java) echoed others saying that academics like herself are occupied with *kum* without question and are concerned about their (and their family) well-being if they do not fulfil *kum* requirements. An academic (in Java) echoed others *'as long as we tick the list required to get kum, we are doing fine.'* Junior academics anyway have little time for research and will often only do the minimum. *'Although feeling unhappy, I'm proud of working at the university, like "telur mata sapi" (sunny side egg); the eggs belong to the chicken, but the name belonged to the cow'* was how one described this situation where they work with little recognition (and minimum ambition) for the sake of the University's reputation¹².

3.2. The experience of being university academics

This section explores the experience of various groups of academics at university; junior academics, woman academics, senior academics, and non-fixed term academics. Each of these group faces different challenges but academics frequently cited over regulation by the Government as affecting career mobility. Some shared that nepotism and networks affected them but all shared that the system of credits (*kum*) which determines their position, promotion and

tenure as well as *'ever changing administrative regulations'* preoccupies them.

The dominance of the credit (*kum*) system

No matter what the motivation to be an academic, with the possible exception of some we met working in faith-based universities, academics shared a preoccupation with accumulating credits. The national credit system referred to by all simply as *'kum'* was first established in 1999¹³ and is the universal tool for academic assessment and consequently the national reference point for salaries and remuneration¹⁴. It is determined by the Government and updated on a regular basis. It details points (credits) which can be accumulated by academics and comprises about 13 pages of tables consisting of about 40 sections itemizing credit awards for a range of activities. Apart from the credits awarded for holding a particular level of degree, the highest single credit awards are for publication of books or publication in international journals. These score 40 points compared with 0.5 points for teaching a semester or 2 points for developing a new undergraduate course.

Across study locations, academics describe *kum* as one of main influential factors that determine their motivations and decisions related to their career at the university (see Box 13). A woman senior academic (at a big university (in Java)) shared that doing research is a better way to get *kum* than teaching. She feels younger academics are smarter and *'chase after kum better'*. A junior researcher (at a small public university (in Java)) shared *'it's ok to be only a research member as long as I get the kum.'* One academic who is active in research described how he has been asked by his colleagues *'to share the kum'* so he does research and writes articles for them. A senior academic (at a big university (in Java)) said that participating in seminars and producing publications give him *kum* which in turn builds his reputation and chances of being hired as a consultant.

Across study locations, academics accept and adjust their efforts to accumulate *kum*. Only one senior academic (at a big private university (in Java)) who is also the Rector criticized the *kum* system which he feels is centralized, universal, top down and imposed standard measurement which leaves no space for academics have their own interpretation of *Tridharma*

12 In this phrase, academics affiliate themselves as the "chicken" who produces the eggs (the main ingredient of sunny side egg) whereas the university is perceived as the "cow" that claims the "name" or reputation.

13 Keputusan Menteri Negara Koordinator Bidang Pengawasan Pembangunan dan Pendayagunaan Aparatur Negara No.38/KEP/MK.WASPAN/8/1999 tentang Jabatan Fungsional Dosen dan Angka Kreditnya.

14 Nugroho, Y., et.al., *Addressing barriers to University Research*, KSI Working Paper No.8, March 2016.

Box 11 Dominance of performance measures

I met with an Indonesian Anthropology PhD student studying at a well-known European University. Before this she had been a lecturer in Indonesia and shared with me her frustrations with this. *'It was dominated by bureaucracy and performance measures. We had to have certificates and invitations to prove you were invited to give a talk somewhere. It was not possible to just attend a meeting or conference and sign in'*. She went on to explain that the invitation to speak had to come from a *'reputable organisation'*. She questioned how this was judged. *'It can't be an unknown NGO and one can't use addressing the neighbourhood cluster (Rukun Tetangga) as evidence of community service'*. She also noted that if you publish more than one article per year you will also get questioned as *'they think this is impossible'* and rues this as a dominance of bureaucratic distrust. Publications made while one is abroad are not officially counted because there is no Indonesian university affiliation. However, she explained you can get round this by acknowledging your former Indonesian University in the article... *'that is a trick someone taught me'*

Another woman who worked as a lecturer for over eight years in Indonesia and is now on a scholarship to an European University whom I met at another time talked about the obsession her Indonesian colleagues had with collecting BKD and it was *'all they talked about'*. But she felt the administrative requirements to prove credits worthiness were compliance-driven. *'It is so embarrassing to ask the organisers of an event where I have been invited to give a talk to sign letters for me, provide a certificate, provide the attendance list and a formal invitation. With these I can get an appointment letter from the University. Why do I even need an appointment letter? I was invited!'*

Field Notes, outside Indonesia February 2017

rooted in everyday realities and experience. He says *'writing for journals as part of accumulating points for kum is useless. There's no compatibility between experience and theory. What we need is not "hilirisasi" (down streaming), but "bottom up" method in which lecturers build understanding from the field. We need operational support like some kind of transport costs to send lecturers to practice their theory, for example, for about three months in the field.'*

Administration burdens

Academics across study locations shared that although they recognise the need to provide evidence to gain *kum* and justify expenditures, nevertheless complained a lot about the (*'over'*) detailed nature of the requirements and the time *'wasted'* to reach acceptable levels of compliance.

On an institutional level, people indicated that compliance with administrative requirements creates fear among academics and other staff often because of confusion about what the latest rules dictate. For example, a senior staff (of a private university) is worried about not being able to keep his university policies up to date due to the *'constant changing government regulations'*. He cited the case which hit the headlines of the former Rector of Manado University who was fired for non-compliance with government regulations in conducting long distance courses¹⁵. Since that incident, out of fear, he forbids any distance-learning class at his university but is confused because he has recently received a letter from the government that appears to allow distance-learning courses. Box 12 describes the need for informal networking to keep abreast of compliance issues. Other academics explained that administration is burdensome because the regulations change every year. *'This change is not supported by a good data base.'* To illustrate this, a woman academic shared *'a friend who is a professor has to submit his kindergarten certificate every time he is up for promotion. He submits it again and again even though he has done that before'*. A woman academic who is doing her PhD study shared that while she got a four years PhD scholarship from government to managing the educational (LPDP (*Lembaga Pengelolaan Dana Pendidikan*)), Ristekdikti rules prescribe an entitlement of only three years. These are just some of many examples across study locations where academics told us there is a need for clarity of the government higher education regulations and more efficient and supportive data bases.

'For the administration, it needs 80 percent of my time while 20 percent of my time is for the important things'

As well as confusion, many shared with us their frustrations with the time taken on administration. For

15 See also <https://www.edunews.id/edunews/kampus/buka-kelas-jauh-rektor-universitas-manado-dipecat/>

Box 12: Meeting academic standards and the importance of Informal networking between universities

People in this Faculty are anxious to ensure its continuity. The founder of the Faculty I stayed with said *'all of us here in this Faculty are struggling to make sure this faculty will continue to run. I encourage people to improve themselves by doing research and comply with Ristekdikti standards otherwise the faculty will be struck off'*. This has permeated concerns since the establishment of the Faculty in 2005. At that time the founder felt that it was essential to have good networks with other universities particularly with those with the same discipline in order to understand how compliance worked. *'When we began I was on my own. I tried to find people from other universities who could provide important information on procedures, requirements and compliance issues. They supported me with the overall set up process. They also suggested potential teachers. Without them, I might not have been able to manage'*. He continued *'Even now that the faculty is running, we still maintain the informal relationships with people from other universities and the faculty teachers continue to seek support especially about administrative tasks but also about the career path for university lecturers and the way kum is assessed, what community service complies with the course credit (Satuan Kredit Semester (SKS)) standards, how credits are calculated and how to access academic journals.'*

Field Notes, small university in Java

example, an academic (at a private university outside Java) says most of his working time is spent on administration. A young academic (at a university in Java) echoed others saying *'administration takes time and energy'*. He has not undertaken his individual research (*Penelitian Individual Dosen (PID)*) because he says the *'administration takes too much time.'*

Another academic shared *'after teaching for many years, I am now appointed in a structural position at the university. This is not a compliment as I do not like being dominated by administrative work'*. Another academic tells us *'I do love teaching and I do love research but not the administration stuff. For the administration, it needs 80 percent of my time while 20 percent of my time is for the important things, teaching and research. It's like terror. They control us using threat. The government's method is to scare you. Can we produce something good under such threat?'* A woman academic shared her administrative challenges to attend academic seminars.

She explained that when she is invited to attend a seminar, she needs to get an appointment letter from her university (even though she is invited), asks the organizers to sign the letters, provides a certificate, attendance list and the invitation letter. All these administrative requirements put her off attending any seminar (see Box 11).

Being junior academics

Across study locations, junior academics shared two key concerns; (i) having little influence on the distribution of resources and determining their career paths and (ii) being overburdened with teaching responsibilities. The helplessness felt regarding lack of opportunity to progress was summed up by the frequent use of the term *urut kacang* (literally translated as 'consecutive beans') which describes the practice of promotion and provision of opportunities based strictly on seniority. This affects applying for scholarships, applying for research grants as well as the content of their jobs (see Box 13). Junior academics shared their concerns that it sometimes takes considerable time to *'wait for their turn'* and there are no other criteria applied other than seniority, although the interpretation of seniority may vary. For example, in a small public university it is based solely on the person's age and the period of years on the job. A young woman academic (at a big university) said *'seniority is not based on academic degree and not always in line with academic maturity.'* A senior academic (in Java) shared how he was selected over three other candidates for the position of dosen PNS (civil servant lecturer) based on *urut kacang* and endorsed by the Rector. A woman academic (outside Java) in her 40s was typical of others who have had to postpone pursuit of a doctorate degree as she *'waits for her turn'*

In addition to the strict enforcement of seniority as the means to progress, some junior academics shared that personal favouritism also affected access to opportunities. An academic (at a private university), for example shared that this sort of behaviour observed in a well-known university had put her off becoming an academic originally. Now an academic herself she is concerned about this happening in the university she currently works in. Another junior academic (in Java) shared her frustration about her teaching load while her colleague (also a junior academic) was not burdened in this way because *'nobody dares to give her a heavy workload because her father is a Professor here'* She was also appointed too many *ad hoc* committees by the seniors. Another junior academic (outside Java) shared

Box 13: Distributing resources for *kum* needs rather than on merit

I was told that when grants from outside the Faculty are provided to do research, the project is given to a lecturer who is not too busy or to a lecturer who needs to increase his/her credit point score. There is an unwritten norm that senior lecturers have more opportunities to pursue higher education than junior lecturers. Other lecturers will cover for them while they pursue these higher education opportunities. The appointment of both functional and structural lecturers is negotiated and generally accepted without complaint because they *'feel as one big family'*

Field Notes, small university in Java

how she had been appointed because of her close relations with the Rector and explained she often gets assignment directly from the Rector without involving the Head of Department. She says *'The Rector likes me and my efficient work so that he often gives me assignment. I took the job directly from the Rector without involving the Head of Department.'*

The second concern of junior academics is also linked to the primacy of seniority and concerns their workload, especially teaching. While they are expected to do more than their seniors (see graphic 2) they sometimes feel they are being exploited by senior academics (see box 15). For example, a junior academic (in a university in Java) shared she had 30 SKS (credit units) of teaching in a semester but discovered from a visiting Professor from another renowned university that only 4.5 credit units per semester are required at his university. She has an extremely intensive teaching schedule comprising



Teaching a parallel class because classroom space is insufficient. She told us *'many students could not concentrate'* because of this. Another academic copes with large number of students by using a microphone so that the students at the back could hear his voice.

Box 14: Workload for a junior

There is just one man (in his early 30s and a fresh Masters graduate), considered capable of conducting effective surveys in this Faculty. Everyone calls him *tukang survey* (survey man). Every time the Faculty and other lecturers need a survey, they ask him to do it. He learned this from participation in about twelve research projects where he was employed as an enumerator for research consultants in Yogyakarta. *'Survey man'* was very busy at the end of the semester as he had to finish teaching and prepare and mark final exams as well as prepare research designs for the faculty to submit for next year grants from the University and Ristekdikti. In addition, he is responsible for editing the faculty journal published each-semester. *'I have to do it all, so I bring work home. I cannot work by myself, so my colleagues usually come to keep me company'*. That night at his house, two other lecturers came with peanuts and cookies and chatted while *'Survey man'* was busy typing on his laptop. They didn't help him. One said, *'I cannot do it, it is better done by him'*.

Field Notes, small university in Java

several classes per day and no time to pursue other academic interests including research. Another junior woman academic felt that this level of intense teaching would not be possible if she were married or had children. By stark contrast a senior woman academic who has been pursuing her doctorate degree for several years enjoys *'a good life work balance... with time to care for her children'*. She explained that during the pursuit of higher study (when it is your turn) academics are discharged of their *Tridharma* responsibilities.

The lack of class room space can also add to academics teaching load as they have to repeat classes in batches. For example, an academic (at a public university) shared her struggles with teaching parallel classes. There are 400 students and only three classrooms so she has to teach the same course module three times per day and finishes at 8pm each day. She shared *'sometimes I feel bored teaching the same materials three times a day'* but also that she was too tired to do anything else.

As well as heavy teaching loads, junior academics across the study locations noted that they were often required to do additional tasks such as administration, liaising with students, arranging seminars, reviewing journals and standing in for absent senior staff. For example, a junior academic (outside Java) said he had to come to campus every day to be *'on call'* to fill in for any absent

Box 15: Comparing the daily routines

i) heavy workload for a junior academic

I spent time with a woman lecturer who was one of the first lecturers to be appointed within this Faculty from the start. She was recommended by another university and has a very strong relationship with the Head of the Faculty and his wife who say *'she is like a daughter to us. If she is in trouble she will come to us both for her personal life and work'*. She has recently divorced and remarried and the wife of the Head of Faculty shared that her new husband does not earn well so the woman is responsible for most of the household expenses. She herself shared that she is juggling with her teaching and administrative work as a lecturer. There is a lot of administrative work such as scoring tests, data entry, developing teaching materials and including in the system as well as dealing with students' academic progress, even though she is not appointed as a permanent member of staff. She told me that she often needs to work at home. *'One night my daughter said "mom, you are opening your computer, you are working, stop working". And I said to her I need to work because it has to be finished. It is sad to see her disappointment but if I don't finish it immediately then I will not be able to finish it because there will be other work to do next.'*

Field Notes, small university in Java

ii) easy days for a senior academic

During my stay with the Head of the Faculty, I see that he has regular time for his work at the university. The driver picks him up every day at 8:00 am and returns home at 4:00 pm. After taking some rest he goes to his farm to see his cows and only comes back home just before Magrib (evening prayers). At night, he watches TV and plays with his grandson.

Field Notes, small university in Java

lecturers. He described his position as *'in the middle between student and lecturer.'* Junior academics (in Java) said that often these tasks were assigned without their consent, especially appointments to various task forces created around solving specific issues. A woman academic (in Java) summed this up, *'I do not have enough time for myself in between intense teaching schedules and being involved in several task forces together with other junior academics.'* Others say *'we should do research and write more instead of organizing seminars and teaching too many hours'*. These heavy workloads preclude the opportunity to do research despite the *Tri dharma* requirements. Our chats



This photo was taken during a university party when lecturers and students join together and there is 'friendly conversation' demonstrating that power distance does not have to be maintained.

indicated that when they are engaged in research, it is as data gatherers and handlers working, often without recognition, on others research programmes (see Box 14).

Power distance both between senior and junior academics and between academics and students is very apparent even though some shared that they thought this was inappropriate in contemporary life. Hand kissing greetings performed as sign of respect for seniority in universities in Java is widespread. But a young academic shared that *'I do not like when students kiss my hands every time we meet'* and a senior academic similarly shared that she felt uncomfortable when her assistant carries her books and personal bag. These outward signs of deference reinforce power distance and junior academics feel this inhibits the relationship between them and seniors. Students and junior academics say they often have to wait for seniors to come to lectures and meetings and feel it is disrespectful to contact them to find out where they are. They shared that the power distance means there is limited space to learn from senior academics, they feel required to agree with the seniors and worry that if they do disagree they will be victimized in some way. For example, a junior academic (in Java) had *'a bitter experience as a junior academic'* resulting from disagreement with her senior colleagues which has led to them shaming her on many occasions in front of her students. There were only rare examples of juniors standing up to senior staff on quality issues (see box 16).

