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AN INTERIM REPORT
ON A
BASELINE SURVEY
AND
PRE-INVESTMENT STUDY
OF
PUBLIC AND PRIVATE HIGHER EDUCATION
IN
INDONESIA
WITH PARTICULAR REFERENCE
TO
MANAGEMENT, STAFFING AND FINANCING
AUGUST, 1984

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I. INTRODUCTION

Members of the study team wish to express their deep appreciation to our academic colleagues in Indonesia who have received us so warmly and openly during our visit. We have been treated with unfailing courtesy and cooperation.

The opportunity to be a partner in helping to strengthen the public and private universities in Indonesia within the visionary concept of Pancasila has been an inspiring experience for each of us.

Our fondest hope is that in some small way our efforts will contribute to Indonesia achieving its rightful place as a world leader in building a just, enlightened and humane international order. It is encouraging to find that Indonesian leaders recognize the critical role of higher education in realizing this worthy goal.

In the pursuit of academic excellence and expanding educational opportunities, please know that we share a real sense of kinship and commitment.

Certainly, we wish you the best in this exciting and significant undertaking.

Again, our genuine thanks and appreciation for your truly exceptional hospitality.

II. Purpose of survey and study.

In order to meet its manpower needs, the Indonesian government has decided to increase the number of students in higher education from 700,000 +/- in 1984 to 1.6 million in the early 1990's.

To insure that this growth is achieved with maximum quality control, a team of international educational consultants from the United Kingdom, Canada and America has been engaged to help with a year long baseline survey and pre-investment study of both public and private Universities. The team has worked closely with Indonesian educators.

The consultants have been guided by a number of very specific documents:

1. United States Department of State telegram of May, 1984 which spells out the charge in both the public and private sectors.

A. Item 3 deals with the public Universities:

" The overall purpose of the study is to identify ways

of increasing the efficiency and productivity of public Universities through a survey and analysis of the way they are being managed, staffed and financed... one of the main technical objectives of the study is to develop resource and cost-related measures of efficiency and productivity that can be used as practical instruments in formulating policies on University operations and in planning the future development of Indonesia's higher education system.

The major tasks for the study team during the design/planning stage will be to (A) review background data. (B) identify indicators related to study objectives (C) develop the survey methodology and (D) prepare an action plan and report detailing how the study will be implemented, data analyzed and results interpreted."

- B. Item 5 in the same telegram spells out the expectation in the private sector:

"The objective of the survey is to gather information on the conditions of the private Universities for the purpose of assessing their status as well as their potential to participate effectively in meeting the needs of the national Higher Education system. Subsidiary objectives are to develop more meaningful accreditation standards and procedures, to identify resources needed to improve conditions of these institutions and to formulate ways of financing their development.

The study team is to further:

"Review background, identify indicators, develop methodologies and prepare an action plan for immediate implementation of the survey."

2. Project Proposals for Higher Education Development Planning-A Progress Report.

Prepared by the Directorate General of Higher Department of Education and Culture of the Republic of Indonesia in collaboration with donor agencies in Indonesia-Jakarta. 26-27 April, 1985

This report details the nine (9) studies which are to be conducted.

Project proposal No 3 deals primarily with the public sector (see P.11. attached detailed description)

Project proposal No 4 deals primarily with the private sector (see P.15. attached detailed description)

3. The contracts between Dr's Larsen, and Wireman and the Academy for Educational Development call for "measurable indicators of the physical, financial and organizational environment of the Private Universities".

PROJECT PROPOSAL 3

BASELINE SURVEY AND PRE-INVESTMENT STUDY ON MANAGEMENT EFFICIENCY AND PRODUCTIVITY OF UNIVERSITY OPERATION

INTRODUCTION

The efficiency and productivity of University's operation in producing graduates is directly affected by the quality and capability of its staff management and financial resources.

OBJECTIVES.

1. Concerning management and planning of resources in state Universities:
 - a. To obtain a global view on internal efficiencies in Higher Education distributed according to regions, Universities, field of studies and level of education:
 - On rules, procedures and utilization of financing, budgetary etc.
 - On systems and procedures for staff appointment and career development.
 - On systems and procedures for student guidance, welfare and co-curricular activities.
 - On productivity of academic programs in term of quality and quantity.
 - On output in terms of graduates.
 - b. To devise ways and means and cost (or cost models) for better utilization and maintenance of physical plant/equipment.
2. Concerning administrative structure or organization in state Universities:
 1. To devise a better administrative organization.
 2. To develop data management i.e data collection, storage, and processing methods.

SCOPE

All state Universities in Indonesia including IKIPs both public and private (will be sampled).

PROJECT PROPOSAL 4
BASELINE SURVEY & FEASIBILITY STUDY ON RESOURCE
BASE OF PRIVATE UNIVERSITY

INTRODUCTION

Private Universities serve as inseparable partners for state Universities in coping with challenges faced in developing higher education in Indonesia.

The potentials of the existing private Universities must be explored and be invited for their participation in carrying the task of national education program.

The purpose of the study is to collect a baseline data on private Universities to get a clearer picture of the development status of private Universities. Another long term goal of the study is to develop a more realistic accreditation standard for private Universities and to identify mechanism to mobilize resources needed to raise conditions found in baseline survey toward the National Standard for institution and student loan schemes and shared facilities system.

OBJECTIVES:

1. To conduct a baseline survey and collect information on conditions of private Universities which are required for further pre-investment studies.
2. To conduct a feasibility study on resource base of private Universities.

SCOPE

Sampling will be based on 2 types of private institutions (a. University/Institute and b. Sekolah Tinggi/Akademi) and 2 types of status (a. Equalized/recognized and b. Registered/Unregistered). There will be four institutions sampled from each Kopertis. Therefore, from all 9 Kopertis there will be 36 institutions included in the survey.

During the Academic year 1984-85, the survey will be administered by the Directorate General of Higher Education of the Ministry of Education and Culture.

In early summer 1985 members of the study team will return to Indonesia to review and analyze the data.

After the data have been analyzed and interpreted, a report will be made to the DGHE which will outline conclusions and recommendations for achieving the goals which the government has established.

The consulting team has worked diligently to stay within the guidelines outlined earlier in the report.

We are encouraged by the progress to date and look forward to reviewing the results of the survey with anticipation and promise.

III. BACKGROUND READINGS AND BRIEFINGS

Prior to coming to Indonesia and during the early days of the visit, members of the consulting team read a number of book excerpts and prior studies and statements on Indonesian history, culture, education, modern political development and current situation.

These readings proved to be very helpful in giving the team members at least a rudimentary understanding of the contemporary Indonesian cultural, political and educational context.

Additionally, the team participated in a three day workshop with Indonesian Educators in Jakarta for a background briefing on the scope and range of issues facing Indonesia's public and private institutions. These briefings and readings proved to be invaluable to the team in working its way through the objectives of the study. Also, individual team members had a number of meetings with educational leaders who work either in the DGHE or specific institutions.

See appendices D and A1 for a partial list of documents reviewed and persons who were met.

IV. VISITS TO INSTITUTIONS OF HIGHER EDUCATION IN INDONESIA.

In order to get a feeling for the different types of institutions-both public and private-in Indonesia, and pre-test an evaluation, information-gathering instrument, the team spent a week traveling throughout the country talking with leaders of various types of institutions which covered the whole range of Indonesian Higher Education - large public Universities, technical schools, religiously affiliated institutions, and small academies and colleges.

These discussions were most insightful and gave the team a better grasp of the range, diversity and quality of Higher Education in Indonesia.

All told, 34 different institutions were visited for in-depth discussions.

Each team member visited different institutions.

See appendix C-1-2 for a list of individuals and institutions visited.

STUDY DESIGN AND SURVEY

As the result of three days of briefings and discussions held in the workshops which were organized by the DGHE, there emerged a general theoretical model or framework of study whereby it seemed possible to examine both the public and private institutions in all parts of the Republic as a single system of higher education. This emphasis was reinforced by the Director General of Higher Education and others who stressed the importance of treating higher education as one system, in which private institutions are treated as partners with public universities and institutes, and in which institutions operated under the auspices of other Ministries of the Government are also included. Such emphasis enlarged the scope of the planned survey and study enormously.