Being women academics

The concerns of women academics fall into two categories, (i) issues associated with juggling family and

Box 16: Striving for quality means standing up to seniors sometimes

'My mother' told me that since she's just a part-time lecturer and doesn't spend a lot of time on campus, she puts extra effort into her work as a mentor for students' thesis papers. However, she said that students consider her a '*dosen galak*' (fierce or scary lecturer) because she will require several rounds of editing of thesis papers. Students, she feels, expect that lecturers will provide comments two or three times only, after which they expect the lecturer to sign off on and approve their theses. More rounds than this they complain that the lecturer is being purposely hard on them. Because of this, 'my mother' said that she always prefaces any discussion in mentoring meetings with statements that the comments are not personal and that she is only trying to help them write good papers.

She also told me that there is an expectation that if the senior lecturer supervising a thesis signs off on it that the more junior lecturer will also sign off. However, she has refused to do this on a few occasions and received complaints from senior lecturers because of this.

Field Notes, big university outside Java

university commitments, especially research and (ii) gender considerations at the workplace.

Section 3.1 already explored some differences in the motivation of women to be academics. If the teaching load is not too great, many women shared that they feel this is an ideal job where child care and work can be managed and where they can feel fulfilled. However, with increasing pressure from the university accreditation body to ensure a high throughput of students together with demands to keep class sizes small, many women are finding their teaching burdens have increased (see box 17). A woman senior academic (in Java) shared her busy schedule does not allow her to have time to grade students' work and she constantly appeals to her family to understand her time pressures. Only one university in this study had child care facilities.

Across study locations, women academics shared their reluctance to do research because of concerns about the care of their family while they were doing research. A mother of three (in Java) echoed others saying that since the birth of her children she has not taken any '*big step in my academic career nor big research*'. As another woman academic who described herself as '*a housewife who works as an academic*' shared she would not be able to pursue a doctorate abroad because of her



The only child facility at campus that we found across study locations is owned by the Faculty, and was opened in 2008. By 2013, they included a playgroup. Both the daycare and the playgroup are using the curriculum designed by the Faculty and is financed as their laboratory (under the division 'development psychology' (*psikologi perkembangan*)) as the Faculty's contribution to social service.

Box 17: Women used to like being junior lecturers..... but less so now

'This job really fitted mothers because it was flexible. This was a common belief. It was good for housewives who wanted to work and is why so many at this level were female... but it is different now because there are so many students' the former university lecturer shared with me. She recounted her own experience some five years ago where she had to teach hundreds at a time but since new regulations have been introduced limiting class sizes to 40, this means that the same class has to be delivered at least twice. As a result teaching classes take up four days out of the five day working week making very little time for the other elements of *Tridharma*. *'It is still flexible compared to other civil servants'* but with the time pressures *'it is hard to focus'*. *'Life work balance can't be achieved working at the university'*.

Conversation with former lecturer.

children. Similarly, another mother of three (outside Java) said that she currently works as a part-time lecturer and would rather focus on taking care of her husband and children than doing research. She wants to have her children all enrolled in university before going back to school to get her PhD and eventually teach full-time.

Some women academics shared that they feel that special dress codes and other requirements of women limit their freedom and some complained of being passed over by men for promotion, but others endorsed these strictures as appropriate. For example, a muslim woman academic at a public University echoed others saying she upholds Islamic gender values which

Box 18: Lecturer late because of child care

On the 7th day, I decided to sit in for one last time in one of the communication classes for 5th semester. The class should have begun at around 7.30 but by 8.00 am, the teacher still hadn't arrived. I asked some of the students and they hadn't heard any news. But it wasn't the first time for them. *'Usually, if she didn't come, it is because she needs to take care of her baby,'* said one of the students. *'Maybe her baby is sick,'* said another student. Even though students are not permitted to be more than 15 minutes late, they waited and waited. The class captain whose responsibility it is to contact the lecturer in situations like this had also not arrived this day.

Field Notes, small university outside Java

recognize the distinctive characters between men and women, *'women should be aware about their disposition, nature and duties (fitrah, kodrat, tugas), and their responsibilities for educating children and managing domestic issues.'* She firmly believes that women should ask for their husbands' permission to engage in any activities and that she should not compete with men for any structural position. Elsewhere, many women academics shared the views that they limit their academic activities to accommodate their domestic and caring roles within their families. *'My priority is my children. I do not want to get stressed out with my university job'* (see Box 18).

Being senior academics

While it was pointed out to us that seniority brings opportunities for undertaking more research, a reduced

teaching load and, often, an *'easier life'*, there are greater expectations to publish work and often demands to promote the image of the university.

Senior academics enjoy more prestige, especially those with professorships from public universities. This can provide opportunities for earning either through putting their name to research proposals (as mentioned in section 3.1) or invitations to be guest speakers or take on advisory or titular roles in other universities and institutes. For example, an emeritus Professor (at a public university) explained that he is also Rector at a



A woman professor is giving advice to a student on how to do a good research. She shares the importance of maintaining academic integrity by being aware of plagiarism. She encourages the students to read more to support their research. Reading and doing research is inseparable.

small private university. He was asked to fill this role by the Head of the Foundation (*yayasan*) in order to improve its image. He shared, *'coming from a public university, I was shocked at the condition in this small university with low quality of academics and graduates, poor infrastructure and publication record. It is dubbed*

Table 3 indicates the requirements to publish and to maintain one's position these targets have to be met¹⁶:

Position	National Journal	National Journal with accreditation	International Journal	Reputable International Journal
Assistant Lecturer	Not Required	Not Required	Not Required	Not Required
Lecturer	Not Required	Not Required	Not Required	Not Required
Principal Lecturer/ Master	Not Required	Required	Not Required	Not Required
Principal Lecturer/ Doctor	Not Required	Not Required	Required	Not Required
Professor	Not Required	Not Required	Not Required	Required

Required

Not Required

“a diploma mill”. I have a very challenging mission ahead that my academic status will help with.’

Senior academics also have a number of administrative roles. For example, academics (in a public university) shared that they need to be involved as Rector or Heads of Department, on the University Board (at private universities), are invited as Board members of state or private companies, serve as Board members of professional associations and are on review panels to select research proposals to maintain the university’s accreditation. In addition, they also hold other positions in public sphere such as expert consultants, speakers in the seminars and the media (i.e. radio and television)¹⁷.

Although senior academics usually have a small teaching load, often only teaching the introductory courses such as basic knowledge (*ilmu pengetahuan dasar*) with junior lecturers taking over to teach the bulk of the course, situations may demand that they too take on large teaching loads. Above we noted a senior woman academic stressed by her high teaching load and a Professor in his 70s says his intense teaching load across one public and five private universities (in addition to other professional engagements) makes his wife worried for his well-being. His excessive workload stems from the need to maintain the university’s accreditation while there is a lack of lecturers.

Both women and men senior academics indicate that they prefer doing research to teaching as *‘it is almost impossible to teach and do research at the same time. I prefer doing research than teaching because it produces more “kum” (senior woman academic)’*. We observed that the definition and process of doing research might vary among academics. Not all research includes primary sources. A senior academic (at a big private university) echoed others by saying that she uses only secondary data without doing any fieldwork and others simply put their name to research papers.

A man senior academic (at a public university) told us *‘universities should take only researchers per se without teaching. I wish the status of “dosen inti peneliti” (the core faculty researcher or an academic assigned to do more research than teaching) could be reintroduced again these days.’* This is a sentiment echoed by several who had attended universities in Australia where two distinct streams, *‘what I like in Australia there’s separation. There are those who do research. Those who teach are usually practitioners. Those who do research are those who publish’*. Without research-only Faculty

GoI regulation on lecturer certificate

Based on Article 3 (3) point a-c, The Minister of Education and Culture Regulation No. 47/2009 on the Educator Certification for Lecturer, the requirement to get lecturer certificate is as follows:

- a. Academic qualification and the implementation of *Tridharma*
- b. Perception appraisal from superior, colleagues, student and themselves on the pedagogy competency, professionalism, social and personality
- c. Statement of the candidate’s contribution to the implementation and development of the university

staff members, senior academics have to contract their *‘smartest’* undergraduate or masters students to support their research.

Being non-fixed term academics

There are various ways academics can be contracted in universities in Indonesia (see Annex 5) with the most common being (i) fixed term academics (*dosen tetap*) or (ii) contract or non-fixed term academics (*dosen honorer* or *dosen tidak tetap*). Across study locations, academics who work on contract basis, especially those who see a

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Box 19: Difficult to have a voice as a contract lecturer

The lecturer I stayed with is assertive and willing to confront the Head of Department when she feels things are not right. She told me *‘maybe it is only me who can speak my mind. The other lecturers would say, “just let it be, bu”’*. But a colleague of hers shared with me that this lecturer can voice her grievances because she is a civil servant unlike contract lecturers like herself. As such *‘she cannot get fired here. I am only a contract lecturer so my life relies on him (the Department Head)’*. She shared that he has the power to hire and fire contract staff based on his own evaluation and that he would need to approve further promotion.

Field Notes, big university outside Java

17 The academics might obtain the point for their *kum* by being in television.

18 Article 4, Permenristekdikti No. 2 year 2016

future in academia, shared their insecurity about their job (see Box 19). This insecurity stifles their ambition and they feel their only hope is to be appointed as fixed term academics which gives them the opportunity to obtain *Nomor Induk Dosen Nasional (NIDN)* and lecturer certificate (*sertifikat dosen or serdos*) along with its benefit compensation¹⁸. Although as mentioned above in section 2.1 not all academics are interested to get *serdos*.

A woman Head of Department (at a private university) shared the challenges she faces in including non-fixed term academics in the university governance. Their status is often *dosen profesi* (practitioners/professionals hired to teach) and have other main jobs outside of the university. She is also concerned about those '*non-fixed lecturers who maintain their status as academics for the sake of social status without being engaged*'. There is a conundrum in that one of the requirements of getting *serdos* is their contribution to the development of the university, but their exclusion (both self-exclusion due to lack of interest and their non-fixed term status) from university governance '*does not allow them to obtain serdos*'. At this private university, 80% of staff are *dosen profesi* who cannot get *serdos*, yet the number of *serdos* qualified lecturers on staff is a key criteria for university accreditation. Without this, the private university struggles to get sufficient students. This is in contrast to a big private university located in the same city, where the Rector sees value in hiring more *dosen profesi* to complement teaching academics (*dosen pengajar*). He says '*I wish could copy the Faculty of Medicine which has both medical practice and class. This will create the space for the theory and practice to grow together.*'

Fixed-term academics hired by the Foundation in private universities (*dosen yayasan*) feel the *dosen profesi* remain detached from the operations of the university and that this is a problem in building collective efforts towards enhancing university accreditation. They also work with some fixed term academics who are assigned by *kopertis* (*Koordinasi Perguruan Tinggi Swasta*; Private University Coordination Agency). These *kopertis* academics have civil servant status and according to *dosen yayasan* '*have less sense of ownership and fighting spirit towards improving the accreditation of the university.*' But having fixed term status does not automatically motivate academics to be involved in improving the university accreditation as Box 20 shows. If the fixed term status does not fit with one's expertise there is little drive to support these efforts. The recruitment of academics (either *dosen pengajar* or *dosen profesi*) is to teach not to do research. A senior woman academic explains *dosen profesi* at her small private university is detached not only from the operations, but

Box 20: Appointment outside of expertise

The language lecturer I spent time with described herself as '*a frozen lecturer*'. She has been a lecturer at the University for almost twenty years achieving fixed term status in 2006 and finally being transferred from the university language centre into Faculty's staff in 2009. But at this point she was placed in the Department of Natural Sciences despite being a language lecturer. At first I thought that she used the word '*frozen*' emotionally, as she said that she could no longer '*feel angry, sad or even happy*'. But she explained that she also felt frozen because she teaches only one course and feels she achieves nothing. She is passed over for promotion. She also feels frozen out because she cannot relate to any academic talk in the staff room and she cannot mentor students doing their undergraduate theses. '*I feel like a smart person who just sells chili*'. She showed me old certificates and publications from the time when she was a non-fixed term lecturer, but explained that they are useless now as promotion only takes into account academic achievements from the more recent period as a fixed term lecturer, a time when she had been too tired of disappointments to pursue her career path. In 2015 she and other academics from different departments were advised to do more for their promotion and since 2016 she started doing academic work besides teaching, such as writing for journals and conferences that fit with her academic skills, which are English and education. Now she is preparing to republish her books and seems interested to do research. She said that she does this because she was asked to do so, as this will be beneficial for the university ranking.

Field Notes, big university in Java

also from other academic activities outside teaching (research and doing community service). *Dosen profesi* are not interested to do research and be involved in the university governance. A senior academic explains '*they do not need the money from teaching because they have a full time job outside of the university. They keep the job at the university in order to maintain social status that might bring positive impact on their own job or business outside of the university.*'

3.3. Research capacity

The previous sections examine the motivations and experience of being academic. This section explores academics views on the recruitment process and their perceptions on their research skills which limits their

capacity to undertake research.

Recruitment and assignment

Many shared with us the strict Government regulations around recruitment and promotion which they feel limit encouraging potential and *'smart people'* who do not meet these criteria. Academics at a big university told us recruitment and promotion is about *'ticking the boxes'*. A senior academic (at a private university) shared *'the formal recruitment of academics in Indonesia always involves age limitation, topic of interest, academic diploma, your elementary school, Bachelors, Masters, Doctorates (S1, S2, S3) record above anything else'* and he feels that often potential candidates who meet the academic standards are passed over because they could not fulfil the administrative requirements. *'For instance, we have to recruit a 34 year old Masters' degree holder rather than a 35 year old with a better Masters' degree and with an outstanding publication and research record'*. A woman academic shared her further promotion was dependent on getting a degree from abroad *'I was officially given fixed term status only after obtaining my Masters' degree abroad as required in my assignment letter (Surat Keputusan (SK))'* and experienced a delay in formalizing this as she had to present her Diploma. At faith based universities, criteria may include religious knowledge so, for example, an academic (at a private Islamic university) shared, *'I have failed the test on religion five times to be the lecturer of Bahasa Indonesia.'*

Academics shared that they have little influence on where they are assigned so, for example, irrespective of ones' interests and expertise they may be transferred from a functional to a structural position which then constrains opportunities for research. For example, a senior academic, currently in a structural position (at a big private university) shared, *'Academics have low bargaining power. We cannot refuse being assigned for any structural position even though it is against our personal wish which may be to do research'*. His time is fully occupied with administrative work instead of research but feels trapped *'Although I really want to move to another university, it is not easy to do. The regulations on academic mobility is regulated and*

centralized by the Government' and compares this with his experience of being abroad where academics have autonomy to decide in which universities they want to work. Box 20 highlighted the potential even to be transferred to a different Faculty.

Side by side with the strict regulations is nepotism. Across study locations, academics described exclusivity (based on family ties, personal preference, *klik*¹⁹, religion, ethnicity, birth place) as the main basis for inclusion in academic activities including research²⁰.

A woman academic (at a public university outside Java) shared how she was appointed *'directly by the Rector without involving the Head of Department'* and continues to receive direct assignments from him which results in conflict between her and her Head of Department. An academic (from a small private university outside Java) said it was usual that seniors in structural roles offer jobs to known candidates. A senior academic (at a big public university in Java) worried about her colleagues who prefer to recruit or work with friends rather than qualified people.

Research skills

Depending on the university people explained that there are opportunities to continue learning at post graduate level but this is confined to training courses on pedagogical and university management training offered by the Government, referred to as *'PEKERTI'* and *'Applied Approach'* (AA)²¹. A woman academic (at a university outside Java) told us she does not like the AA training so she skipped it and phoned a girl to sign the attendance list on her behalf. She said *'AA training is boring because it is merely "a tick box exercise."* Like others she has already forgotten the password to access the e-learning portal. Generally, academics shared that they felt they had received enough support on teaching method but felt a need to have training on research methods. We were told that Ristekdikti also provides annual training but this primarily to teach research grantees how to prepare research proposals and track expenses. Academics complained that this training focuses only on procedural compliance and not on quality of research. One senior university staff shared

19 Clique ; Group of friends and/or acquaintances with emphasis on the exclusivity and possible adversarial attitude toward outsiders.