The overall framework within which the survey is to be concluded encompassed all of the functional aspects of institutional administration normally associated with universities - mission; students; academic staff; professional and technical staff; instructional programs, research, and public service; plant, properties and facilities, external relations, and financial management --- set against major criteria which are directly related to management --- effectiveness, efficiency, and productivity - in both quantitative and qualitative terms.

To test the feasibility of surveying the total higher education system utilizing this model, an experimental interview form (attached as an Appendix) was developed, approved by the study committees, and then

employed by the consultant team on its series of visits to more than 30 public on private institutions in various parts of Java and in Sumatra. The interviews helped to establish limits as to the kind and amount of data which could realistically be collected on a large scale. They also helped to confirm the committee's general approach in undertaking the base-line study of the management of individual institutions and of the system as a whole.

Experience in the field, together with briefings on previous and existing surveys and censuses conducted by DGHE and others, and external reading of a voluminous amount of documents, reports, and critical appreciations of Indonesian higher education (see Appendix Summarizing Documents consulted), enabled the consultant team to conceive and develop three major survey instruments, together with a special questionnaire targeted exclusively to private universities and academics.

Important to our thinking was that the management survey should not duplicate surveys and census-takings regularly conducted by DGHE. Hence, our proposals call for the merger of two of the annual data collection programs normally conducted by the DGHE and an expansion of that effort to include the four instruments of the management study. It was agreed that the three instruments would be distributed to all institutions, both public and private, on or about Feb. 1, 1985. The circulation of special private university forms would be released simultaneously. In addition questionnaires designed for two associated studies - the student tracer study and the student characteristic study - would also be released at the same time, with special care being taken that duplicate information is not being requested.

It should be noted that the intent of the survey is to gather data on the entire universe of higher education institutions, not a sample. We will be far better off with a low response rate under these circumstances than poor response rate drawn from a sample.

The survey is an ambitious undertaking but with full support of DCHE and the complete cooperation of the public and private institutions, we are confident that the task is feasible and can be accomplished in the time frame given. In any event, it is well worth the effort.

Approximately 45 public institutions and nearly 450 private institutions will be included in the survey, plus the polytechnics, and the various institutions of other Ministries. As many as 30,000 academic staff members will participate and be asked to complete forms, together with an unknown number of staff who are teaching in the private institutions. It is estimated that the entire higher education system of Indonesia currently enrolls 850,000 ⁺ students.

INDICATORS

The design of the survey and the development of the survey instruments provide the means for generating key indicators or measures of performance in the institutions which are directly related to management, staffing, and the financing of the system by planning officials and administrators. Except for certain open-ended information to be solicited from private institutions, data which might be important for other purposes are not being requested.

In developing quantitative indices, specific attention was paid to indicators already generated, especially in the World Bank IX project, and then expanded to include cost-related ratios and rates, reflective of the financial management of the system (as well as the individual institutions, both public and private) and its capacity to absorb large increases in enrollment and funds to support high quality undergraduate and graduate education.

The data being requested, if adequately collected, will provide the basis for generating the key management indicators listed below. Additional indices could also be formulated, of course, given the wealth of data being assembled in the data-base, but survey limits had to be imposed. This was done by restricting the data to those required to compute selected indicators. Note that we hope to compute indicators not only for the base-line year, 1984-85, but in many cases for five years prior and five years hence. The key indicators include:

Students

Enrollments (head count)
5 year history - 1984/85 - 5 year projections

Applications (head count)
5 year history - 1984/85 - 5 year projections

Admission rate (no. of new students as % of applicants)
5 year history - 1984/85

Attrition (drop-out) rate (no. of students who leave or do not return as % of total enrollment of that year)

Retention (net flow) rate (no. of students promoted as % of total enrollment of that year)

Probation rate (no. of students on probation as % of total enrollment)

Input/output ratio ($\frac{\text{total student years}}{\text{(no. of graduates X length of cycle)}}$)

Average class size ($\frac{\text{sum of all classes given}}{\text{(total no. of classes)}}$)

Faculty/student ratios - ($\frac{\text{no. of students - head count}}{\text{(no. of staff - head count)}}$)

- ($\frac{\text{FTE - students}}{\text{(FTE - staff)}}$)

Student services investment rate ($\frac{\text{DPP/SPP Rp budget total}}{\text{(Total FTE no. enrolled students in the same year)}}$)

Student assistance ratio ($\frac{\text{no. of students receiving financial aid}}{\text{(total no. of enrolled students)}}$)

Instructional investment rate ($\frac{\text{total DIK and DPP/SPP Rp budget}}{\text{(total FTE students)}}$)

Capital investment rate ($\frac{\text{total DIP Rp budget}}{\text{(total FTE students)}}$)

Total student investment rate:

$$\frac{(\text{Total DIP + DIK + DPP/SPP + Provincial Gov't investment and private contract expenses})}{(\text{total FTE students})}$$

Total credit-hour investment rate for instruction:

$$\frac{(\text{total DIP + DIK + DPP/SPP + Provincial Gov't expense + private contract expense})}{(\text{total research house})}$$

Student services cost rate per student:

$$\frac{(\text{student services expenditures})}{(\text{total no. of enrolled students in same year})}$$

Instructional cost rate per FTE student:

$$\frac{(\text{total instructional costs})}{(\text{total FTE students})}$$

Instructional cost ratio per FTE staff:

$$\frac{(\text{total instructional costs})}{(\text{total FTE staff allocations to instruction (credit hrs)})}$$

Research cost rate per FTE staff:

$$\frac{(\text{total research expenditures})}{(\text{total FTE staff allocation to research})}$$

Public service/extension cost rate per FTE staff

$$\frac{(\text{total public service/extension expenditures})}{(\text{total FTE staff allocation to public service})}$$

Instruction proportion:

$$\frac{(\text{total instructional costs})}{(\text{total E & G + MF})}$$

Debt service to revenue ratio:

$$\frac{(\text{debt service due on all funds})}{(\text{total current funds resource})}$$

Academic Staff (faculty)

Advanced degree holders (full-time):

$$\frac{(\text{nos. of PhD, MA/MS, Bachelor, and less})}{(\text{total no. of staff})}$$

(part-time)

Teaching rate: $\frac{(\text{total credit hours taught per week})}{(\text{total FTE staff})}$

Research rate: $\frac{(\text{total research hour per week})}{(\text{total FTE staff})}$

Management/admin. : $\frac{(\text{no. of full-time staff in admin.})}{(\text{total no. of full-time staff})} \times 100$

Public service/extension/rate:

$$\frac{(\text{total public service hours per week})}{(\text{total FTE staff})}$$

Instructional Programs

Full-time/Part-time teaching:

$$\frac{(\text{no. of courses taught by FT staff} \times 100)}{(\text{total no. of courses taught})}$$

MA/MS-PhD teaching:

$$\frac{(\text{no. of final courses taught by MA/PhD staff} \times 100)}{(\text{total no. of final year courses taught})}$$

Teaching mode:

$$\frac{(\text{no. of courses with course outline distributed} \times 100)}{(\text{total no. of courses offered})}$$

$$\frac{(\text{no. of courses requiring mid-term exam} \times 100)}{(\text{total no. of courses offered})}$$

$$\frac{(\text{no. of courses requiring written papers} \times 100)}{(\text{total no. of courses offered})}$$

$$\frac{(\text{no. of courses requiring use of library} \times 100)}{(\text{total no. of courses offered})}$$

Space Utilization

Lecture halls: $\left(\frac{\text{Total hours of lecture hall use per week}}{\text{no. of lecture halls X 50 hours per week}} \times 100 \right)$

Laboratories: $\left(\frac{\text{Total hours of laboratory use per week}}{\text{no. of laboratories X 50 hours per week}} \times 100 \right)$

Classrooms: $\left(\frac{\text{Total hours of classroom use per week}}{\text{no. of classrooms X 50 hours per week}} \times 100 \right)$

VII

CLASSIFICATIONS

For analysis purposes, it is of course necessary to specify the groupings and combinations of data which will bring genuine meaning to the indicators, and an understanding of the administrative process and the problems of management of resource allocation, efficiency, and productivity. Accordingly, it is recommended that the following classifications be adopted: type of institution, faculty and department and academic program offered (S_0 , S_1 , S_2 , S_3 and Post-doctoral). Additional classifications suggested for the survey are break-downs by province.