20 See also GDN (2016 : viii,12-14) that discusses the academic inbreeding that produces insular research behaviors in Indonesia.

21 Program on skills improvement and basic instructional techniques (PEKERTI) and Applied Approach (AA) are the two training programmes intended to enhance the professional competence of academics in management and administration and pedagogical skills. PEKERTI program is aimed at junior lecturers to master the basic concepts of learning and have adequate teaching skills. The AA program intended for senior lecturers in order to have the knowledge and skill to develop quality the learning process and student results. The AA program is a continuation of the program PEKERTI. See also <http://dev2.kopertis7.go.id/uploadpengumuman/Panduan%20Program%20Pelatihan%20AA%20untuk%20DOSEN.pdf>
<http://dev2.kopertis7.go.id/uploadpengumuman/Panduan%20Program%20Pelatihan%20AA%20untuk%20DOSEN.pdf>

Box 21: Last minute practicum for the research methods module

A group of sophomore students is talking about doing a survey for their Social Issue Class which is supposed to culminate in actioning a solution. Although this is semester work they have left it to the last two weeks. They have no idea how to do it, so a senior student advises them to *'go to a secondary school and ask them what problem they face'*. They wonder if the problem may be internet addiction or the need for an anti-smoking campaign.

I accompany five students on motorbike to find the nearest secondary school. But none of them have the courage to approach. Finally, a girl volunteers to go in but emerges 15 minutes later *'we are rejected by the school!'* she grumpily explains. It turns out the school saw no advantage in having them make a one-time project at this busy time. So they decide to go to another school the next day. *'We really have to start this survey or we will fail the class if we do not start the project in two weeks'*. So, they split into groups to collect data and to prepare the activity –regardless what problem the school actually had.

Field Notes, small university outside Java

'although we do not know the eligibility criteria for research proposals, this training provides us with their evaluation check list. We hope it can provide better possibilities for the academics to get research funding.'

Academics, students and former students explained that typically research method is taught only to undergraduates during one semester, often in the third or fifth semester. It involves at best 30 hours of contact time (but most are limited to 15 hours) together with a small research practicum under a supervisor/mentor. There is no further opportunity to develop research skills at undergraduate or post graduate level. An academic (at a public university) we stayed with teaches the undergraduate research methods course which he explained comprises four parallel classes with 80-120 students per class in cramped classrooms. Students across study locations told us that this module is usually skewed towards quantitative research and the lectures cover basic principles, sampling, designing questionnaires and data entry. Qualitative research is usually poorly covered and is limited to three methods; observation, focus group discussions and interviews. Nobody talked about learning how to integrate

Box 22: Best Research? I can't believe it

Three social sciences' lecturers explained that they were awarded a research project from the District Election Committee to conduct research about people perspectives on democracy. Only one of them, had experience conducting a survey. Less than half of the 600 questionnaires were filled out. They knew that without training for the enumerators, many of them just handed over the questionnaires to people randomly without doing proper interviews and without rigorous sampling. With a tight deadline, they analysed the data they did get and prepared a report. On the strength of this they were invited by the province to do further research as theirs was considered better than others from other districts *'I do not believe that. The work was bad and I felt ashamed. I could not imagine how much worse other district surveys are'*, one of them shared with me. In the second survey, they trained the enumerators on sampling, interview technique and understanding the questions and felt that they got a better result, *'We just start to learn to do survey here'* he said.

Field Notes, small university in Java

quantitative and qualitative methods. In both quantitative and qualitative methods training students told us there is very little emphasis on analysis and interpretation of data. Field practicums are basic and students prefer to undertake small scale surveys because they say they are more likely to get mentors for this and it is straight forward. We were told that very few students opt to do a practicum using qualitative methods because there are very few lecturers who can mentor and support them and they *'are afraid of delays in graduating'*. With huge numbers taking these courses, there is very little mentoring any way. Current and former students shared that this course is often *'boring and very basic'*. The way the small research practicum are handled is illustrated in Box 21, a scenario which, students told us is common.

Those academics who are enthusiastic to develop their research skills shared they have basically no opportunities to do this inside their university. For example, an academic (at a public university in Java) shared that her university cooperates with Ministries and INGOs but this is always for commissioned studies and never provides opportunities to develop research

methods. Box 22 describes a not atypical scenario where research skills were weak and expectations were also minimal. It seems from what people shared that the only way to hone research skills is to search for opportunities outside the university. So for example, a young woman academic (outside Java) described that the only way she could update her research skills was through participating in training provided by her NGO network.

3.4. Enabling and hindering factors in undertaking research at universities

Previous sections suggest that there is mixed appetite for doing research among academics in universities. This section examines how academics see the opportunities and incentives for doing research in universities as well as the challenges and disincentives. It explores what academics think about what efforts are made to ensure research quality and to provide research users with quality evidence on which to base policy.

The predominance of concerns about the image and brand of the university

Across study locations, academics consistently told us of the need to develop and maintain the image and brand of the university and that this has significant effect on shaping its priority and policies and consumption of financial resources. Across both private and public universities people told us that there is a strong drive towards student numbers; in the case of private universities primarily to ensure revenue and in public ones to meet accreditation requirements. In all cases, this strong orientation towards teaching (and the necessary time spent in promoting the university and required administration associated with for large student numbers) severely limits opportunities to undertake research (see Box 26).

Academics in private universities where revenue depends solely on students' fees particularly emphasised the importance of image as it is linked to being able to attract students. It seems that a university's research credentials are not necessarily considered important in branding. For example, a senior staff member at a private university explained that his university image is based on football prowess and partnership with football associations. He shared that he is personally not interested in research because he *'is not the type of academic who likes to get money out of*

Box 23: Our comparative advantage is our football

'I am not really interested in research, I am more interested in sport and art. Through discussions with other lecturers from other universities I realise that because we are not strong on research, we have to promote our other comparative advantages', the senior member of staff shared. This university is indeed famous for football and community people told me 'it is probably the only best thing about the university'. Many national players studied here including a current national player. Special scholarships are provided to promising football players including provision of dormitory facilities as well as free tuition. They also run a football school for the children from nearby villages as part of their Corporate Social Responsibility initiative. I talked with a member of the football club who confirmed he got free tuition and that this was the reason he joined this university. Although some told me that they had to graduate within the stipulated four years or the scholarship would be revoked, the member of the football club told me that this regulation is not enforced as long as they keep playing for the university and graduation can be delayed.

Field Notes, small university in Java

research'. This strong football orientation limits time for academic activities such as seminars and research. The students here confirmed this 'lack of interest in research or other academic activities here...unless you are a football player' (see Box 23).

Other academics in private universities emphasised the need for a *'selling point'* which can lead to prioritising resources for a particular Faculty to the detriment of others. For example, in one private university the Law Faculty is prioritised and academics in other Faculties shared their concern that they were not provided equal chance for academic development or research. At this particular private university, we were told of only one senior who has managed to make his own way to do research and international publication despite the above challenges. This senior academic told us he got no support from the university although he is the only academic with international publications to his name²². He says *'I have to do this because my research topic is not part of the university's selling point. That was one of the main reasons I also quit my job from my previous university.'*

22 He is named as one of the top one hundred Indonesian scientists whose work has been cited a lot by Google scholar.

Box 24: Easy route to a degree

This private university is well known for providing opportunities for working people to pursue Bachelors' degrees through evening classes organised between 4-8pm. Many students are civil servants, entrepreneurs, bank workers and other private sectors employees. Topics are covered in a maximum of six weeks through classes on two or three nights per week. A student shared, *'studying in this college is easy, I don't have to worry about homework and the lecturers are very considerate to students like me, who work during the day and still want to pursue a S1 degree'*. Before applying, he had heard negative things about the university including poor quality teaching but his motivation is to get the degree certification to promote his status and position in his office. It is an easy means to an end.

Field Notes, small university in Java



The poster promoting the fact that this Faculty has "A" accreditation for their undergraduate, Masters, and Doctoral programmes.

Across all the private universities we spent time in, people talked about graduates as their *'university product'*. Chasing student numbers pre-occupies them and academics may be required to be actively involved in recruitment efforts. For example, one academic shared he juggles his time between teaching and visiting the Police office to *'actively "jemput bola" (pick up the ball)- hunt some potential students.'* The administrator in this Faculty told us they have newly admitted 530 students comprising 20 regular day time students,

400 for professional classes, and the rest are enrolled in regular evening class (see box 24). In another university which was transformed from private to public status in 2014, academics told us they were relieved by this.

As an academic here, who used to be a member of the university foundation before 2014, shared *'being in the Foundation (yayasan) meant I had to think constantly about how to earn money for the Foundation and the continuation of our work.'* He and his colleagues said *'now we do not have to visit high schools again to find potential students.'* They continued *'even though the government do not know how we work,'* they feel their public status confers credibility, a space to grow and financial security for their retirement as civil servants.

23 The competition to enter parallel classes is low because the applicants pay entrance fee and higher semester fees than the regular class and there is no opportunity to apply for any scholarships.

24 Applicants do not have to do the university entrance exam, but have to pay (very high) entrance and semester fees. *Jalur mandiri* is often dubbed the *'rich people track'* (see <http://www.tribunnews.com/regional/2014/06/04/jalur-mandiri-jalur-orang-kaya>).

25 Usually a joint programme between different universities (i.e. collaboration between a university in Indonesia and a university abroad) which allows the students to study and in some cases, graduate (i.e. double degree) from those universities.

But it is not just the private universities which are raising revenue this way. In addition to offering vocational education at the universities, academics described the various types of classes including *'parallel class'*²³, *jalur mandiri* (independent track)²⁴ evening classes, classes for international students and international sandwich programmes²⁵.

The need to maintain student numbers is also a huge factor in public universities as they are required to demonstrate a required throughput of students.

This pressure led one academic to tell us *'accreditation makes the campus like a machine.'* Academics openly shared that they lower the pass mark for students in order to meet the university's accreditation requirement (see Box 25).

Resources — unequal access to research grants

The way in which the university is set up can have a major influence on the systems of support and opportunities for research for the academics employed. Academics at small universities (both private and public) feel that they get less support for their academic

Box 25: Student completion rates are key for accreditation but....

When we hung out in the cramped canteen, I noticed some occupy the tables to play cards. *'They are the land lords'* a sophomore student explained, *'land lords are senior students, beyond 7th semester who only come to campus to finish their undergraduate theses'*. I joined them and found that while many are in their 7th semester others are longer-term and one is in his 15th semester. They explained that they put off graduation for many reasons; some have started to earn money by doing research and writing articles for local and national newspapers, others are working in local NGOs. As lecturers are busy the *'land lords'* wait for them and play cards in the canteen. *'I've been waiting for five hours and she has promised to check my thesis after class. She usually only checks typing mistakes anyway,'* a *'land lord'* shared.

I return to the table in the corner, where the head of department tells me *'these land lords' give me a headache!*. A new regulation stipulates that students have to graduate by the 10th semester. *'Imagine that we accept 100 more freshmen but only 20 seniors graduate this year, it will be bad for us as a University'*. So the University is planning to confer degrees to get rid of them. So no matter how bad their theses are as long as *'they do it by themselves and meet their lecturer-adviser at least three times'* –they will be allowed to graduate.

Field Notes, small university outside Java

activities including research, writing articles and attending seminars than those at universities with independent status. In one private university supported by a Foundation the academics feel all decisions are in the hands of its founder who is the Chair of the Foundation and who personally appoints all the structural staff which leads senior academics to feel *'this University is managed like a family profit oriented company'* and *'we feel like a robot or a pawn in chess.'* Excluded from decision making, they told us they survive *'by turning a blind eye'* and resign themselves that they will not be able to do research.

Another academic at a private university echoed others that the distribution of Ristekdikti research funding at

26 *Badan Layanan Umum* or *BLU* (Public Service Entity) is government institution formed to provide goods and service for the community. Although *BLU* should not prioritize benefit over efficiency and productivity, but its status allows the organization to support itself financially (e.g. grants, donation, other sources).

27 *'Applied Approach'* training focuses on teaching method and methodology. allows the students to study and in some cases, graduate (i.e. double degree) from those universities.

28 *Pedoman Pengelolaan Desentralisasi Perguruan Tinggi 2011, Dirjen Pendidikan Tinggi, Kemendikbud, page 7-9*

Box 26: Spending time on promotion

The university is currently a public one but is planning to become a *Badan Layanan Umum* status (Public Service Entity)²⁶. While attending a day long *'Applied Approach'* (AA)²⁷ session on Thursday with the communications lecturer I stayed with, she took a call from the Rector who gave her a list of promotional materials needed by Sunday afternoon to support the university's bid for this status in Jakarta. The Rector required her to compile a video about the university including an interview with him, develop a company profile and put together a *'goody bag'* which was to include special woven goods traditional to the area.

So during the weekend she rushed around trying to complete all the tasks. She had to borrow a video camera, shoot footage, buy the woven shawls (as promotional gifts), order screen printing of bags and purchase stationary. On Sunday afternoon we went to the print shop to collect the bags but they were not ready. It had rained on Saturday and Sunday so the bags had not dried. We helped the print shop to dry the bags with a hair dryer and managed to deliver everything to the person who was to go to make the presentation in Jakarta. After I returned home I got a text from her saying that in the end she had been flown to Jakarta too to deliver the finished video and to help guide the presentation.

Field Notes, big university outside Java

her university is determined by *klik*, religion and ethnicity. A senior academic (outside Java) is also worried about *klik* within research management which he sees as *'non-transparent and corrupt'*. As illustrated in Box 27, he described tensions caused by excluding juniors and working only in small groups.

Academics (at big universities with *mandiri* status) can access research funding from their university as long as it contributes to the university's image. Young academics shared with us that the internal research funding is crucial for them but that it generally goes to seniors. A young woman academic explained the importance of small internal research grants because *'the independent status of my university means we*

Box 27 Difficulties of collaborative research

A sociology lecturer shared with me that he felt that almost 60 percent of ongoing research at his University nowadays is individual private contract work. The rest is mostly collaborative research (often for provincial government) involving lecturers from different Faculties within the university. Like others he feels there is tension between these streams of research. The collaborative research tends to be a closed group. When he became a senior lecturer, he was included in such a research team as lecturers were rarely included. He heavily criticised the lead of one such collaboration, a Professor from another department, who took little interest in the research save to check progress. He was secretive about the finances and the research team members felt *'like we were doing some kind of voluntary work'*. The sociology lecturer shared that since then he has tried to be more selective and feels that, *'We still need to learn how to manage collaborative research'*. So, like others he prefers individual contracts (from local government or private sector clients) where he is in more control of the resources and where he can involve more young lecturers so they too can gain experience. This research often involves providing needs assessments, social mapping, evaluation and environmental impact it is contract driven rather than pure research.

Field Notes, small university outside Java

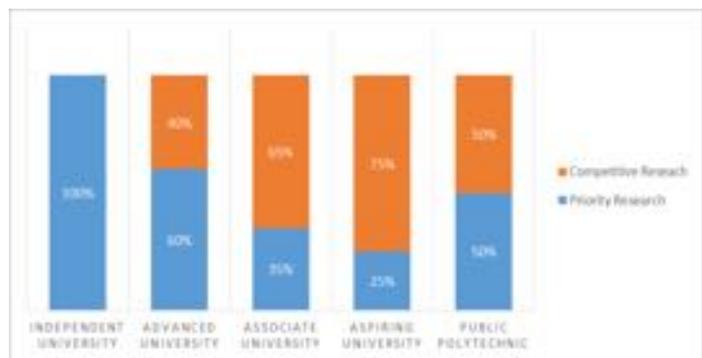
receive considerable research funding (from Ristekdikti according to the expertise in the university *Penelitian Unggulan Perguruan Tinggi*, but 100 percent is used by senior academics'. This is a reflection of the government regulations for distribution of research funds to universities with independent status²⁸. The internal research grants, young academics told us are around IDR 6-7 million. They use this for small case-study research such as class room observation and small scale surveys but say this kind of research is not enough basis for academic publications. Similarly a young academic at a private university (without *'independent'* (*mandiri*) status) explained that internal research funding is around IDR 7.5 million and is the *'only feasible research fund for him'*. He added that *'to access Ristekdikti funds one needs to have a lecturer's registration number (nomor induk dosen (NIDN)), and be a doctorate or the senior lecturer.... it is difficult to access for a young academic like myself.'* But academics shared that accessing research grants such as those provided by

Box 28: Resources for show rather than usefulness

The lecturer I stayed with one day asked me if I had seen the LED display at the university? *'Of course you haven't, it is too small to be an information display'* and the authorities shut it down because finally they realised the university does not have sufficient and reliable electricity supply to support a large LED display and it actually short-circuited the generator. The authorities invested in it *'because other universities already have them'*. She felt this was an example how a facility does not prioritise what is relevant and side lines resources needed for academic activities.