Type of institution (Note: The A, B, and C classifications of public universities listed below are taken from categories recently established by the Asia Development Bank, and based on "the capability of the university to carry out teaching, research, and community functions.")

I. Public Universities/Institutes

- A. National Research Universities
(UI, ITB, IPB, UGM, UNAIR)

B. Regional Research Universities

Univ. of North Sumatra

Andalus Univ.

Pajajaran Univ.

Diponegoro Univ.

Brawijaya Univ.

Surabaya Institute of Technology

Udayana Univ.

Hasanuddin Univ.

Syah Kuala Univ.

C. Teaching Universities

Riau Univ.

Jambi Univ.

Sriwijaya Univ.

Lampung Univ.

Jenderal Sudirman Univ.

Jambi Univ.

Tanjung Pura Univ.

Palangkaraya Univ.

Lambungmangkurat Univ.

Mulawarman Univ.

Sam Ratulangi Univ.

Pattimura Univ.

Mutaram Univ.

Nisacendana Univ.

Cenderawasih Univ.

Univ. Sebelas Maret

D. Teaching Training Institutions (IKIP)

Jakarta
Bandung
Semarang
Yogyakarta
Surabaya
Malang
Medan
Padang
Ujung Pandang
Manado

E. Institutes of the Arts (ISI)

Surakarta
Padang Panjang
Bandung
Yogyakarta (ASTI, ASRI, AMI)
Denpasar

F. Open University - Jakarta

G. Polytechnics

Bandung
Medan
Palembang
Jakarta
Semarang
Malang

H. Universities/Institutes in other Ministries

"Veteran" Nat'l Develop. Univ. (Defense)
etc.

II. Private Universities/Academies

- Q Select (Equalized
 (Recognized
 Others (Registered
 (Permitted to operate)

Faculty and Department within Faculty Note: These are standard classifications adopted in most universities, institutes and academies. (The study committee will complete the departmental classifications listed below).

1. Behavioral Sciences

- a. Psychology
- b.
- c.

2. Social Sciences

- a. Sociology
- b. Political Science
- c. Public Administration
- d.
- e.

3. Exact Sciences

- a. Mathematics
- b. Biology
- c. Chemistry
- d. Physics
- e.
- f.

4. Education

a.

b.

5. Engineering

a. Aero

b. Electrical

c. Electronic

d. Civil

e. Mechanical

f. Petroleum

g. Mining

h.

i.

6. Health

a. Medicine

b. Dentistry

c. Pharmacy

d. Public Health

e. Family Planning

f.

g.

7. Law

a.

b.

8. Economics

- a. Accounting
- b. Business Administration
- c. Finance
- d.
- e.

9. Agriculture

- a.
- b.

10. Arts and Literature

- a. Anthropology
- b. Archology
- c. History
- d. Foreign languages
- e.
- f.

11. Interdisciplinary

- a.
- b.

Major Fields of Study (Note: This is a standardized, pre-coded, check-list of academic programs at S₀, S₁, S₃, and Post-doctoral levels, built in and included in one of the survey instruments.)

Province (Note: Any regional classifications can be easily obtained by merging and combining provincial data. No regional analysis, however, is anticipated.)

VIII
THE SURVEY INSTRUMENTS

Three survey questionnaires have been designed and will be utilized to gather the basic factual information the survey and study. They will be completed by the Rectors, Vice Rectors of Academic Affairs and Administration, and all academic staff (including administrators who are members of staff) of both public and private institutions, and the data will be subjected to statistical analysis.

In addition, a fourth, open-ended questionnaire will be distributed to the Rectors of private institutions for the collection of certain attitudinal information to be examined separately through content analysis.

The design of each of the three common instruments by the consultant team has taken the form of a list of the quantifiable data expected to be received from each respondent. Final item-writing will be undertaken by the members of the Indonesian study committee, in conjunction with the professional staff of the computer science center at U.I., who will complete the necessary translation into Bahasa and prepare and format items for specially designed answer sheets which are machine-scannable and can be utilized for the entry of data by tape into the U.I. computer. It is only through the cooperation and assistance of the experienced and well-trained computer science center, staff members of U.I., together with the technology which they possess and have mastered that it is even possible to consider making the broad survey we have designed.

Moreover, much of the information listed below is obtainable through other means - from the DCHE annual census, for example. Accordingly, to avoid duplication, the Indonesian study committee will also undertake to eliminate those data elements from the survey instruments which are normally gathered by standard DCHE instruments. The complete and final computer data-base, however, will assemble all of the information specified in the following listings in order to facilitate the analysis work of the survey and to expedite subsequent analyses and studies which may require access to 1984-85 base-line data. Again, it is the sophisticated computer programming staff of the UI center that makes this essential part of the survey possible.

The four survey instruments are:

1. Survey of Academic Programs (to be completed by the Rector and/or Vice Rectors for Academic Affairs and Student Affairs for the base year, 1984-85 only).

Part I - General

Name of Rector	telephone	
Name of Institution	city	province
Source of control		
Year established		
Type of institution		
Co-education/single sex		
Religious affiliation, if any		
Location		
Population of community		
Campus environment		
Library holdings		
Campus size		
Athletic facilities		
Other student facilities		

Part II - Curriculum

Programs offered

Number of diplomas (degrees conferred last year)

Major fields of study (a check-list of programs)

Part B: S₁ and S₂₋₃ degree programs and post-doctoral programs

2. Financial Information Form (to be completed by the Rector and/or Vice Rector for Administration and Finance for 1984-85, plus annually through 1989-90).

Part I - Revenues by Source

Government appropriations

DIP _____

DIK _____

DPP/SPP _____

Sub-total _____

Transfers from other ministries _____

From provincial government _____

Supplemental appropriations _____

Sub-total _____

Total government appropriations _____

Government grants and contract _____

Private gifts grants, and contracts _____

Endowment income, if any _____

Revenue from sale of educational services,
and clinical or health services _____

Revenue from independent operation _____

Tuition and fees (independent of GOI) _____

Total current funds revenue _____

Part II - Expenditure

Instruction _____ (best estimate based on %)
Research _____ (" " " "
Public service _____ (" " " "
Academic support, including libraries _____
Student service _____
Institutional support _____
Operation and maintenance of plant _____
Scholarships and fellowships _____
Mandatory transfers _____
Total Education and General expenditures _____

Auxilliary enterprises _____
Clinics and health services _____
Independent operations _____
Total current funds expenditures _____

Debt service due on all funds _____
Indebtedness _____
Deferred maintenance _____
Total books and periodicals expenditures _____
Utilities included in Operation Maintenance of Plant _____

3. Academic Staff Questionnaire (to be completed by individual faculty members, including all administrators who are also members of staff for the base year, 1984-85, only).

Note: Essential to the survey is the accurate accounting by each faculty member for that portion of time (expressed in terms of a standard 12 credit hours per semester, or a total of 24 credit hours for the year) which is spent on teaching, research, public service, and administration. This calculation will serve as the bases for determining more precise cost estimates concerning the implementation of "Tridarma."

Name
Age
Sex
Religion
Rank
Earned degrees
Department
Faculty
Institution
Year of first appointment
Years of each promotion
Awards and honors

Courses taught, both semesters and total)
by credit hour per week) Account only for
Research activity, both semester and total) 12 credit hours per
by credit-hour per week) semester and 24 credit
Personal (not paid)) hours for the year.
University grant or contract (paid)) Total of teaching,
Public service/extension, both semester) research, public
and total by credit-hour average) service and admin. may
per week) not exceed 24 credit
Administration, both semester and total) hours
by credit hour per week)

Outside services

Part-time teaching—average hours per week
Consulting as University representative - average hour per week
Other consulting - average hours per week
Other employment - average hours per week

Estimated earned income for 1984-85

Annual government salary _____
Honorary received from institution _____
Stipends from sponsored research or extension services _____
Pay from outside teaching, consulting, and other activities _____

Fringe benefits

For government employees (please check

For non-government employees

Retirement plan - vested within 5 years

- vested after 5 years

Medical/dental plan

Housing

Insurance

Others

4. Private Institution Questionnaire (to be completed by the Rectors of private universities, institutes, colleges, and academics for the 1984-85 base year only).

Note: The consultant team has developed instructions for the scoring of the open-ended responses obtained from this instrument, which is designed to gather information concerning institutional identity, self-perception, and aspiration, and the role the institution feels it should play in the higher education system of Indonesia. The draft form of this questionnaire, in English, may be found among the appendices to this report.

METHODOLOGY, ANALYSIS, AND OUTPUT

Except for the collection of narrative information from the Rectors of private institutions, the bulk of the assembled data in the survey will be quantitative and in coded form. Therefore, all of the indices and indicators are expressed in numerical terms, and will be subjected to statistical and computation analysis.

Detailed specifications for the analyses have been and will continue to be set by the consultant team; these instructions will be refined over the next few weeks and months and tested by the programming staff and statisticians at UI. A summary of the discrete analyses developed to date includes:

1. Statistical summary, by institution of all computed indicators, together with demographic and descriptive information for each academic unit.
2. Statistical summaries (same format as above) for combined data, by type of institution, faculty, field of study, and province.
3. Allocation of full-time faculty resources (including administrators) for 1984-85 by rank according to institution and type of institution, field of study, and province.
4. Credit-hour allocation by instruction, research, grant/contract research, public service, and administration for all full-time academic FTE staff according to institution, type of institution and total system for 1984-85.
5. Age of full-time staff (and administrators) by rank according to institution and type of institution for 1984-85.

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6. Average FTE staff workload in terms of credit hours generated from courses taught and students enrolled according to individual institution and type of institution for 1984-85. Also, if projection data are available, comparisons of average FTE credit hours produced over time for each institution.

7. Full-time faculty staff by rank and salary according to institution and type of institution for 1984-85.

8. Investment and cost per FTE student according to institution and type of institution for 1984-85, 1979/80-1983/84, and 1985/86-1989/90.

9. Operating revenues and expenditures, for past, present base-line, and future, according to individual institution, type of institute, and province (public and private combined).

10. Student/faculty ratio for the base year, past, and future, according to institution, type of institution, faculty, and field.

11. Total FTE student cost rate by size of enrollment for 1984-85 according to individual institution and type of institute. To be repeated for 1985-86 etc. if projection data are available. Also this analysis should be repeated using instructional cost rate and capital expense rate.

These and additional outputs are scheduled for completion in June and July 1985 prior to the reconvening of the Study Committee in August to begin the interpretation of the results and to undertake the basis pre-investment study which will be based on the assembled information, analyses and other computer displays. It is anticipated that the results will establish a firm base-line of indicators upon which to draw conclusions and make recommendations concerning the management, staffing, and financing of the total higher education system of Indonesia.

Workshops and Consulting TeamMEETINGS

Sunday, July 22,	Consulting Team Meeting.
Monday, July 23,	Workshop. - Consulting Team. - Officials of Indonesian Universities. - Officials of the Directorate General Higher Education, Ministry of Education and Culture.
Tuesday, July 24,	Workshop - Continued.
Wednesday, July 25,	Workshop - Continued.
Thursday, July 26,	Consulting Team Meeting.
Monday, July 30,	Workshop. - Consulting Team. - Officials of Indonesian Universities. - Officials of the Directorate General Higher Education, Ministry of Education and Culture.
Tuesday, July 31, to Friday, August 10,	Visits to Ministry of Education and Culture, and Indonesian Institutions of Higher Education.
Thursday, August 9,	Consulting Team Meeting.
Friday, August 10,	Consulting Team Meeting.
Saturday, August 11,	Consulting Team Meeting.
Monday, August 13,	Workshop. - Consulting Team. - Officials of Indonesian Universities. - Officials of the Directorate General Higher Education, Ministry of Education, and Culture.
Tuesday, August 14,	Consulting Team Meeting.
Wednesday, August 15,	Consulting Team Meeting.

MEETINGS

WITH

DIRECTORATE GENERAL OF HIGHER EDUCATION

Prof. Suhadji Ranniwiwardjo,
Director General of Higher Education

Prof. Ir. S. Pramoetadi
Director of Academic Resources

Prof. Ir. Soekisno Hadikoemoro.
Director of Private Universities

Prof. Dr. Sumadi Suryabrata
Chairman Study #5

A. K. Halim
Head of Finance Division

Robi Subranto
Chief
International Cooperation Section
Executive Secretary
National Project of Distance Learning.

Mr. Purwadi H.P.
Head
Sub-Directorate of Inter-Institutional

OTHER MEETINGS IN INDONESIA

Winoto Doeriat,
Director,
Institute of Management Development.

Prof. Russell Brannor (University of Kentucky)
Director,
U.S.A.I.D. Project,
North Sumatra.
Development of Agricultural Universities.

Peter Ball,
Administrative officer,
Australian Universities International
Development Program,
(A.U.I.D.P.)

Dr. John Magagua,
Superintendent,
Jakarta International School.

Simon Williams,
First Secretary (Development)
Canadian Embassy.

Eric Yendall
Counsellor, (Development)
Canadian Embassy.

Helen Morris,
Canadian Embassy.

John Smyth,
U.N.E.S.C.O.

Ruth Chard,
British Council.

Cameron Bonner
U.S.A.I.D.
Education Advisor
Office of Education and Human Resources.

APPENDIX B

WORKSHOP PARTICIPANTS

Officials from the office the Directorate General
of Higher Education

Prof. Ir. S. Pramoetadi
Director of Academic Affairs

Prof. Ir. Soekisno Hadikoemoro
Director of Private Universities

Ir. Oetomo Djajanegara
Secretary, D.G.H.E.

Prof. Dr. Sumadi Suryabrata, Ch.
Study 5.

Prof. Dr. Busjra Zahir
Coordinator of Private Universities,
Jakarta Region

Drs. Eko Purwanto
Coordinator Region III

Drs. Baswarsono
Directorate of Private Higher Education

R. Sulaeman, SH.
Director of Private Higher Education

Drs. Purwadi HP
Head, Sub Directorate of Inter
Institutional Cooperation

Dr. Hardjono Notodihardjo
Senior Research Staff Office of Educational
Cultural R & D.

Drs. O. Simbolon
Staff of University of Indonesia

Drs. Harry R. Kartadisastra
Assistant for Associated Studies

Public Universities and Institutes.

Prof. Dr. Parmono Atmadi
Direof Planning
Gadjah Mada university

Dr. Indro S. Suwandi
University of Indonesia
Computer Science Centre

Dr. K.T. Sirait
Institute of Technology Bandung
(Coordinator of Studies)

Dr. Wagiono Ismangil
Dean
Faculty of Indonesia
University of Indonesia

Dr. Priyono Tjipto heriyanto
University Of Indonesia

Dr. Slamet Sudarmadji
Gadjah Mada University

Private Universities and Institutes

Dr. Willy Toisuta

Rector

Satya Wacana Christian University

Drs. P.Y. Francis

Vice Rector. Ac. Affair

Christian University of Indonesia

Consultant Team

Clifford Larsen

U.S.A.I.D.

W.A. Stuart

U.S.A.I.D.

Billy Wireman

U.S.A.I.D.

George Waldrum

C. I . D. A

John Smyth

U.N.E.S.C.O.