Field Notes, big university outside Java

Graphic 3. Government regulation on the distribution of the research grant to the university



Ristekdikti as a double edged sword. Not only are there often difficulties around who is involved as noted above but they entail very large amounts of administration. Across study locations, academics explained this problem in similar terms. For example, a senior academic (at a private university in Java) said *'funding from Ristekdikti provides good opportunities, but too much administration. I wonder if Ristekdikti reads our research reports. Their criteria for acceptance of research proposals is not clear.'*

Resources: Physical infrastructure

Physical facilities provided by universities vary considerably and our observations indicated only one fulfilled the expectations of its ranking as noted in section 1 table 3 In one public university, academics pointed to poor library facilities and many unused or unnecessary infrastructure (e.g. big solar panels and a large LED sign at the entrance). A woman academic referred to this poor use of resources as a *'toothache looking for a masseuse'* (*sakit gigi yang dicarikan tukang urut*) (see Box 28).

Box 29: Lack of resources makes us more creative

An academic from the Communications Faculty (university outside of Java) put a positive spin on their lack of equipment. She said that Java university students can have access to state of the art radio equipment for their radio journalism course and are able to learn about writing, presenting and reading news for radio while at her university their equipment is old and often in need of repair *'but we learn all these other skills such as radio repair..... So, in the end we are more clever because we have to achieve the same standards but with limited resources. Limited resources make us more creative'*. She shared that her university had been assessed as being on par with those in Java despite having much more limited resources including infrastructure and access to information.

Field Notes, big university outside Java

Academics (in a public university outside Java) said that the university prioritises spending on facilities to enhance the university brand and accreditation. They shared an example of the resources poured into rebuilding their Faculty of Medicine which contributes highly to its accreditation, meanwhile relocating another department to occupy the library during construction.

Resources: reference material

Although academics shared that access to good reference materials was *'the right food'* needed to produce quality publication, a reasonable book collection and access to digital sources including international journals was only available in the big public and private universities with independent status (see also box 29). Here academics told us they have their

own account to access the digital sources remotely from outside of the university. An academic (from a private university) shared that before her university gained independent status, she had to go to a public university to find books but this situation has now reversed and public university academics come to the private one to search for reference books.

The following photos illustrate the range of library facilities in both small and big private and public universities. Academics at small universities explain they



Library at a private university without independent status with two book shelves and class room seating arrangement.



Library at a small public university with locked book shelves (one needs to make an appointment with one appointed administrative staff to borrow books) and the multipurpose room (the library is being used as an exam room).

Table 4 : Comparison of library facilities

	Public university		Private university	
	Big	Small	Big	Small
Well stocked	√	X	√	X
Conducive to study	√	X	√	X
Good lighting and seating	√	X	√	X
Helpful knowledgeable librarian	√	X	√	X
Able to take books out	√*	**	√	**

* Only in the university main library (see photo in page 44)

** Need to make an appointment with the librarian (see box 30)



Library at a big private university with “homey” sitting arrangement, helpful librarian, computers available, organized indexed books, free WIFI and access to digital sources including international journals.



Library at a big public university with air conditioned room and vast collection of books and various sitting arrangement (sofa, chairs and individual working desk), iMac computers are available at the central library.



A notice posted on the library wall stating that since September 2016, students cannot borrow books from the Faculty library (at this big public university). A student shared that since this announcement, she stopped visiting the Faculty library. The librarian himself does not understand the reasons behind this announcement.

hardly ever visit the university library as they are inadequate and prefer to find internet connection (outside of the university) to download articles from the internet, go to the public library or order books from

Box 30: Library with lax opening hours

I rarely saw the FISIP library open during my stay so asked people about it. Some students said it would open around 9.00 -9.30 am, some said it can be later than that. Both the academic I stayed with and security said it is supposed to open earlier than 9.00 am. On the sixth day, I came to the university around 8 am. I passed by the library and it was closed. Then I asked the duty security officer what time the library opens. He said, *‘It depends on the librarian. Sometimes it can be around 8.30, 9.00, or later.’* I wandered around and returned around 10.30-11.00 am and found the library finally open. Then I told the librarian that I was there earlier in the morning and it was still closed and I wondered when is the opening hour of the library. He said, *‘Ya, the regular opening hour is around 8.00 am, but this morning my child went back home at around 9, so I picked him up first before I got here.’* During the opening hours, there are only a few students and the librarian said if he had opened earlier, the library would still be that quiet. The closing hour also depends on the librarian, it can be midday or later than that, at around 1 or 2 pm.

Field Notes, small university outside Java

Box 31: Accessing books outside the university

Everyone knows his name but nobody has met him in person. He is security staff at a University in Yogyakarta, hundreds of miles from this university but he has become the *‘go to’* person to obtain current reference books. The university library is said to be poorly stocked and students often have to borrow books from their lecturers. But one can contact this man in Yogyakarta by SMS and he will send copies of books from the University library there. As soon as he gets a bank transfer into his account a photocopy of the book is sent. *‘He saved us’* commented one student and he has been *‘saving students’* for many years as his contact information is passed down from senior to junior students. *‘We would love to meet him to say our big thanks, it’s always good to have book delivered from Yogya.’*

Field Notes, small university outside Java

other individuals or a bookshop (see box 31). They shared that students usually borrow or copy the books from them (see also Box 32).

Box 32: Frustrations of limited reference books

The academic I stayed with told me she prepares a list of needed reference books each year to assist with her teaching but every year she got something else instead. But she said that she won't let this stop her from *'providing up-to-date books for my students'* as she buys books out of her own pocket online, from bookshops or requests her friends in Java to get them for her. *'Then I lend them to my students so they can make a photocopies. How can they expect us to teach communication skills only from a limited range of books?.'*

Field Notes, big university outside Java

3.5. The research process

We observed various routes taken by academics who want to do research but balk at the high levels of administration required, especially for Ristekdikti grants. A few will keep doing their own research irrespective of the availability of research grants. For example, a woman academic (in Java) is passionate about research saying *'everything is a research'*. She does it without funding, keeping media clippings, indexing archives as well as observing various local events (see photo in page 47). Another academic (outside Java) explained *'research means going to the field and talking to people'* and he readily works with communities using his own funds.

Special difficulties in social science

Across study locations, social science academics described the feeling that *'social sciences are step children.'* A woman academic (at a university in Java) says that although she works at a big university there is little support to do social sciences research. An academic (at another university in Java) echoed others *'in natural sciences, it makes sense that the result of their research is a product. But in social sciences, we don't have any tangible product. That's why we can't contribute. Because research expectation is not realistic and does not match the context of social sciences.'* A senior university staff describes he would prefer to submit the research proposals from Faculty of Engineering instead of social sciences because it is so much more readily received and easier to get a research grant and permit. Across study locations, academics are concerned that research is evaluated in positivist ways and that it does not make sense to use the same parameters to assess

the achievements of *'natural sciences research as social sciences research'* and they feel it is harder to pitch *'fundamental research that questions assumptions.... these cannot sell.'*

Time for research

As already noted, the teaching and administration aspects of working in universities leaves very little time for research. But beyond this are the regulations around using research grants within fixed periods of time. This limits what can be done, precludes longitudinal and tracer studies and severely limits the scope of any study.

Academics (in Java) have a *'peak season'* for their research *'we are busy during regional election (Pilkada).'* An academic (at a big public university) describes June-December a period for research when there is

Box 33 'A day in a Life of a Busy Lecturer'

The lecturer in Psychology I stayed with was really busy with so many things. Besides teaching at the university, he is also involved in research for Government and NGOs. *'At the moment I am working on three research programmes with NGOs. It's always been like this, I get used to being busy all the time.'* I only managed to stay with him for two nights as he had to go to Surabaya to attend an event organized by a NGO in East Java and he took his family along with him. After returning we spent the whole evening talking until around 2 am. He spent the whole next morning on his computer until he went to the university at around 1 pm. *'I need to finish it (the report of his NGO research) now, the deadline is getting closer.'* Once on campus, he finished some administrative work first and then went to a coffee shop nearby to hang out with his friends from his student days. He then left for a meeting with a company at a restaurant near the university, for whom he was evaluating the proposals for their corporate social responsibility initiative they had launched. The deadline for this was the next day. He arrived home at 9 pm after yet another meeting and worked on the evaluation of proposals with a colleague until 3 am. Next morning he needed to go to the university to take a class. During my stay with him, he rarely had a moment for leisure activity except hanging out with friends in between of his activities and watching movie before sleep. Once he showed me a photo of his of travels abroad and told me *'I really love to travel. I want to take my family to as many countries as possible for vacation. But I need a lot of money for that, that's why I always take as many jobs as I can for now.'*

Field Notes, big university in Java

Table 5 : Comparison of Opportunities and Lecturers' Current Research Projects

	Research Opportunities			Current Research Projects		
	Self-fund	External	University	Self-fund	External	University
Small Private University in Java	Not Available	Available	Available	Not Available	Not Available	Not Available
Big Private University in Java	Not Available	Available	Available	Not Available	Not Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
Small Private University Outside Java	Not Available	Available	Available	Not Available	Not Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
Big Public University Outside Java	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
Big Public University in Java	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
Small Public University in Java	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available
	Not Available	Available	Available	Not Available	Available	Available

■ Available/Taken
■ Not Available/ Not taken
 (each row represents one academic)

less teaching, while during January-May teaching burdens preclude research.

Academic independence in selecting topics for research

Apart from self-funded research, academics shared that they have little influence on what research topics they pursue. A senior academic (at a public university) who has been a long-term consultant for environmental impact assessments for a mining company sums this up, 'doing research is practical. It is just providing needed information for the private sector and government' (i.e. not independent or pure research).

While much of the research work undertaken is for Government, some academics shared with us their disappointment at the lack of intellectual freedom (see box 34). For example one academic (at a public university in Java) shared 'how could the Government

Box 34 : influence on the research agenda

'For example, if I want to see human trafficking in a certain area, then my university has to cooperate with its local government. Then, the local government can ask for a different topic. So it's the local government who asks that. So... another example. The preliminary budget is IDR 200 million. But in reality, it becomes IDR 100 million. You can only get IDR 100 million, for example. That means the scheme and scope of research needs to change. Also, from that IDR 100 million, we might only receive IDR 60 million. Because apparently we're working in coordination with local government (PemDa). So PemDa doesn't give money. They only give you facilities. And... I'm not done yet. Money can also be late because you are dependent on the national budget (APBN). So research that was planned to be six months now can only be done for one month. Because the funding is late.'

Excerpts from a conversation with woman academic

ask us to do research for them if the results have to follow what they want instead of being based on the research findings?' (see box 35). An academic (at university outside Java) was involved in an evaluation of a government project but 'the goals and end results pre-set and all we had to do was provide positive results in our "monev" report.' Another academic (outside Java) shared that he is so frustrated by Government research that he now only does esearch for local NGOs more or less pro bono. He says 'I'm doing research for an NGO with "mimisan" (nose bleed) in order to build my research reputation.'

'Ristekdikti research grants turn the researchers into administrators'

Research management (Administration headaches)

A senior woman academic (from a big public university) echoed others when she talked about the challenges of inadequate support for the research process and administration, especially the lack of dedicated research management. To manage her research she hires students and pays for this help by claiming transport costs from her own research budget. Academics (at a university in Java) showed us 'hundreds of pages' of their administrative report for the research grant they received from Ristekdikti. 'We have our research evaluated by the research commissioners while our financial report is audited by the Government's audit board (Badan Pemeriksa Keuangan (BPK)). We have

Box 35: Research consultancy quality compromised

'My mum' who is a part-time lecturer in law is a member of the Women's Study Centre at the university where she teaches so was involved in the early stages of the development of the provincial government's key strategy for women's empowerment and child protection. She was specially included because she has a lot of experience working on gender issues from different programmes. However, apparently due to budget restrictions, the final design was taken on by a smaller team from university's study centre.

While I was staying with her we attended a public consultation on this strategy. It opened with a presentation of the strategy and its indicators and targets by the Head of the university's research centre. 'My mum' noted that this person prefaced much of her presentation with statements of her experience at international conferences and seminars. She shared that this was a 'tactic so that the audience would not ask too many questions'. Following this presentation, the moderator requested the audience to form groups to further work on the indicators and to highlight the need for action to reform regulations. But 'my mum' and others objected, insisting that the participants had not been given a chance to critique the strategy. The moderator finally acquiesced and agreed to take some comments, all of which were highly critical of the strategy. In reply the Head of the Research Centre explained that the strategy would be a living document and that participants were providing technical comments which she felt were irrelevant for such a consultation and then left the proceedings before lunch.

already submitted the research report but this administration and financial report is taking up a lot of time so we have to skip teaching classes.' Across study locations, academics said it is not just the time but also concern about making mistakes in their financial and administration reporting (see box 37). This fear leads them to hire external auditors from their own pocket to ensure compliance. They say *'we do not want to be jailed because of not being financially accountable.'*

Box 36; Proving research expenses

Although promotion requires a lecturer to undertake research, a lecturer I met would rather not get promotion than seek funding from the university or higher education authority. Despite pressure from his colleagues he is resolute as he hates to be forced to produce evidence of spending in order to justify the budget. He says it *'involves lying'* as the real costs of the research are less than the budget yet others produce fake receipts to justify their spending. *'Researchers must sign fake receipts so that it seems that the money is spent. For example, if I only ate once I have to state that I ate five times in the grant report. It is true that the grant is used for research but it is still a lie, I don't want that. It is against my belief'*. He still doesn't want to do research even when his supervisor threatens that he won't be promoted as a lecturer *'I will try to do a research using my own money, if I still need to do a research. I hope there's a chance'*

Field Notes, small university in Java



A collection of newspaper clippings kept by an enthusiastic researcher. For her, *'everything is research'* and requires *'Zero "Rupiah" for data'*, so she can use her research money for something else. She is ready with her data for future research grants in 2018.

Academics (at a big public university) echoed others that *'Ristekdikti research grants turn the researchers into administrators. Loads of administrative requirement treats researchers more as bureaucrats than as researchers.'*

A senior staff at a Catholic university noted the centralized decisions from the Bishop on any decree (research assignment, job, career mobility, scholarships, etc.) issued for academics. Academics in a Catholic seminary told us their administration procedures are

even longer than other universities as *'We have "two Masters" [Ristekdikti and the Catholic Church] so that research becomes almost a luxury to actually be able to do. It would be easier if we only report to department of religion.'*

The administrative burdens associated with undertaking research are considered just too great for some and they shared there is *'no need to do research, just need to attend seminars instead (to accumulate kum)'*. Across study locations, academics told us they skip teaching to attend seminars. As well as attending seminars, they publish articles or appear on TV getting both *'material compensation and compliments'..... 'so why bother with the burden of doing research?'*

Box 37 illustrates that the administrative burdens associated with Ristekdikti grants leads many academics at both private and public universities to prefer taking consultancy work outside of the universities (see Box 33). Not only is it more lucrative but has far less complex administration. Echoing others, a senior academic shared that he valued his university association as *'the gate to extend his network to get consultancy work.'*

Publishing research

As noted above publication is given significant weight in the *kum* calculations, as exemplified by the comments from a woman academic *'promotion is all about publication'*. It starts with publishing in *'a national journal that is not your university journal and continues*

'promotion is all about publication'

Woman academic



These seminar participants (academics, students and government officials) are anxiously grabbing the seminar attendance certificates, vital to prove their *kum*. Junior academics were assigned to organise the seminar which took them more than three months between their busy teaching schedules .