Karen Hanovice

Consultant (World Bank)

Lamb

British Council

PRIVATE INSTITUTIONS

Academy of Finance and Banking Yogyakarta.	Mr. Woosono S.H; Rector.
Academy of Industrial Machinery, (A.T.M.I) Solo.	J. B. Casutt S. J; Director.
Academy of Technology, Budi Utomo.	Dr. B. Burhanuddin. Rector. Mr. Mujono, Administrator.
Academy of Tourism and Hotel Sahid. Jakarta.	Dr. I. Wayanwarsa, Coorlinator.
Atma Jaya Catholic University, Yogyakarta.	Mr. Paul W. Sulemen S. H; Rector.
Chistian University of Indonesia. Jakarta.	Dr. S. C. Nainggolan M. D; M.P.H. Rector. Dr. Palilingano. M. D; Vice Dean, Faculty of Medecine. Dr. Lohry, Dean Faculty of Letters. Asst. Rector, Administration. Ir. Siahaan, Dean of Technology. Dr. P. Y. Francis, Vice Rector.
Indonesian Academy of Finance and Banking, Yogyakarta.	Sugeng Purwanto, Director of Academy. Haryono, Chief of Fundation.
Indonesian Islamic University, Yogyakarta.	Ace Partadiredja, Rector.

Islam University of
Bandung. (UNISBA),
Bandung.

Bajir Manan S. H. M.C.L.

Deputy Rector,
Academic Affairs.

Atji Misbah S. H:
Dean,
Faculty of Law.

Sahib Maihmud,
Chairman,
Office of General Studies.

National Technical
Academy.

Ir. Barmawi,
Asst. Rector,
Academic Affairs.

Ir. Pramdedji,
Vice Rector.

Mr. Soepangkat,
Secretary to the Rector.

Mrs. S. Abdurachman,
Secretary General to
the Director.

Ir. Yunil,
Secretary,
Faculty of Electronics.

National University
(U.N.A.S),
Jakarta.

Prof. Dr. Takdir Alisyah Bana,
Rector.

Nomensen Christian
University,
Medan.

Dr. Frans H. Sionipar,
Vice Rector.

Petra Christian University,
Surabaya.

O. F. Patty,
Rector.

Dr. Widoyo.
Rector Oct / 84.

Tanbya Prasadja,
Director,
Finance and Administration.

Satya Wacana Christian
University,
Salitiga.

Dr. Willy Toisuto,
Rector.

	Dr. John Ihalauw, Deputy Rector, Academic Affairs.
	Dr. Kusyadi, Deputy Rector, Finance and Administration.
	Dr. John Titaley, Deputy Rector, Student Affairs.
17 August 1945 University, Semarang.	Soemario d.g. Isteri
Sultan Agung University.	Prof. K. P. H. Hapsoro Jayaningprang, Rector.
	A. Faud Sahil, Secretary to the Foundation.
Taman Siswa University (T.S) Yogyakarta.	Soebijanto Wirojudo, Rector.
	Harijadi. Mujono Probopranowo. Budi Hartanto.
University of Surabaya, Surabaya,	Prof. R. Soebijono Tjitrowinoto S.H..
Widja Matasam University, Yogyakarta.	Samsi Tjokrodirdjo, Rector. Sultan Hamengku Bowono IX. Dr. Bubagio, Vice Rector.

APPENDIX 3C-2

SECRET

List of
Public
Institutions and
Officials.

~~A~~rlangga University Dr. Lukas Widyarto,
Vice Rector,
Academic Affairs.

Prof. Dr. Soekarman,
Vice Rector,
Administration.

Diponegoro University Prof. Modjono S,
Semarang Trastotenajo M.D.,
Vice Rector,
Academic Affairs.

Eleven March
University (UNS)
Solo.

F.I.K.I.P. Secondary Suhardjo,
School teacher's Sollege Vice Dean,
Attached to U.N.S. Academic Affairs.

Suhardjo Donnesastro,
Head,
Project Pamong.

Gadjah Mada
University, (U.G.M.)
Yogyakarta

Prof. Dr. Busono,
Vice Rector,
Academic Affairs.

Prof. Dr. Parmono,
Director Planning,
(Member of central Committee
Study II 3).

Prof. Dr. Ir. Drayoto,
Chairman Management Information
Committee. (Meeting included members
of M.I.S. committee)

Meeting of
Academic Deans UGM.

Chaired by Prof. Dr. Parmono Atmadi
Dr. Slamet Sudarmadji,
(Member of Central Committee, Study II 3.)

Prof. Dr. Ir. M. Adnan,
Dean of Graduate School,

Dr. Sudiano,
Dean,
Faculty of Economics.

Dr. R. Soeprono,
Dean,
Faculty of Medicine

Nort Sumatra
University (USU)
Medan

Dr. Parlindungan
Rector.

Mrs. Prof. Dr. Mariam Darus,
Vice Rector,
Academic Affairs.

Dr. Rangkuti,
Vice - Project. Director,
PIU, Asian Development Bank.

Dr. Moenaf H. Regar,
Director,
Project Implementation Unit.

"Veteran," National
Development University,
(U.N.D.)
(Ministry of Defense).
Yogyakarta

Dr. R. Bambang Soeroto,
Rector

Dr. Irpan Kasumohadibroto,
Secretary I

Dr. Sunus Sajaya
Vice Rector for Administration & Finance
another Faculty Deans.

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Open University
Jakarta

Prof. Setiadi
Director

David Giltrow
Consultant

Howard Tuckman
Consultant

Natalie Oustoeer
Consultant

Karen Manovice
Consultant (World Bank)

University of
Indonesia U.I.
Jakarta

Dr. S.B. Joedono
Vice Rector
Finance and Administration

Dr. Indro S. Suwandi
Director,
Computer Science Centre

Dr. Luhukay
Computer Science Centre

I.K.I.P.
Jakarta

Prof. Dr. Sudjiran Resosudarmo
Rector

I.K.I.P.
(Secondary School
Teacher's College)
Yogyakarta

Dr. St. Vembriarto
Rector

Dr. F. Praptono
Vice Rector
Academic Affairs

Dr. Abdul Soekoer
Dean
Technical Education

	Sciparmat Head Bureau of Academic Affairs
I.K.I.P. (Secondary School Teacher's College) Semarang	Dr. Soemarto Vice Rector Academic Affairs Dr. Sriyadi Vice Rector Student Affairs.
Institute of Agriculture, Bogor	Prof. Dr. Andi Hakim Nasution, Rector. Prof. Dr. Edi Guhardja, Dean, Graduate School. (Outgoing Vice- Rector for Academic Affairs) Prof. Dr. Tonny Ungerer, Director of Research. Prof. Dr. Sitanala Arsyad. Vice Rector, Academic Affairs. Prof. Dr. Asikin Natasasmita, Director of Planning, Chairman of Planning Board. Prof. John Murdock, M.U.C.I.A. (University of Wisconsin)

Institute of Technology,
(ITB)
Bandung

Dr. Hariyadi Supangkat,
Rector.

Dr. Oei Ban Liang,
Dean,
Graduate School, Chemistry Dept.

Ir. Subedo,
Vice Rector for Administration.

Prof. Dr. W. Harsono,
Dean,
Faculty of Technology and Industry.

Ir. Richardus Haryoki,
Faculty of Planning and Civil
Engineering.

Dr. T. Harsono,
Secretary of Development (Community
Planning)

Institute of Technology
(ITS)
Surabaya

Dr. Harjono Sigit
Rector.

Dr. Anggraini,
Prof. of Hydraulics,
Projec Director, Asian Development Bank.

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W. H. Stewart

Additional Persons Met

Dr. PRISANA, Dean of the Faculty of Mathematics
and Natural Sciences Gadjah Mada U.

Professor SUDARTO, Rector of the University of Diponegoro,
(UNDIP) Semarang.

Dr. Prakosa, Rector, UNS (Il. Masoh)

Dr. Haryono Darmowisastro, Vice Rector for Acad. Affairs

Dr. Suprno Hadikarsono, Vice Rector for Administration

APPENDIX D

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(REKTOR, IKIP JAKARTA), DEMI OLEH
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Wahid

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UPN "VETERAN" TANGGAL 15 DESEMBER 1983 (XX)

LAPORAN TAHUNAN REKTOR (1980, 1981, 1982, 1983),
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LAPORAN REKTOR PADA DIES NATALIS VIII UNS,
TANGGAL 12 MARET 1984

SUMBANGSIH, CAKRAWALA PENELITIAN, UNS,
TAHUN 1, Nos 1, 2, 3.