Box 37: Perceptions on the Directorate of Research and Community Service

Directorate of Research and Community service (DPRM) is under the third Rector's assistant (*Pembantu Rektor III*) which is headed by a director. The director is assisted by special staff and the directorate is sub divided into three sub-directorates; Community Service, Research Planning and Development, and Research Communication which, in turn each comprise implementation and administration. This Directorate manages research grants for students and lecturers. One research grants valued at about IDR 30-90 million covering 6-12 months research. In order to be eligible, potential grantees must have current ID cards for the university, lecturer's registration number (*nomor induk dosen*) or employee registration number (*nomor induk pegawai*) supported by a letter of assignment. These requirements can become an obstacle for junior lecturers who have yet to have registration numbers as well as for lecturers who have registration numbers from other departments. For example, lecturers in the Faculty of Public Health Science or Faculty of Medicine may actually be registered to Ministry of Health. *'Unless the administrative requirements change, a lecturer without a registration number can be team member, but for administration purposes this cannot be recorded as a kum point'*, a grant manager in the directorate explained.

The young director of the Study Centre shared his thoughts on the Directorate which he felt was not helping his centre or junior lecturers *'DRPM grants are only for research and publication. We need funds to run the centres. The Study Centre exists just because it has not been closed by the university. Basically they survive only because of the voluntary work of the organizers. The DPRM needs to think how operating costs of the Study Centres can be covered'*

There are other problems with DPRM; *'it is not managed by staff with research backgrounds, so many of its policies are difficult for researchers in field'* . Others also noted that the reporting process for social research grants is complicated. One woman lecturer shared with *'I'd rather find grants from outside, where reporting requirements is not complicated. DRPM grants are designed for natural sciences. They cannot demand social sciences to show evidence or receipt for goods. Should I buy a photocopy machine, camera for each research so that I have receipts for goods?'* she said with a snigger.

Field notes, big university in Java

Box 38: 'If you want to do the best research you can't'

'You ask me why there is no research in my former university? I'll tell you' shared the woman who has been a socio-political lecturer in an Indonesian university outside Java for over eight years and moved very recently to a European University to pursue her studies. 'First we had to follow the funder, Ristekdikti or the university. Both are like the mafia and dictate regulations. You must do this and that.' She explained that university can decide who will do which piece of research so 'they can choose people who are not experts in the particular area of study'. She described how one could submit a proposal and it would be rejected, covered in 'scribbles, scratches and corrections'. The proposal may have required cooperation with, for example, local government who reject it and want something else. Then maybe the proposed budget is cut in half (without explanation). 'Then we only actually get 60% of the revised budget because the local government has not contributed as expected. And I'm not done yet... money can be late because it comes from the national budget ... so, in the end, the research planned for six months has to be done in one month'. She says that she feels she cannot maintain her reputation based on research which only takes one month. 'If you want to do the best research you can't'.

Field Notes, outside Indonesia February 2017

to publishing in international journal which are indexed at Scopus'. Some shared that this emphasis on publication is wrong. 'It is useless' one senior academic (at a big private university) shared, 'there is nothing better than building understanding from the field... academics must have at least three months funding in the field to practice the theory' and only this could possibly be publishable.

Issues with publishing include concerns with poor writing skills, about quality (including plagiarism), access to information about publication and opportunities to publish. People shared that 'there is no infrastructure to support it (publication)'. Across study locations, academics shared that there little or no academic writing courses offered, especially for writing up qualitative research. An academic (at a public university in Java) shared she needs to publish her research but has no grant to support her publication. There are huge difference across small and big universities regarding publication management. For example, staff of the Institute for Scientific Research and Publication

(Lembaga Publikasi Penelitian Ilmiah (LPPI)) at a big university describes its role in knowledge production which includes being authorized to grant *kum*, assisting and training academics in publishing, providing publication criteria, maintaining and archiving their online publication.

We understand Indonesia has more 'in house' journals and publications than any other country and this academics shared with us makes it very easy to publish. Since publication is given such high *kum* attention, academics shared with us a number of ways to ensure publication. Young academics (in a public university outside Java) told us 'we have plenty of university journals. Our university journal is not reviewed. It is published when there are enough articles for it to go to print. We print about 50 pieces per publication.' A young academic (at a small public university in Java) shared 'I am always busy at the end of semesters and have to delay marking the students' papers because I need to manage our university journal.' For this he and two others get paid IDR 400,000 per edition. This current semester they have received 11 articles, 70 percent submitted from outside their university. This is a typical reciprocal arrangement whereby universities submit articles for publication in each other's in house journals. For example, an academic (at the university outside Java) shared 'I submitted an article to be published in a journal through my personal connection at a university in Java.'

Academics told us that many academics get promoted quickly because many claim students' papers as their own. Others such as a senior academic (at a small university in Java) simply ensures his name is mentioned in the journal without necessarily knowing how the research paper was developed. This is all that is needed for the *kum* compliance. Another academic echoed this by explaining that the publication requirement made by Ristekdikti is easy to fulfill through publication in a national journal and noted 'the focus of achievement is on the number of publication without acknowledging the process of how it is made'.

Academics share a growing concern with the quality assurance of the academic publication in Indonesia. For example, an academic (at a public university) shared that although her university is considered well-established and reputable, there is no quality assurance for the university journal publication. Requests by university journal management for articles can be made at the last minute as exemplified by an academic (in a small university outside Java) who shared that it is quite

Box 39: Publication difficulties

'The 'kum system' requires that we publish our research in journals with an appropriate Scopus index. I understand the Government's thinking behind this because in the past people claimed publications in fake journals. But now we have to spend a lot of time searching for journals which will publish our research'. This former lecturer at an Indonesian university also went on to question the validity of the Scopus Index. 'It has already been boycotted by many international universities, including the one I am in, because it is so expensive'. This alone questions its accuracy in reflecting citation impact. 'There are other reasons why particular journals may be regarded as reputable such as how they are perceived within academia and the rigour of the peer review process' which are not recognised by the Scopus index. But those journals listed on Scopus are 'very prestigious and there is no way my article can be accepted'. But there are ways round this, for example 'there are many international conferences in China. If your paper is accepted here then the Conference proceedings get included in Scopus'. She also shared that she had tried to publish within Indonesia but (to earn 'kum') 'the Journal needs to be accredited (by Ristekdikti) and there are very few. The competition is really tight as so many junior lecturers want to publish. There is a six month waiting time'.*

Field Notes, outside Indonesia February 2017

*Scopus is an abstract and citation database of peer-reviewed literature managed by Elsevier. Critics indicate that it sometimes contains literature which is

'normal to get a sms requesting an article two days before publication date'. Another easy route to getting published is through inclusion in workshop or conference proceedings (see Box 39). The most common route acquiring kum for international publication is to be one of many co-authors, irrespective of one's actual input into the research.

Across study locations, academics without experience of studying abroad shared that they struggle with English *'reading is a chore anyway, and reading English is even more tiring.'* A woman academic shared her experience just translating the executive summary submitted to an international journal with google translate. She said that she needed to do it like that because she does not have good English and do not have enough money to pay an English translator and editor (see Box 40). Even academics who have experience studying abroad tell us they still need to have an editor and proof reader. They compare the Indonesian context with their experience at universities abroad. One shared, *'the financial support*

Box 40: English language skills limitations

After completion of a piece of externally commissioned research, the lecturer was approached with an offer of publication in an international journal. Credit points for international publication are higher than for local publication, so she was keen to do this. But her English language skills were not good. As the deadline for submission for the executive summary came she used 'Google translate' to translate the entire executive summary from Bahasa to English. This summary is uploaded but the website administrator asked her to add some more details and the link to the full article. However, until now she has not been able to translate the original document.

Field Notes, small university in Java

Box 41: Costs for editing and proof reading

'The problem is language', shared the Indonesian researcher who is now working in a university in Europe. 'even if you have good English speaking skills, the audience for publications is different and the language is complex'. She feels an IELTS score of 6.5 is not enough, especially for social sciences. She explained that outside of Jakarta there are no funds provided for editing and no support for Proof Reading. 'my university in Indonesia provided incentives for publications, IDR 5 million for an international publication and thinks this is generous but the actual costs for editing to acceptable standard are IDR 4-7 million'. She said that in the European University she attends there is more support for editing and proof reading.

Field Notes, outside Indonesia February 2017

Table 6 : Things to be considered of which opportunities to be taken

	Self-fund	External	University
Kum	Increasing	Has no effect	Increasing
Network	Has no effect	Increasing	Has no effect
Status	Has no effect	Increasing	Increasing
Fund	Has no effect	Increasing	Increasing

Increasing
Has no effect

for hiring a proof reader and editor make us feel braver in exploring our analysis. In social sciences, if you want

to contribute, you realize that this is a very wordy science. If you have 6.5 in your IELTS, that's not enough. So, if there's no help from a proof reader and editor, there is no way we can contribute' (see Box 41).

3.6. People's experience of the academic culture

An enabling academic culture is one of the key elements those who study and work in Universities abroad note as a difference between Indonesia and other countries. This section describes the norms and practices intended to build academic culture in Indonesia. It is given importance in Government regulations, as illustrated below.

Paragraph 3 article 11 of UU (*Undang Undang* (government regulation)) No. 12, 2012 on higher education, defines the academic culture as system of values, ideas, norms, action and products rooted in knowledge and technology in line with the principles of higher education. Article 18 of the same regulation also requires that the university degree programme (*program sarjana*) is intended to prepare students to be cultured intellectuals or scientists whose attitudes and behaviours are based on scientific values, norms and rules that support religious values and the nation unity.

The following sections explore how these norms are interpreted to create an academic culture and to what extent academics feel this is an enabling culture.

Emphasis on character building

Those we chatted with felt that much emphasis is given to discipline, hierarchy and rules of behaviour with some feeling this was appropriate but others feeling this stifled interaction, expression and co-learning. Character building may take several forms; disciplined interaction based on hierarchy, dress codes and military style leadership training. Military-style training was part of the curriculum in both small public and small private universities.

A big public university regulates the way their students communicate with their lecturers and non-academic staff, expecting deference and respect (see photo p52). Hierarchy is embedded in various pattern of relations at the universities; among academics (senior and junior), between academics and their students, as well as between academics and non academic staffs (see Box 44). This is something others feel is counter-productive

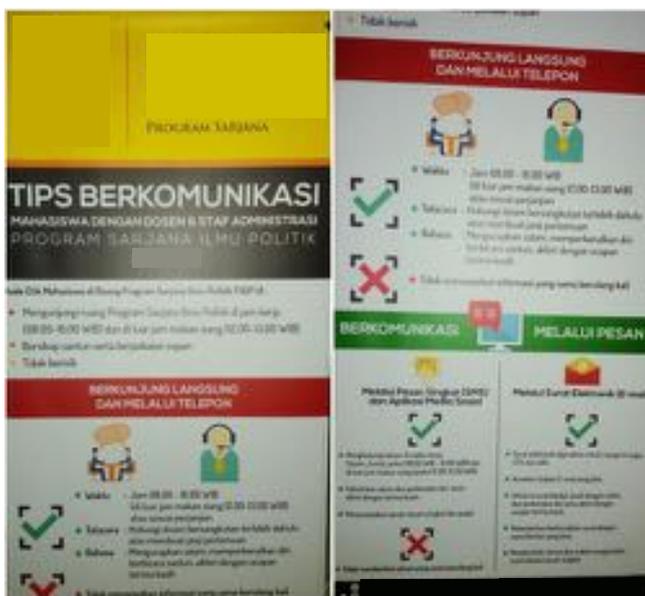
in terms of building confidence and analytical skills. A woman working abroad said 'I was really stressed when I was a junior lecturer at a university in Indonesia and it was very conservative. If you wanted to argue with a senior you had to use language they could accept. This is really discouraging for young people's development'. Another woman who studies abroad, expressing what others too felt, noted that being more equal with one's supervisors (as she feels in Europe) 'builds confidence and habit to dare to make arguments'.

Many of the universities impose strict rules about appearance. For example, academics (at a small public university) told us of the requirement for men students to have short hair. Explaining this, an academic said, 'If you look at society, how many bad men with long hair are there compared to good men with long hair? Students have to follow standards so they will be able to integrate with the society.' Trainee teachers (*Program Studi Pendidikan Guru Sekolah Dasar*), at a big private university are required to wear uniform at campus and their tutors told us that 'mandatory uniform wearing is an important way to set a good example for their future elementary school students (who will also be wearing school's uniform).' Another university applies uniform rules periodically. We observed all students at a public university were required to wear uniform during the final exam period. A senior university staff member explained 'students wear uniform during exams to make them prepared for their future job. If they want to join the civil service, they will be required to wear uniform. In



The Faculty has adopted new regulations since 2015 which prohibits all students to wear jeans or skinny pants (especially for girls), T-Shirt, earrings (for boys) and sandals when they meet their lecturers or administrative staff on campus.

addition, many companies also require their employees to wear uniform.' In another private university, the dress code forbids the wearing of jeans or skinny trousers on campus. An academic endorses and strictly applies this, 'If a woman student comes into my class wearing jeans or skinny pants, I ask her to go back home and change



Tips for the students (at a big public university) that describe appropriate etiquette in communication with lecturers and non-academic staff, including issues of language, punctuality, dress code and procedures for visiting lecturers' room, making phone calls, sending sms, communicating via whatsapp.

into a skirt, or she has to rent a Sarong from the administration office for IDR 5,000. If the student refuses, she is not allowed to join my class and will be marked as absent.'

Such dress codes are somewhat universally unpopular among students but also among some academics. *'Several young colleagues and myself resisted the regulation for women academics to wear skirts. We disagree with being judged and measured by our appearance, it has nothing to do with our English teaching.'* This resistance resulted in the cancellation of this dress code for woman academics, but this is the university which bans jeans wearing for students.

We observed two (one public and one private university) out of the six locations which explicitly emphasise their leadership training programmes for students which takes place in military camps (*Kodam*). A senior university staff at the private university explained this is a mandatory requirement for all new students *'to instill discipline for new students'*. The public university makes a similar requirement but of its final year students. *'The civil defence training (pendidikan bela negara) is obligatory for all the students who want to submit their theses.'* All students are required to wear military uniform during this training and we observed small shops near the university that sell such uniforms. Academics here also explain *'In the future we would like*

Box 42 Quality not emphasised

During our immersion we met several students working on an assignment together but handwriting on A4 paper. They explained that lecturers had told them they wanted hand written submissions in order to combat the *'copy and paste culture'* which had become pervasive and which lecturers disapproved of. Nevertheless, these students appeared to working on the assignment together with some actually just copying their friends. *'We are doing it as a group, it doesn't matter because, in the end, the important thing is that the assignment is submitted on sheets of paper. The lecturer won't bother to check it all'*. But other students said there are lecturers who don't really worry about *'copy and paste'*. One student said *'There is a class who take their final semester test with open books. The exam questions are very basic and you can find the answer from anywhere you want as long you do it by yourself, you don't go out from the room and you do not disturb others'*.

Field Notes, small university in Java

Box 43 Relaxed exam procedure suggests low standards

Like other universities, the lecturers at this private university often give their students six monthly tests. But here they are quite lax allowing students to bring reference material into the exam. For example, it was described to me how one of the faculty lecturers allows students to consult any source of information including books, journals and the internet to help them answer the test as well as talk amongst themselves *'as long as they keep their voices down'*. This relaxed approach has become the norm and students expect it.

Field Notes, small university in Java

to include the ability to read Koran for muslim students as another requirement of their thesis submission.' This is echoes the regional regulation (*Peraturan Daerah (Perda)*) that regulates the religious values in society²⁹.

Culture of academic integrity

While outward signs of discipline are emphasised in some universities such as dress code, deference and

29 Amongst others, this regional regulation requires any institutions in the region to provide the space and facilities for their staff or members to practice their religious rituals. The institution is also required to regulate the dress code for their staff or members based on regulation, ethics and religious norms.