ISBANI, PROF. DR. SAM, KEMAMPUAN MEMBACA
KOMPREHENSIF SEBAGAI DASAR PROSES
BELAJAR MENGAJAR MANDIRI GUNA
PENINGKATAN PENGEMBANGAN TRIDARMA
PENGURUAN TINGGI, UNS, SURAKARTA, 1984

APPENDIX E

Approved by Consulting Team and Indonesian Committee Members
for amendment and translation to Bahasa Indonesia.

Appendix _____

The attached questionnaire is designed to be distributed to all (or a sample) of the four categories of Institutions in the private sectors Universities, Institutes, Colleges and Academies.

It is proposed that the private Institutions form a Committee to collect and analyze the data. After all, that group understands the circumstances of the private Institutions and in a sense is a fore-runner to an accreditation mechanism based on the principle of self-evaluation.

The questionnaire is far from perfect, for reasons of incomplete understanding of the cultural and educational system on the part of the designers. However, the team was charged with development of a " BASELINE " study which suggests a broad inclusion of data from which to move to the next level of refinement.

It is proposed that all of the private institutions be given the survey instrument. But in addition it is proposed that selected private institutions be included in the survey scope of the public institutions being developed by two of the team members. If acceptable, the public survey should include the following private institutions:

Universitas Jaya Baya, Jakarta
Universitas Katholik Indonesia Atma Jaya, Jakarta
Universitas Kristen Indonesia, Jakarta
Universitas Tarumanagara, Jakarta
Universitas Trisakti, Jakarta
Universitas Islam Nusantara, Bandung
Universitas Katholik Parahyangan, Bandung
Universitas Islam Indonesia, Yogyakarta
Institut Keguruan dan ilmu Pendidikan Sanata Dharma,
Yogyakarta
Universitas Islam Sultan Agung Demak, Central Java
Universitas Kristen SatyaWacana, Salatiga, Central Java
Universitas 17 Agustus, Semarang, Central Java
Universitas Katholik Widya Mandala, Surabaya
Universitas Kristen Petra, Surabaya
Universitas Muslim Indonesia, Ujung Pandang
Universitas Veteran Republic Indonesia, Ujung Pandang
LPPM School of Management Research and Development
Universitas Syiah Kuala, Aceh.

In addition, the above institutions should be included in the general survey of the private institutions as mentioned above, to enable statistical comparison.

Although the survey could have a cover sheet with room for identification of the institution, it may be more appropriate to allow them to preserve their privacy. Institutions could no doubt give valuable advice on this point.

A cover letter should be developed by the appropriate senior officer in Indonesia, explaining the purpose of the survey and how it relates to the other project proposals in the development plan.

It is suggested that the questionnaire be sent early this fall to enable follow-up letters to get a higher response rate. Of course identification of the institution on the cover sheet (if that is agreed upon) would help with rate and perhaps quality of return.

Baseline Survey
of
Private Institutions
in
Indonesia
1984 - 85

Institution _____
Address _____
Rector/Chief
Administrative
Officer _____
Name of Person
completing questionnaire _____

D. Please explain the process used to introduce new academic programs

E. Explain the process by which students are admitted

III. FACULTY

- A. Number of Instructors
- | | Ph.D | M.A. | B.A. | Less |
|-----------------------------|-------|-------|-------|-------|
| 1. Full time | _____ | _____ | _____ | _____ |
| 2. Part time | _____ | _____ | _____ | _____ |
| 3. Supplied by the Kopertis | _____ | | | |
| 4. Male | _____ | | | |
| 5. Female | _____ | | | |

B. Distribution of faculty by field, in the fall of 1984

1. Engineering by specialization
- | | <u>Full-time</u> | <u>Part-time</u> |
|----------|------------------|------------------|
| a. _____ | _____ | _____ |
| b. _____ | _____ | _____ |
| c. _____ | _____ | _____ |
| d. _____ | _____ | _____ |
| e. _____ | _____ | _____ |

2. Sciences
- | | <u>Full-time</u> | <u>Part-time</u> |
|----------------|------------------|------------------|
| a. Biology | _____ | _____ |
| b. Physics | _____ | _____ |
| c. Botany | _____ | _____ |
| d. Chemistry | _____ | _____ |
| e. Other _____ | _____ | _____ |
3. Agriculture _____
4. Animal Husbandry _____
5. Fisheries _____

D. Please explain the process used to introduce new academic programs

E. Explain the process by which students are admitted

III. FACULTY

A. Number of Instructors	Ph.D	M.A.	B.A.	Less
1. Full time	_____	_____	_____	_____
2. Part time	_____	_____	_____	_____
3. Supplied by the Kopertis	_____			
4. Male	_____			
5. Female	_____			
B. Distribution of faculty by field, in the fall of 1984				
1. Engineering by specialization				
	<u>Full-time</u>	<u>Part-time</u>		
a.	_____	_____		
b.	_____	_____		
c.	_____	_____		
d.	_____	_____		
e.	_____	_____		
2. Sciences				
	<u>Full-time</u>	<u>Part-time</u>		
a. Biology	_____	_____		
b. Physics	_____	_____		
c. Botany	_____	_____		
d. Chemistry	_____	_____		
e. Other	_____	_____		
3. Agriculture	_____	_____		
4. Animal Husbandry	_____	_____		
5. Fisheries	_____	_____		

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3. Do results influence pay - explain

4. Is there an in-service training problem for faculty? If yes, what form does it take?

F. How can your institution attract able faculty? Explain

G. Are faculty available for counseling with students? If so, when and how long?

IV. STUDENTS

A. Number of students enrolled during first term 1984-85

B. Number of students enrolled during first term 1980-81

C. Projected enrollment 1990 _____ 2000 _____

D. Number of students by field, fall 1984

- 1. Engineering _____
- 2. Science (list major) _____
- 3. Agriculture _____
- 4. Agriculture _____
- 5. Fisheries _____
- 6. Social Science (list major) _____
- 7. Law _____
- 8. Economics (by specialization) _____
- _____
- _____
- _____
- 9. Other _____

E. Number of graduates in last graduating class _____

F. Number of students by year in school (freshman, sophomore, etc)

- 1. _____ 2. _____ 3. _____ 4. _____
- 5. _____ 6. _____

G. How can the institution attract more good students?

3. Do results influence pay - explain

4. Is there an in-service training problem for faculty? If yes, what form does it take?

F. How can your institution attract able faculty? Explain

G. Are faculty available for counseling with students? If so, when and how long?

IV. STUDENTS

A. Number of students enrolled during first term 1984-85

B. Number of students enrolled during first term 1980-81

C. Projected enrollment 1990 _____ 2000 _____

D. Number of students by field, fall 1984

- 1. Engineering _____
- 2. Science (list major) _____
- 3. Agriculture _____
- 4. Agriculture _____
- 5. Fisheries _____
- 6. Social Science (list major) _____
- 7. Law _____
- 8. Economics (by specialization) _____
- _____
- _____
- _____
- 9. Other _____

E. Number of graduates in last graduating class _____

F. Number of students by year in school (freshman, sophomore, etc)

- 1. _____ 2. _____ 3. _____ 4. _____
- 5. _____ 6. _____

G. How can the institution attract more good students?

E. Distribution of expenditures :

	Rp	Percentage of total
1. Academic program, faculty salaries	_____	_____
2. Administration	_____	_____
3. Maintenance	_____	_____
4. Utilities	_____	_____
5. Scholarship	_____	_____
6. Others (please specify)	_____	_____
Total	_____	_____

F. Rp subsidy per student from government, if any - please explain

G. Are you audited ? If so by whom ?

How often ? _____

Who gets results ? _____

H. What are the greatest strengths and weaknesses in your financial management ? please be specific.

VII. PHYSICAL FACILITIES

A. Number of buildings _____

B. Total number of square metres for class room use _____

C. Number of classrooms _____

D. Number of laboratories _____

E. Percentage of time from 8 AM to 8 PM classrooms are used by category :

Lecture hall _____

Laboratory _____

Class room _____

a) If your program includes frequent evening use of space please explain



E. Distribution of expenditures :

	Rp	Percent of total
1. Academic program, faculty salaries	_____	_____
2. Administration	_____	_____
3. Maintenance	_____	_____
4. Utilities	_____	_____
5. Scholarship	_____	_____
6. Others (please specify)	_____	_____
Total	_____	_____

F. Rp subsidy per student from government, if any - please explain

G. Are you audited ? If so by whom ?

How often ? _____

Who gets results ? _____

H. What are the greatest strengths and weaknesses in your financial management ? please be specific.

VII. PHYSICAL FACILITIES

A. Number of buildings _____

B. Total number of square metres for class room use _____

C. Number of classrooms _____

D. Number of laboratories _____

E. Percentage of time from 8 AM to 8 PM classrooms are used by category :

Lecture hall _____

Laboratory _____

Class room _____

a) If your program includes frequent evening use of s please explain

B. List 2 or 3 ways to improve research at your institution

X. COMMUNITY OUTREACH

A. List 3 or 4 specific outreach programs which serve local needs

B. Which institutional programs are most important to the local community in your opinion, and why ?

C. What further steps do you plan which will strengthen your community outreach programs ?

XI. GENERAL

A. What do you consider your institutions greatest strengths ?
Please list and explain

B. What do you consider your institutions greatest weaknesses ?
Please list and explain

C. List the policy changes which the government could make to improve your capacity to serve Indonesia as a private institution ?

XII. GRADUATE WORK

A. Do you offer graduate degrees ?

Yes _____ No _____

If yes, in what field (s) ?

Number of degrees granted in past year _____

B. What percentage of your graduates are employed in their primary discipline _____ If known? _____

XIII. To be filled out by chief administrative officer (rector)

A. What is your term of office ? _____

B. What is your academic field ? _____

C. Do you presently teach ? Yes _____ No _____
If yes how many courses per year _____

D. In what areas would you like to have management or leadership training courses ? List

1. Full time Administrators _____ Part Time _____

2. Total Number of Faculty and Administrators _____

E. What are your strongest departments ?

F. Is there an external evaluation of your institution ?
If so, what form does it take and who does it ?
Please be specific.

G. How can Indonesia increase its number of competent teachers and professors ?

H. Do you feel the government values the contribution of private institutions ? Yes _____ No _____
How is this evidenced ?

I. List your various faculties and identify their status as equalized, recognized, registered or temporary permission to operate

Faculty	Status
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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1. List the three to five areas which you feel are most urgently in need of help at your institution. Please specify with as much detail as required, giving suggestions for solutions.

APPENDIX F

Appendix.

Questionnaire Analysis Summary.

The attached summary lists possible ways to get the questionnaire data analyzed. This, at best, is merely a guide. As the data is received it will be clear that some actual responses will not lend themselves to the suggested analysis format. You are encouraged to be flexible and change categories, ranges and the table design itself. The suggested tables are merely guides.

It is expected that some questions will be misunderstood or in some cases not answered. Keep in mind, following this attempt at getting very basic data, refinements can be made in future years.

The level of sophistication of some of the institutions to be questioned, coupled with the limited information about the system known by the team, allows for only a limited degree of analysis, for example until 1986 and total conversion to the credit hour system, many faculty/student ratios based on credit units or full time equivalent faculty and student statistics, cannot be productively pursued.

However, it is expected that much useful information can result from this survey which will give rise to greater refinement next time around.

Our apologies to the institutions and the directorate general of higher education for asking questions which perhaps have been asked by various agencies of the government. It was felt however that to do a "baseline" study - a snap shot of higher education in effect - it was necessary to get responses at one point in time. Moreover questions are asked in a specific context, which perhaps will result in data which can be analyzed easier. Persons assigned the task of implementing the questionnaire are encouraged to change or delete questions to fit into the Indonesian educational context. It is recognized that some areas of inquiry are relevant but at the same time questions may not be framed in a way which fits the system. Since translation will be necessary, it may be an appropriate time to improve the fit.

The questionnaire in particular, and the suggested analysis to some extent were designed not only to produce a baseline of information, but also to serve as a spring board to serious consideration of adopting an accreditation system.

The section in the appendix dealing with accreditation outlines a course of action which may be pursued.

Instructions For
Analysis of Questionnaire

- I A. (a) List institutions with statements which appear to be reflected in the operation of the institution, such as by course work, student support, faculty hired and so forth.
- (b) List institutions which seem not to practice the lofty statements of purpose.
- (c) List institutions with no mission or with an answer to the question which is clearly lacking in thought.

Question IA

Institutional Mission

	A	B	C
Universities			
Institutes			
Colleges			
Academies			

A = Statement and practice agree

B = Statement and practice out of agreement

C = No meaningful statement

I B.

Years in Existence

	over 15 yrs	10-14	5 - 9	0 - 4
Universities				
Institutes				
Colleges				
Academies				

- I C. a) Record range of term of office (how many institutions with 1 - 3 years; 4 - 6 years; 7 and over).
- b) Record average number of trustees (number most frequently given.)
- c) Record the three most often mentioned ways of selecting trustees.

II A.

Indication of long range planning

	Length of Plan			
	0 - 3	4 - 7	8 - 11	Over 12
Universities				
Institutes				
Colleges				
Academies				

II B. List the three most frequently used methods of appointing a chief administrative officer.

III A.

Degrees held by full time faculty

	Phd	MA/MS	BA/BS	Less than bachelors
Universities				
Institutes				
Colleges				
Academies				

Percent of Phd and masters Degree to university staff

Full time $\frac{\text{PHD/masters}}{\text{Total full time staff}} = \%$ Total full time/part time $\frac{\text{Phd/masters}}{\text{Full and part time total staff}} = \%$

Number of Doctorates on teaching Staff - Full and part time

	4 or more Equalized	3 or more Equalized	2 or more Equalized	1 Equalized Program
Universities				
Institutes				
Colleges				
Academies				

Degreespart time
Faculty

	PHD	MA/MS	BA/BS	Less than Bachelors
Universities				
Colleges				
Academies				

III A.

Distribution of Faculty
By Field

	University	Institute
Engineering		
Science		
Agriculture		
Law		
Social Science		
Economics		

III B.

Percent of courses taught
by full time staff
first term 1984

Number of courses
taught by full time
staff
----- = .X
Total courses taught
first term 1984

	Percent
Universities	
Institutes	
Colleges	
Academies	

First term 1984 - number of
courses taught by full time staff

	Full time	Part time	Total
Universities			
Institutes			
Colleges			
Academies			

III C.

Range of faculty salaries
 full time - per month

Type Institutes	Under 50.000,-	50.000,- 99.999,-	100.000, 199.999,	200.000, 299.999,	300.000, 399.999,	Over 400.000
Universities						
Institutes						
Colleges						
Academies						

Range of part time
 Salaries per class
 Hour

	5.000 and under	5.000- 7.999	8.000- 10.999	11.000- 13.999	14.000,- 19.999,-	20.000,- and over
Universities						
Institutes						
Colleges						
Academies						

III D. And

III A1 Full time teachers
who teach at other
Institutions

	Number	Total Teachers	Percent
Universities			
Institutes			
Colleges			
Academies			

Number of teachers
teaching outside = %
Total teachers

III E. Institutions with faculty
Evaluation Process

	Extensive	Modest	None
Universities			
Institutes			
Colleges			
Academies			

(Evaluate description and place into proper category).

III F. List most common suggestions and categorize into natural groupings.

IV A. Student Growth From 1980 - 1984

	1980	1984	Total Increase	Percentage Increase
Universities				
Institutes				
Colleges				
Academies				

NOTE : Newer institutions or those without records will have to be discarded.

IV D. Number of students
by field 1984 - 5

	Universities	Institutes
Engineering		
Science		
Agriculture		
Animal Husbandry		
Fisheries		
Social science		
Law		
Economics		
Other		

IV E/A Number of graduates
in last graduating class

	Number	Total Students	Percent
Universities			
Institutes			
Colleges			
Academies			

IV Number of Students
By Year

	Universities	Institutes
First Year		
Second Year		
Third Year		
Fourth Year		
Fifth Year		

V A,B,C

New Students
Fall 1984

	Universities	Institutes
Applied		
Accepted		
Enrolled		
Admissions Rate		

New students

$$\frac{\text{Enrolled}}{\text{Number of Applicants}} = \text{Admissions Rate}$$

V D, IV A

Number of Students
From Province

	Number	Total Enrollment
Universities		
Institutes		

(Get from IV A)

V E.