Box 44: Administrative officers reflects on his casual attitude to work

I met the administrative officer at his office on Friday at about 9am. He told me he has been working here for more than 20 years and has seen a lot of changes from the time when exam papers had to be typed by hand and produced with printing presses. His working hours are flexible, *'There is no tiitt.. titt.. like this here'*, he explained while miming a fingerprint *'clocking in'* machine. So, although his hours are officially 8 am-2.30pm, *'It is ok if I am a bit late, like 8.30. I usually drop my children at school first then go to the office with my wife. At 2, I pick up my youngest child from school and come back again before 4pm if there is evening class'*. Fridays are quiet days as he is alone (he gets help from five intern students on other days) and because there are no morning classes. He fills this time looking on Facebook, *'Before we got internet two years ago I met with friends in other faculties but now spend my time on Facebook so that I don't get bored'*. Internet access was established, but he still needs to learn to submit the reports online for the Ministry of Higher Education. He resents the attitude of some of the younger lecturers *'They ordered me to supervise exams while they were busy with their personal business. How could they order me around when I have been here a long time before them?'* he grumbled at me. *'I have no email account on purpose to avoid getting orders from them. If they need to contact me they do so through students' email'*. He also avoids their phone calls *'I usually don't pick up their calls. Sometimes they ask me why I don't take the calls, but I just keep silent. They usually will get to understand'*

Field Notes, small university in Java

military-style trainings, people shared that issues of academic integrity are often more opaque. While a senior academic (at a big public university) tells us *'it is very important to maintain academic integrity and not plagiarise.'* Another from a different public university shares that plagiarism is *'unavoidable'* when students are working with the same supervisor *'because the supervisors do not read or detect the differences between theses submitted to them.'* Students from a public university appreciated intervention from their supervisor in their final theses, *'It's good to have a lecturer like her who fixes our thesis when reaching a dead end.'*

Across all locations in small public and private universities (inside and outside Java), academics shared how they tried to combat plagiarism by requiring students to hand write their papers but as Box 42 and

Box 45: Comparing academic life abroad and in Indonesia

'The difference is in the exposure to different academic atmospheres', the woman researcher currently working in a European university explained. *'Many Indonesians returning after study abroad feel disappointed. They miss the debates, discussions and the (energizing) academic atmosphere'*. She feels people choose to study abroad because they see it as more challenging and they want to work with professors they admire and where there is a concentration of scholars and thinkers. Those who are educated abroad learn to be more critical and expressive and there is encouragement to present ones ideas and research. In Indonesian universities outside of Jakarta, she feels there is often a hierarchy which makes it very difficult to express opinions especially as a junior lecturer.

Another woman currently in Europe who had also studied in Australia said *'you can't compare ... there is no academic environment (in Indonesia). Here we come to campus every day. No one tells us to. There's no finger print recorder at the door, we just come even though we could stay at home'*. In Indonesia, she feels everything is based on threat rather than reward and people are *'busy getting credits'*. *'The difference between those who have studied abroad and those who have not is the scope and style of thinking.... Outside Indonesia everyone is valued. I have built my confidence, but in Indonesia there is a hierarchy'*, whereas outside, she feels, you can be equal with your supervisor.

Field Notes, outside Indonesia February 2017

43 demonstrate this is not necessarily effective and not all academics are concerned about *'the copy paste culture.'* An academic at a university outside Java shares her thoughts about the copy paste culture *'The real challenge is after graduation, not during exams'* and is more concerned about the securing students' position in the job market.

Across locations, we observed the trend of what is referred to as *'easy study'*. These are courses provided to students either as regular day courses or evening courses. Universities offer these courses in order to maintain the university accreditation and income (see section 2.3).The students of *'easy study'* share sentiments like *'studying in this college is easy, I don't have to worry about homework and the lecturers are very considerate.'* Academics who work at the university which does not run evening classes and do not

Box 46: High standards at the Catholic University

'Every year at least five to six students leave the course' explained the Dean, 'most because they don't get the required 3.0 in the semester achievement score' (Indeks Prestasi or IP score). When I discussed this with other RCA researchers it turns out that most other universities included in the RCA study either do not specify a minimum IP achievement or indicate 2.0 as an acceptable level for continuation. This mandatory IP score of 3.0 is required if students are to be supported by the university and without this they have to pay. 'Actually we want to increase the minimum score to 3.5 as we see this as important in increasing our quality. We are not the best University and we need to catch up', the Dean added.

Field Notes, Small private university



Personal book collection at the home of an academic (a big university). With poor access to reference materials across study locations, motivated academics have to buy their own books from their own funds.

undertake research, earn extra money by teaching at a *'universitas ruko'* (an institute that cares only about numbers of students). They shared that they liked to work in this institute as it is *'easier to teach. The students don't care about study as they only want the certificate. And they never ask any questions.'*

The two women who we interacted with who work in Europe both independently noted that work culture differs between Indonesian universities and those outside. They both felt that personal integrity is assumed as a norm abroad but not trusted in Indonesia (see Box 45). However, Box 46 describes the expectation of high and transparent standards in one of the Indonesian catholic universities. The attitudes towards doing minimum held by an academic administrator, attitudes which were not uncommon among academics too.

Culture of Reading and seeking new knowledge

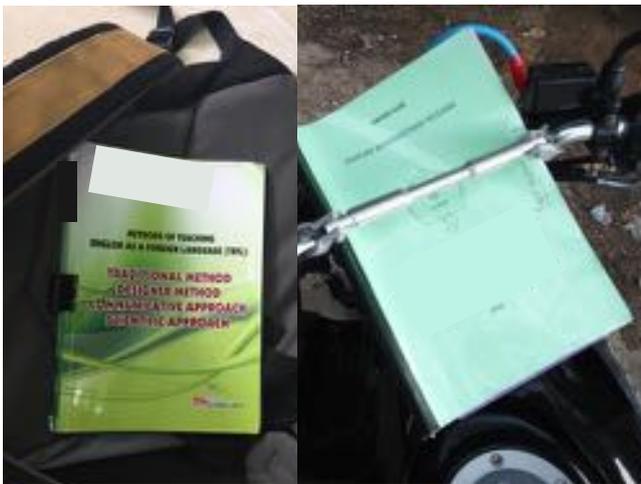
Section 3.4 described the difficulties faced in accessing good quality and up to date literature but this section focuses more on the appetite for academic reading. Across locations, many senior academics shared with us that they were brought up with a habit of reading, saying such things as *'Such strong reading habit (from an early age) motivates us to become university academics.'* As an academic (at a big private university) shared *'reading is important for both students and lecturers*

because it will open our mind.' Another academic (at a big public university) regarded reading as an inseparable element of being academic, *'almost all academic activities are also research activities. Reading should be done to support research. One cannot write research without having a good reading habit.'* These are academics who value intellectual pursuits and often have their own collection of books at home (see photos p54).

However, not all academics like reading and they freely share this. They do not have collections of academic books at home. For example and similar to others we met, an academic (at a public university) explained she only reads summaries instead of a whole article or book because she *'does not like reading'*. She does not have any books at home and shared *'I gain insights and understanding through various postings on the whatsapp groups'*. She occasionally attends seminars but these are not a priority for her as she has to pay. Box 48 illustrates the way other academics circumvent reading by exchanging short updates on social media.

Across locations, students tell us they view reading as a chore rather than their need despite the efforts of some of their lecturers to encourage reading through providing reading assignments. A woman academic in Java who worries about *'the copy and paste culture'* correlates this with poor reading habits. *'I seize the students' answers who are busted in cheating. Their*

30 "Buku ajar" (textbook is the handbook) for a course that is written and compiled by experts in related fields and meet the rules of textbooks and officially published and disseminated. <http://www.kopertis12.or.id/2011/08/06/ragam-dan-kriteria-buku-yang-peroleh-kum.html>



Examples of textbooks written by lecturers which end up being the only sourcebook for undergraduate courses. The first textbook (from a big university in Java) can be bought by students at university's book store. The second textbook (from a small university outside Java). Students rely on these textbooks and do not explore further reference material as 'Books are so expensive compared to Google.'



Students are having exams based only on certain chapters in the standard textbook. The exam requires the students to write summaries of three chapters from the text book.

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Box 47: Only studying from lecturers' text book

At this private university, *Buku Ajar* (text books) are compiled by the university lecturers and printed by the university research publication department. They are intended to be summaries of the material covered in the curriculum and are thin publications sold at the University bookstore. They are the most popular books sold and students get IDR 100,000 vouchers each semester as incentive to buy these. Lecturers and students shared that these are used in class and have become the only sourcebook for their studies. I saw groups of students revising for their exams using only *Buku Ajar*. A lecturer told me how lazy her students are to read books and that *Buku Ajar* were intended to help them understand the subject material. She organised a quiz before the final examination but this only comprised writing summaries of three chapters of *Buku Ajar*.

Field Notes, big university in Java

cheating is proof that students don't like reading. If the students don't read, they would lose out to Chinese (i.e. migrant workers from China) who work will here.' Across locations, the default position of reading only the prescribed course book is the norm (see Box 47) Students describe '*The textbook ("buku ajar")³⁰ is our source of study.*' Although these textbooks are required to have a ISBN³¹ (International Standard Book Number), we observed such textbooks appear in various guises including photocopied or bound versions (see photo

31 <http://simlitabmas.dikti.go.id/fileUpload/pengumuman/PANDUAN%20INSENTIF%20BUKU%20AJAR%202016.pdf>

48

Box 48; Lecturers' WhatsApp group

The lecturer I stayed with has joined eight WhatsApp groups, but she limits herself to being active in only one group. '*Following those groups makes me dizzy. If I read all of them, when will I have time for teaching?*' She mostly follows the conversation with her fellow lecturers. She said that the group helps her broaden her knowledge. She can ask a question or discuss with fellow faculty members, besides they also share knowledge and the newest information about the science they are teaching. Usually, the information is introduced by the other lecturers from other groups they follow '*I love to follow the group, my colleagues like to share teaching materials and new information. I'm lazy to read, so it helps a lot to update my knowledge*'

Field Notes, small university in Java

above). Academics get *kum* from writing textbooks and this to some extent explains the proliferation of these. Re-hashing and re-branding old material to indicate authorship by the academic is sufficient to secure credits. We observed students while on campus who were taking exams based merely on certain chapters of these lecturers' textbooks. They shared that they '*prepared for the exam by merely read and memorizing the textbook*'.

Academics (at a small private university) described regulations requiring their students to use literature references clearly and to cite e-book or the whole journal when using sources from internet. Academics (outside Java) shared their concern about their students

only quoting Wikipedia in their theses, one telling us she wrote *'Wikipedia is not a legitimate scientific source'* across student papers.

Culture of critical thinking

Across locations, there were academics who shared their hopes for conducive intellectual environments and rued the dominance of rumour and gossip at the workplace. Some academics, echoing others, shared sentiments such as *'I wish we could have exchanges beyond others' personal issues'* and *'Some lecturers do not like being criticized. Unfortunately, the culture of exchanging doesn't work (because there is no way to talk on an equal footing). I hate to hear the type of conversations take place daily in the lecturers' room because they are not intellectual ones.'* Similarly, junior academics shared *'We would prefer to come to campus to teach and engage in other academic activities. We would like to avoid gossiping or having distasteful conversations in the lecturers' room.'* An academic (English department university inside Java) shares similar concern *'I miss having "liberal" and rational exchange.'* A young academic (at a big university (in Java)) shares her worry of not having any critical and intellectual exchanges in the daily working environment with her colleagues. And the two women we met who reside abroad both independently noted that *'the academic atmosphere in Indonesia is tricky. Whereas here (abroad) there are chances to discuss seriously and deeply with colleagues. It's part of academic life on campus'* and *'people (in Indonesia) are not busy finding seminars or discussion groups but asking each other only about collecting credits'*.

There is a desire among many academics for more space for critical discussion and debate within universities. The lack of opportunities for intellectual engagement mean they look outside the university for this stimulation if they want it. *'We get intellectual stimulation from outside of the universities because we don't feel there is an environment to articulate critical thought.'* An academic outside Java shared *'There's no culture to question and being able to critic others (within the university).'* Academics who had previously studied at what are generally regarded as the most *'vibrant'* intellectual atmospheres (e.g. Yogyakarta (Java) and Ledarero (outside Java)) compared their experience with their current university academic environment and see the vibrant universities sharing:

- a strong reading culture,
- less power gap between academics as well as

Box 49: Lab Fisip

The Social Science Laboratory (*Lab Fisip*) was first established by junior lecturers soon after they just graduated from their Master degree programme in Yogyakarta. They wanted to create a vibrant space for discussion, research and publication. *'When we were in Jogja, we saw students actively debating at the coffee shop, participating in seminars, joining film clubs –we wanted to bring that vibe to this city'*. But it did not work well as the Social science faculty was not well rated *'we were begging to get students before and they were not motivated students'*. However, since the campus has become a public campus, students compete for admission. *'The students are motivated to do more activities'* so the lecturers are considering re-activating Lab Fisip.

Field Notes, small university in Java

Box 50: Literature study (*Pengajian Sastra*)

It was the end of the day when one Bahasa Indonesia lecturer told me that he had to attend a *'recitation'* (*pengajian*) on the following day. He explained that it was not *'pengajian'* as used in religious forums but rather a *pengajian sastra* or informal discussion forum usually focusing on writing and literature. There are many informal independent forums like this in the town. Many young writers, regular media columnists or aspiring writers as well as reading enthusiasts join these forums. One that the lecturer planned to attend for instance, is a *pengajian* initiated by his students and held on campus.

Field Notes, big university in Java

between lecturers and students,

- open and critical discussions through movie screening, book reading and other related formal and informal sharing.

Academics at a public university in Java told us of their intention to try to introduce these elements into their current situation to build a more stimulating environment (see box 49).

Some academics are frustrated with the lack of formal space for academic stimulation and the climate of censorship and create their own space to exercise intellectual freedom (see box 50). An academic says *'In campus I am not allowed to write in a "naughty style" and I am not allowed to "trick" the readers'* and says such normative rules restrict his academic writing.

Box 51: Reading Community

The lecturer I stayed with was really interested in literature and had published several academic books as well as short stories and poetry. He is a member of a reading club off campus *'as a way for me to refresh my mind'*. I accompanied him to this club one evening where we were welcomed warmly by the founder. There was a huge variety of books covering a wide and eclectic range of subjects from Marxism to Islamic doctrine. The group sat in a circle on the floor and everyone was able to speak without any deference to hierarchy. Even though the lecturer I accompanied was mostly among students everyone spoke freely. Nevertheless, it was he who treated everyone to dinner and brought snacks again in the morning.

Field Notes, big university in Java



An academic is having one-on-one exercise on critical thinking with her student. They each have three minutes to present arguments in English on *'securing quota for women in Parliament'*. Students like this as they feel encouraged to exercise freedom of expression.

Similarly, a woman academic shared that she was denied funding because she was *'overly critical of the education system in Indonesia'*. A senior academic at a big private university in Java chooses to be active in a reading community outside of the university (see box 51). He says *'It's an anti-mainstream, great escapade, out of the box that provides the place for me to refresh my mind.'* Academics at a private university outside of Java shared how they have made the university canteen the informal space where they can hang out and stimulate intellectual exchanges (see Box 52).

While the need for critical thinking was a core value in the Catholic University (see Boxes 53 and 54), it was not emphasised in other universities where students and juniors were expected to become receptacles of knowledge passed down to them from their teachers. We met a few exceptions who were passionate about imparting such skills. For example it was particularly

Box 52: Canteen; the best place for learning

'Let's go for coffee' a young lecturer suggested I join him to hang out at a canteen near the campus one afternoon. It is a noisy and crammed place with many sitting on plastic chairs and benches and spilling out under the trees, sitting on top of their motorbikes. We get a table at the corner and order two glasses of coffee. Another lecturer joins us, moving a plastic chair from somewhere, and shares cigarettes. He plans to have a discussion later at night. Suddenly many people go out from the canteen, *'classes begin, I should teach'* he said, leaving the two of us. We are joined by a student also with cigarettes to share. People come and go from our table, bringing more cigarettes and more chat. *'When does this finish?'* I ask *'When we run out of cash to buy coffee and cigarettes or when the kiosks closed'*. I spent four hours sitting there –smoking and chatting. At dusk about 20 more students arrive demanding the lecturer to moderate a discussion. *'This is a space to spew out our intelligence'* the young lecturer joked to open the discussion. He presented on two books on world economy as more coffee and cigarettes were distributed. He laid a challenge, *'The economy of our district seems to be growing, but who owns it? People from Jakarta owns it!'* and the students pounced on this debate. That night we carried on discussing in the canteen until 9:30 pm and only stopped then because some students wanted to watch a football match.

Field Notes, small university outside Java



Many students and lecturers spend time in canteen during the day, especially during break time. People say they feel relaxed and open to articulate their thoughts over coffee and cigarettes. One academics told us *'Students do not like being preached too long'* and prefers to have further exchanges at the canteen.

Box 53: Curriculum requirements at the Catholic University

I joined in many of the regular activities while staying at the university including the compulsory twice weekly *'farm day'*. Students and priest teachers were planting maize seed, feeding pigs and cleaning the pig houses and cleaning the fishpond. A student explained that each of them has assigned tasks. The produce from the farming activities is used for the seminary and surplus is also sold. One of the priest teachers explained to me that after graduation the students who follow the priesthood will be expected to work in communities and will need to know farming and fishing and have skills to share. *'We will be able to help them and work together with them.'*

As well as the practical farming days, every week they have a debate day where fresh students debate against the year above. The debates focus on philosophy and groups have to present their analysis of the thinking of a particular philosopher in relation to the current context. The debate I attended was lively, interesting and good arguments were presented from both sides. There was much laughter throughout the engagement. This forum, they feel builds confidence and helps them to develop arguments and use evidence well. When the moderator announced *'Stop, time is over'*, the crowd still wanted to continue the debate.

I also attended presentations from final year students who used Powerpoint to share their research in front of an audience and a panel of about three fellow students who posed specific questions before the questions were open to the wider audience. Talking to students after these presentations and the debates, they shared that they found them both interesting and useful. Even though many students shared that the university lacks resources, especially new books, they felt that the debates and practical training helped them a lot.

Field Notes, small university outside Java

highlighted by a junior academic at an Islamic university who shared *'my mission as a lecturer is to build critical thinking'* and integrates debate as a way of engaging students in her English class rather than just lecturing to them. She has faced resistance from some of her colleagues as it is perceived as *'haram'* (prohibited by Islamic rules), but managed to get the approval and support of the head of department to continue. Students told us they love the English debate as it helps them to articulate their arguments critically. They often compete in debate competitions but lose out to the students of the international programme because *'these*

Box 54: Critical thinkers come from the Catholic University

A current student of the Catholic university told me that he finds it more challenging now he is not residential as he has to be self-disciplined but *'I prefer not to be staying in the seminary but I have to decide myself when I have to read and study. It's not easy, but I try'*. He works with a local NGO as a researcher while he is writing his thesis, partly to help pay for the tuition fees. I met the Director of the NGO where he works and he was very pleased with his research skills. In fact the NGO has employed three students and the Director told me, *'They are critical thinkers and good in writing.'* The Dean shared with me at another time that *'graduates don't find it difficult to find jobs. I have heard that some former philosophy students who did not follow the priesthood become journalists and government officials'*. The student shared that while he has no regrets at leaving the priesthood, he misses the discipline and full days of the seminary but says. *'I am lucky to I have had the opportunity to study there.'*

Field Notes, small university outside Java

students have practiced critical thinking skills before joining this university'. Our work with INOVASI in 2016 looking at the classroom environment in primary and secondary schools through facilitating teachers and students to develop digital stories (DST) has also highlighted the limited scope for developing critical thinking skills. These DSTs describe *'robotic'* or programmed learning as the norm with little space for creativity and imagination.

Culture of Mentoring and Networking

We observed only two of the six study locations have mandatory mentoring of students. The students are required to join this programme before submitting their thesis (see photo p59) and is peer to peer mentoring.

Across locations, junior academics tell us their need to have a proper mentoring and extended networking to excel in their academic career (see box 56) and that these opportunities are limited. There is no official programme of mentoring among academics in any of the study universities (see box 55). Junior academics shared that it depends entirely on the willingness of senior academics and that the power gap anyway limits the usefulness and genuineness of the mentoring relationship. It is also affected by seniors' availability, for example a junior academic told us she valued mentoring provided by her senior throughout a



This is a mandatory English mentoring programme and students who do not complete this cannot start their theses.

55

Box 55: Building capacity internally

The Faculty founder has a strong personal ethos that treating people as family will encourage people to do the same to others. *'Families will always share with each other, they will not let anyone be left behind. Creating this environment supports everybody in doing their role. For example; every time I get the opportunity to conduct research I involve younger staff, so they can learn from the process. Another member of staff is quite good in quantitative research so he will advise whenever another undertakes quantitative research. By doing this people can learn from each other'*. Now as he approaches retirement he is actively passing on some of his lecturing and administration tasks to the younger staff giving them the opportunity to develop themselves and at the same time earning more income. He does this voluntarily rather than as part of an official mentoring programme

Field Notes, small university in Java

particular research project but *'although I have learned a lot from his mentoring, he can't continue as he is occupied with other things. Currently, he goes to the office less.'*

A senior academic (at a big university in Java) described her preference for being a resource person instead of mentoring others, *'being a resource person is considered part of community service (for kum and Tridharma purposes), but not mentoring.'* Her view is different from a senior academic (at a public university) who shared his emphasis on mentoring, *'Every time I get the opportunity to conduct research I involve younger staff, so they can learn from the process.'* A junior academic (at another public university) says *'Academic mobility does not only depend on research, but also being*

Box 56: Importance of networks and mentoring

That evening after working on revisions to his dissertation proposal for an overseas University, the young lecturer I was staying with took rest and we chatted. He talked about the inspirational professor who first enthused him to this subject, which had actually been his third choice of major *'as I had a poor IPK (Indeks Prestasi Kumulatif (Grade Point Average (GPA)) early on in my degree course'*. He befriended two international students enrolled at the university with a common interest in research, especially in NTT and said this was an important influence on him. After graduating with his first degree he continued with a Masters and reconnected with the inspirational professor from NTT who became his supervisor. Soon after finishing his Masters his supervisor was contacted by a professor from a European university looking for an assistant to work in NTT and he recommended him. In the meantime, he applied for a lecturer's position at the university, was accepted and offered a two year PhD course. Coincidentally, the two international students he had met as an undergraduate also worked with the professor from Europe and were able to help him with his dissertation proposal for the University overseas. He praised his University's mentoring scheme for young lecturers introduced by the current Rector. A senior lecturer met with him every fortnight to provide advice especially about pursuing study abroad. He was given assignments such as preparing the dissertation proposal and reporting back on its progress. He feels that this gave him very important insights on writing and negotiating research proposals from an *'expert on research'*

Field Notes, big university in Java

mentored by seniors' and involves her students in her work with the community. She feels mentoring should be a formalised element of the curriculum and has proposed this to the Head of Department without success.

STUDY IMPLICATIONS



Study Implications

As normally practiced for RCA studies, the researchers do not provide recommendations as these imply a process of interpretation of findings and potential for etic (outsider) bias. Rather, RCA studies use grounded theory (inductive) approaches to analysis of findings so that conclusions or implications that emerge are those of the study participants rather than the researchers. The following implications are intended to be as faithful to the sentiments shared by academics as possible and without our interpretation.

It is recognised that this study covers only six Universities but nevertheless has provided a rare opportunity for in-depth understanding at the individual (micro) level and has flagged up a number of important insights which warrant further exploration in further studies. Staying with academics from a variety of university types for extended periods and interacting with those they came into contact with on campus has provided rich insights into their motivations, day to day lives and aspirations.

It is clear that not all academics are interested in doing research and some actively prefer teaching. Academics from both public and private universities tell of a shift in emphasis towards teaching and the through put of undergraduates as an indicator of success. This prioritisation (commercialisation) results in limiting time for engaging in research once teaching, administration and promoting the university have been prioritised. Many shared that the *kum* system of accumulating credits results in a '*culture of doing the minimum*' and where research is often given the lowest priority., . Universities rarely promote their research competence as a selling point in attracting students Given this, academics feel research is generally regarded as a second cousin.

For those who are motivated to do research, the challenges often seem to outweigh the gains. The rules to access research funds require demonstration of seniority rather than expertise or enthusiasm thereby excluding young and bright researchers. Junior academics are disproportionately burdened with teaching and administration and '*must wait their turn*' for higher education and research opportunities. To alleviate this, a number of suggestions were shared:

- Provision of bigger research grants less often; the annual grants (e.g. from Ristekdikti) are considered too small and time too short to achieve worthwhile results. Providing more substantial grants on a two or three yearly basis together with relief from teaching duties during the award year would '*make this more meaningful*;
- Separation of those academics who want to do research into a 'research fellow' stream as done within many international universities. These streams would be headed by research academics and supported by research- savvy administrators. Research fellows would have reduced or no teaching load;
- Provision of competitive grants specifically for junior academics which would enable them to immerse themselves fully in research in-country.

While there seem to be fewer women academics who have strong motivations towards active research, those who do feel currently poorly supported. They shared their need to maintain life-work balance and would benefit from being relieved of teaching duties to pursue their research properly. Like juniors, they would benefit from being offered larger research grants less frequently (every two-three years) or when their child care responsibilities are less intense. Flexibility to accumulate the grants rather than having to use them annually, they feel, would result in better research outcomes. The lack of child-care facilities on campus is also critical for many women academics and they would welcome these facilities to enable them to be more productive.

For all academics, the administrative burdens associated with reporting on grants is considered massive and time consuming. The emphasis on administrative compliance over academic excellence is also considered demoralising. The scope and quality of research and research reporting should trump the excessive demands for financial paper trails. For example, lumpsum grants for some aspects of the research e.g. accommodation, transport, editing, translation etc could be worked into budgets as fixed percentages. Progress of research can be demonstrated and assessed for further payment of

research grant tranches rather than waiting for (often substandard and rushed) research products.

Academic rigour and quality assurance of research is currently weak. This re-confirms the concern of *Ristekdikti* following its categorisation of universities based on research performance, human resources, management of research, research output and revenue generation which shows a disproportionate number of the 3000 universities in Indonesia being categorised as *binaan* status (requiring guidance). Academics share that poor quality research is in part due to the very short times given to achieve results (especially as grants are often provided late), lack of flexible timing in provision of the grants, administration and compliance demands. But it is also due to the 'if you scratch my back, I'll scratch yours' (reciprocal) culture of research review and publication which does nothing to promote quality and is often attributed to the *kum* system. Systems of independent peer review of research study designs, research protocols and research papers need to be improved and somehow de-linked from the *kum* system.

Weak English language skills are felt to marginalise academics from global knowledge sharing, active participation in global networks and conferences and from publication in international journals. Those who do have English language skills shared that they clearly benefit not just individually but also because they are often selected as spokespersons for their university or research units in international events. The costs associated with translation and editing research publications to international standards are massive and need to be accommodated within the calculations for research grants. This too may be an argument for providing more substantial research grants less often.

Universities have uneven access to reference materials and contemporary international literature. Demonstration of current subscriptions to key prestigious journals in each discipline as well as access to these for all *bona fide* faculty staff could be an important aspect of university accreditation (and encouraged as a selling point for attracting students).

Research skills, especially in the social sciences, are generally weak and have not evolved much over the last couple of decades. This is in part due to the above mentioned disconnect to global research resulting from poor English language skills but it is also because the research methods training provided in universities is, according to students, both dull and prescriptive. Government research funding at 2% of GDP is considered insufficient to cover research and

research capacity building and yet there is an urgent need to bring research methods training up to date and fit for the 21st century.

Some of the most lively academic discussions happen outside of the classroom and formal settings. These informal spaces are key to developing a vibrant academic culture and academics tell us that support should be provided to increase and value the physical space for informal interaction on campus and recognise the efforts of some academics who 'go the extra mile' in facilitating deliberations, after hours discussions and extending opportunities to develop critical thinking and enquiring minds. Academics often shared that too much emphasis is given to rote learning lecture material and not enough to fostering analytical and critical thinking skills. This will continue unless measures are put in place to recognise and reward initiatives to nurture these skills.

Networking plays a big part in universities, departments and individuals accessing opportunities. The downside is that they can become cliques and closed. Support for the open publication of research tenders, calls for proposals as well as more flexible opportunities for research organisations to work together in strategic partnerships would lead to more level playing field and more competitive bidding for research grants and should raise standards provided the selection criteria are based on quality research outcomes rather than a preoccupation with inputs.

The study highlights the importance of international networking which both stimulates and offers opportunities for research but which currently mostly results from individual efforts and connections. *Ristekdikti* has already established plans to support greater international collaboration to improve research networking and quality which it will roll out in 2017. Academics feel it is vital that these and other initiatives to improve quality of research and enable productive sharing relationships between Universities in Indonesia and a range of renowned tertiary and research institutes worldwide are supported.

Bucket List

Daftar hal-hal yang ingin dilakukan

Naik Gunung 

Mengunjungi Editor 

Nonton Bioskop 

Pergi berliburan ke Bali 

Pergi ke rumah Dede 

Membuat kue-kue 

My New Hair 

Membaca buku 

Belanja ke Target 

Bebas dari Perilaku Orang Lain 

Travelling Around Indonesia 

Travelling Around the world 

Marry Once A Life happily Ever After 

Visit the wizarding World of Harry Potter! 

Melakukan yoga 

Jangan lupa bahagia dan bersyukur setiap harinya!!!



ANNEX 1: RESEARCH TEAM

Study Team Leader

Yulia Sugandi

Technical Advisor

Dee Jupp

OUTSIDE JAVA

Small Private University

Rizqan Adhima

Antonius Maria

Thalia Shelyndra

Invi Atmanegara

Krisman Pandiangan

Big Public University

Steven Ellis

Antonius Maria

Thalia Shelyndra

Debora Tobing

Nyoman Sri Natih

JAVA

Small Private University

Yulia Sugandi

Izzan Fathurrahman

Putu Adi Sayoga

Rudi Yudho Sartono

Big Private University

Yulia Sugandi

Elizabeth Napitupulu

Yarra Regita

Izzan Fathurrahman

Zakiah Derajat

Big Public University

Iqbal Abisaputra

Zakiah Derajat

Pandu Ario Bismo

Tasnim Yusuf

Small Public University

Yeni Indra

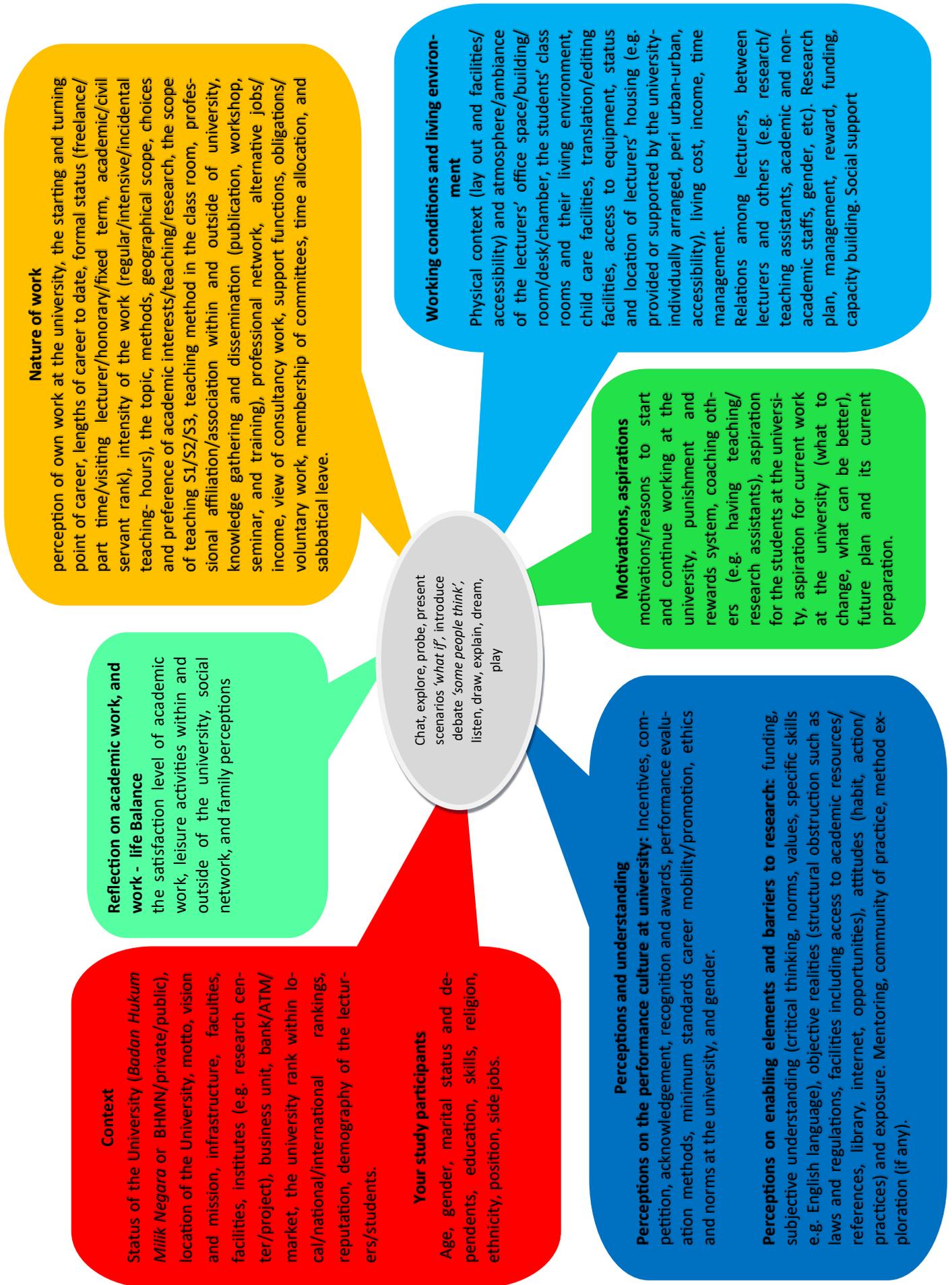
Denny Halim

Upik Sabainingrum

Tasnim Yusuf

Rizqan Adhima

ANNEX 2: AREAS OF CONVERSATIONS (ACADEMICS)



ANNEX 2: AREAS OF CONVERSATIONS (STUDENTS)

Context

Status of the University (*Badan Hukum Milik Negara* or BHMN/private/public), location of the University, motto, vision and mission, infrastructure, facilities, institutes (e.g. research center/project), business unit, bank/ATM/market, the university rank within local/national/international rankings, reputation, demography of the lecturers/students.

Your study participants

Age, gender, marital status and dependents, education, skills, religion, ethnicity, position, side jobs.

Reflection on academic work, and work - life Balance

the satisfaction level of academic work, leisure activities within and outside of the university, social network, and family perceptions

Nature of work

perception of own study at the university, the starting and turning point of study, lengths of study to date, intensity of the study (regular/intensive/exclusive class), the study topic, choices and preference of academic interests/study/research, the level of study S1/S2/S3, studying method in the class room, professional affiliation/association within and outside of university, knowledge gathering and dissemination (publication, workshop, seminar, and training), professional/student network, alternative jobs/income, view and impact of lecturer's consultancy work, support functions, obligations/voluntary work, membership of committees, time allocation, and study leave or holiday.

Chat, explore, probe, present scenarios 'what if', introduce debate 'some people think', listen, draw, explain, dream,

Working conditions and living environment

Physical context (lay out and facilities/accessibility) and atmosphere/ambiance of the class room, the students' living environment, child care facilities, translation/editing facilities, access to equipment, status and location of students' housing (e.g. kost/boarding house/house, etc, peri urban-urban, accessibility), living cost, source of income (scholarship/own job/parents), time management between academic and other activities.

Relations among students, between students and others (e.g. other research/teaching assistants, lecturers, academic and non-academic staffs, gender, etc). Study plan, management, reward, funding, capacity building. Social support.

Motivations, aspirations

motivations/reasons to study at the university, punishment and rewards system, coaching others (e.g. mentoring other students), aspiration for the lecturers at the university, aspiration for current study at the university (what to change, what can be better), future plan and its current preparation. If you were a lecturer, how would you do your job?

Perceptions and understanding

Perceptions on the performance culture at university: competition, acknowledgement, recognition and awards, grading system/performance evaluation methods, minimum standards of graduation, ethics and norms at the university, and gender. Who have been involved in designing the performance culture at university? Lists of key positions or influential factors in building that standard? Why?

Perceptions on enabling elements and barriers to research: funding, subjective understanding (critical thinking, norms, values, specific skills e.g. English language), objective realities (structural obstruction such as laws and regulations, facilities including access to academic resources/references, library, internet, opportunities), attitudes (habit, action/practices) and exposure. Standard of being selected as research assistants. Relations between studying, research and being a research assistant. Standards being selected as research assistant

ANNEX 2: AREAS OF CONVERSATIONS (COMMUNITY PEOPLE)

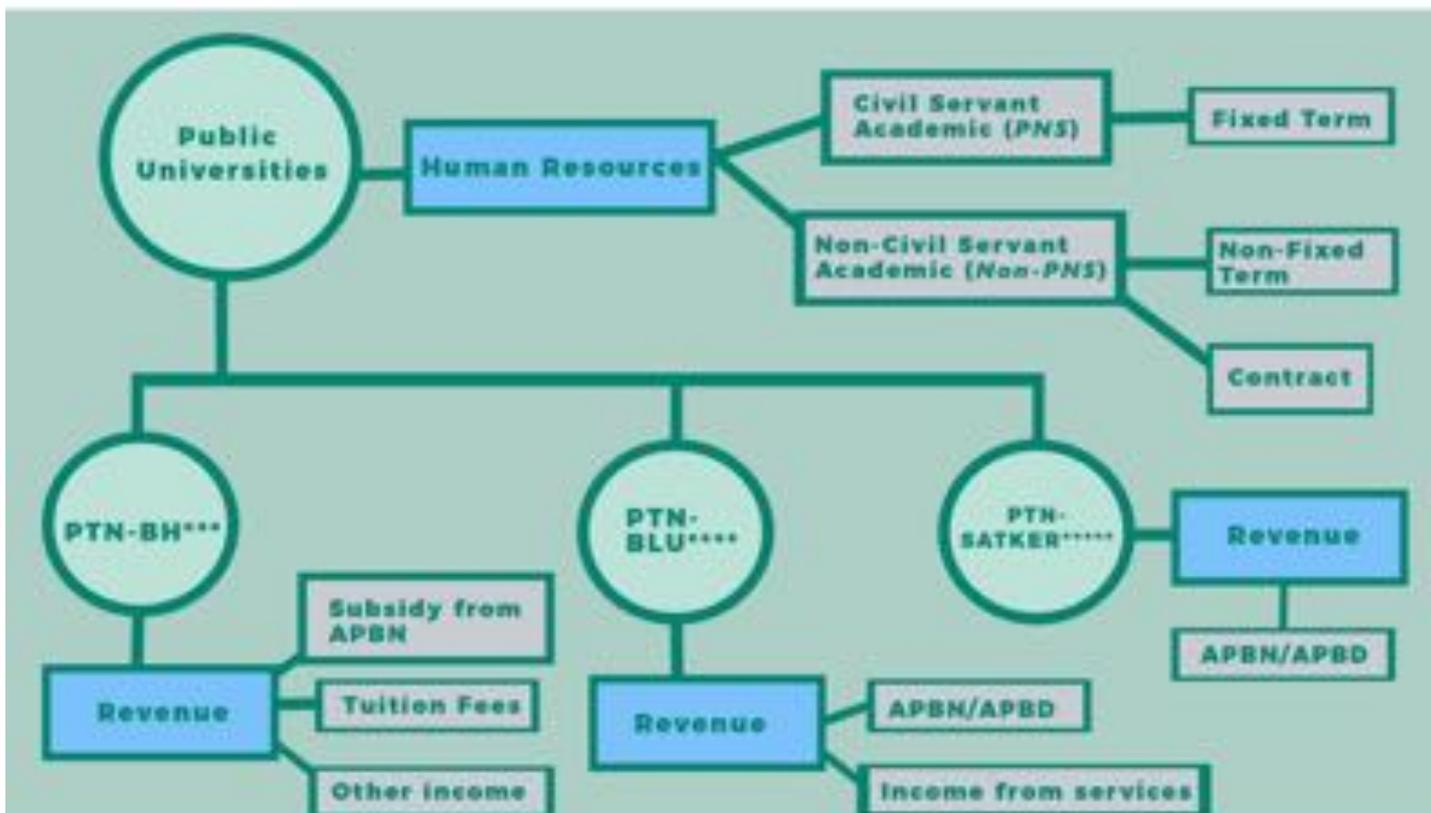
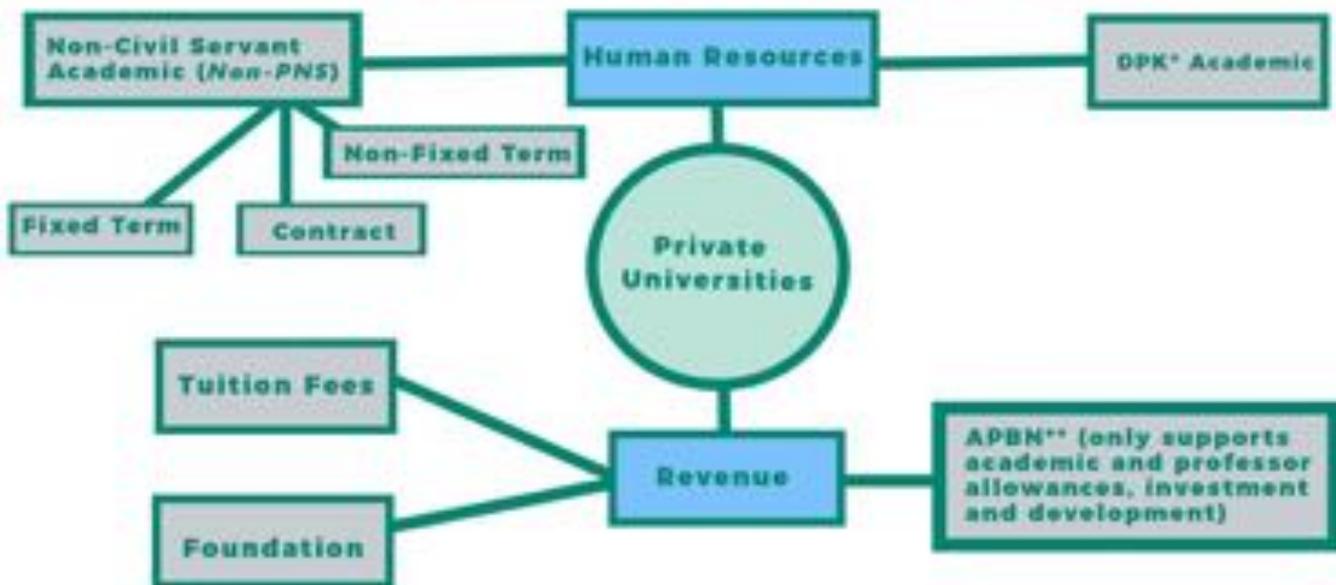


ANNEX 3: LIST OF PEOPLE WE CONVERSED WITH

	M	F
Host University Lecturers (HUL) children	8	5
HUL adolescents (SMP age)	3	1
HUL adolescents (SMA age)	1	1
HUL adults	10	16
University Lecturers (UL)	61	43
Focal university lecturers or FUL (friends and colleagues of UL such as research partners)	22	26
University students	160	146
Research administrators	17	11
Librarians	11	11
Neighbours of HUL	12	18
Others	40	40
Total	344	318

ANNEX 4: TYPES OF UNIVERSITIES

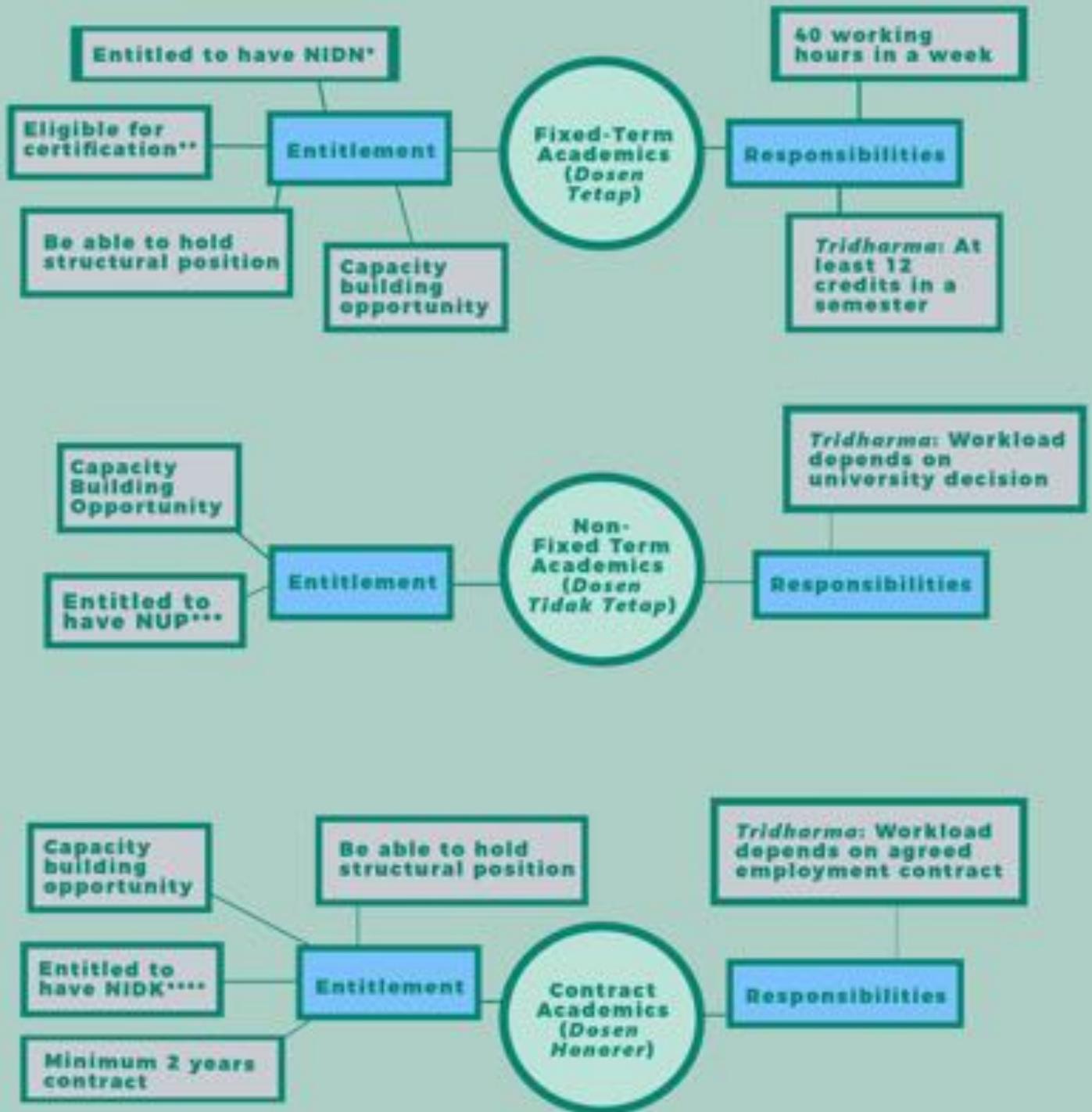
TYPES OF UNIVERSITIES BASED ON LAW NO 12/2012 AND GOVERNMENT REGULATION NO 4/2014



* DPK = Civil servant academic that is placed in private university (Dipekerjakan)
 ** APBN = State Budget (Anggaran Pendapatan Belanja Negara)
 *** PTN-BH = Legal Entity State University (Perguruan Tinggi Negeri Badan Hukum)
 **** PTN-BLU = Public Service Agency State University (Perguruan Tinggi Negeri Badan Layanan Umum)
 ***** PTN-SATKER = Working Unit State University (Perguruan Tinggi Negeri Satuan Kerja)

ANNEX 5: TYPES OF ACADEMICS

TYPES OF ACADEMICS BASED ON THE MINISTER OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION REGULATION NO. 25/2015 AND NO. 2/2016



* NIDN = National Lecturer Number (Nomor Induk Dosen Nasional)
 ** Lecturer Certification = *Serdos*
 *** NUP = Educator Number (Nomor Urut Pendidik)
 **** NIDK = Special Lecturer Number (Nomor Induk Dosen Khusus)



Australian Government
Department of Foreign Affairs and Trade

KNOWLEDGE
SECTOR INITIATIVE

RCA
Reality Check Approach