Scholarships

	Number of Scholar Ships	Total number of students	Percentage
Universities			
Institutes			

V G.

Range of Aid
(Annually)

	0 to 49.999	50.000 to 99.999	100.000 to 499.999	500.000 to 1,000.000	Over 1,000,000
Universities					
Institutes					

V K.

Average Recruitment
Budget

	Less than 1 million	one to Five million	Five to twenty million	Over twenty million
Universities				
Institutes				
Colleges				
Academies				

VI C.

Cost per Student

Universities			
Institutes			
Colleges			
Academies			

NOTE : As data is reviewed - determine
category size.

VI. D. Sources of Income
Making Total Budget

	Tuition	Admission Fee	Government	Gifts	Foundation	Total
UNIVERSITIES						
INSTITUTES						
COLLEGES						
ACADEMIES						

VI. E. Expenditures

	Academies	Admini- stration	Main- tenance	Utilities	Scholar- ships	Others	Total
Universities							
Colleges							

VI.F. Subsidy From Government

	Rp.	Percent of Total Budget
Universities		

VI. G. Total Institutions Audited by
 Groups of Universities, Institutes,
 Colleges and Academies

VI.H. Classify and Group Responses by
 Strengths and weaknesses

VII Number of Buildings
 and teaching space

	Total Building	Sq. metres of space	Classroom and Labs	Other
Universities				
Institutes				
Colleges				
Academies				

VII. Range of Campus Size

	Less than 1 Hectare	1 to 2 Hectares	3 to 5 Hectares	6 to 10 Hectares	Over 10 Hectares
Universities					
Institutes					

Summarize Expansion Needs and cost estimates

VIII. Note : Library will be done by Another study

Number of Unduplicated
Volumes by language

	Bahasa	English	Other
Universities			

IX.

	No Research	Some Research	Much Research
Universities			

List frequency of field of Research in Universities.

List Categories of suggestions for improvement of Research

X. List frequency of community outreach programs for universities.

List categories of outreach service for Universities.

XI A, B, C

Group responses by categories and list by strengths and weaknesses for universities only.

XIII A

Graduate degrees
granted 1983 - 84

	Yes	No	Number awarded 1983-84
Universities			

XIII B. Chart information if a response is received - assume most do not keep such data.

XIII

Chief Administrative
Officer

	Presently teach	Desire in service training	Term of Office	Total number responding
Universities				
Institutions				

XIII D, 1,2,3

Percent of Administrators
to full time staff

	Full time staff	Full time Administrators	Percentage
Universities			

Full time staff
in Administration
Total full time staff = Percentage

84

XIII. G. See if Data Centers around
two or three suggestions:

XIII. H. Total number of yes and no responses and find central
tendency in reasons given as evidence

XIII. I University status
By Faculty

	Economics	Law	Education	Engineering by field
Equalized				
Recognized				
Registered				
Temporary				

Note :

The faculties should be listed according to Responses - the
above just samples.

XIII J. Read responses and categorize major clusters of problems and
solutions.

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Accreditation or External Evaluation

Accreditation in the educational world is a tricky and controversial issue which does not lend itself to easy answers. This is true, partially at least, because it is difficult to get agreement on a mutually acceptable set of standards as to what constitutes a high quality academic culture. Consequently, most evaluations tend to center in quantitative measures.

Nonetheless the process itself forces educators and institutions to reflect on what they are doing and how well. This internal dialogue alone makes the accreditation process worthwhile.

Against this backdrop, we suggest the following model for Indonesian higher education.

(1) An accrediting Association or Body could be appointed by the DGHE. This Body would have representatives from both the public and private sectors. This Body should either define or have defined what constitutes a legitimate university. All 27 provinces could be represented. Every University or Institute should be evaluated every 5 to 7 years. The Institution should be asked to engage in a year long self-study prior to the visit of the Accrediting team. The DGHE should appoint a Chairman of each Accrediting team and ask for a written report no later than two months after the visit. Both public and private institutions should be judged on the same set of standards. The Rector of the evaluated institution should receive a copy of the report which points out both the strengths and weaknesses of the Institution. A specific timetable should be given to the evaluated institution within which deficiencies must be corrected if Accreditation is to be maintained.

(2) The Kopertis authority for external evaluation could be strengthened. The Kopertis could deal with all institutions which fall into the College or Academy category. There will need to be developed specific criteria for Accreditation and sanctions which can be invoked for non-compliance. Again a 6 month to a year self-study should take place prior to the visit of the Kopertis' team. A written report should also be made to both the Institution and the DGHE.

Strengths and weaknesses should be pointed out and conditions for achieving or maintaining Accreditation should be made clear. A timetable for compliance should also be included in the report.

Colleges and Academies could be evaluated at initial application and then every 3 to 5 years.

It is suggested that a combination of the two points listed above be considered if a system of Accreditation is to be adopted in Indonesia.

In keeping with that objective, the questionnaire attached in appendix ..E.... could be useful as a self-evaluation device preceding the visit by an Accreditation team. Since basic questions about purpose and objectives should be mulled over by all staff members of an Institution, this could serve as a focal point for a later self-evaluation effort. Further development of this approach could be done at the time of the team's proposed visit in 1985.

Scheduled Visit
Of
Dr. Douglas Lamb,
Institute of
Local Government Studies,
University of Birmingham,
England.

Although Dr. Douglas Lamb has not been able to participate in the phase of the study represented by this report, he will be arriving in Jakarta soon.

Arrangements have been made for Dr. Lamb to meet Mr. Waldrum in Toronto, Canada on his way to Indonesia. Mr. Waldrum will discuss with Dr. Lamb the activities of the Consulting Team up to this time and provide him with copies of pertinent documents.

We are confident that Dr. Lamb's report will add a great deal to the minimal attention given to matter of finance and budget in this interim report.

We all look forward to receiving a copy of his report.

University:
Interviewee:

MISSION

Goals Statement:
-
Objectives:
Planning Capabilities:
Role in system:

STUDENT LEARNING

Advising and Counseling:
Satisfactory progress / retention:
Variety of learning resources:
Provision of student services:
Administration of student affairs:

FACULTY PERFORMANCE

Evaluation policies and procedures:
Instructional improvement program:
Faculty development:
Personnel policies and procedures:
Work load:
Salaries / outside income:
Overall quality of performance:

ACADEMIC PROGRAMS

New program development:
Review & evaluation of existing programs:

Preparatory / Remedial / English language programs:

Graduate Programs:

Overall academic and intellectual quality:

Implementation of credit system:

SUPPORT

Plant & facilities in relation to student body and mission:

Physical planning:

Evaluation of personnel & services:

ADMINISTRATIVE LEADERSHIP

Planning:

Working relationship:

Governance policies supporting effective management:

Evaluation of personnel & performance:

GOVERNANCE

Relations with DGHE:

Relations with Senate / Board of Trustees:

COOPERATIVE PROGRAMS

NOTES

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LIST OF KOPERTIS REGIONAL OFFICES
IN INDONESIA

REGION	NAME OF COORDINATOR	OFFICE ADDRESS
I. North and Central Sumatra	H. Channur Arrasyid	Jl. Pancasila Kampus USU Medan Phone 061 - 26978
II. South Sumatra, Lampung, Bengkulu	Drs. Syafran Syamsuddin	Jl. Jaks Agung Suprpto Palembang Phone 0711 - 26388.
III. Jakarta	Prof. dr. Busyra Zachir	Jl. Daksa IV/4 Kebayoran Baru Jakarta, Phone 712025/712017.
IV. West - Java	Dr. A. Dasuki	Jl. Banda 40, Bandung Phone 022 - 59822/50901.
V. Jogjakarta	Drs. Subaroto	Jl. Sindunegara 25 Jogjakarta Phone 0274 - 87249.
VI. Central Java	Drs. Wuryanto	Jl. Hayam Wuruk, Semarang Phone 024 - 311521/311273.
VII. East Java	Prof. Soedarso Djojonegoro	Jl. Airlangga 8, Surabaya Phone 031 - 45088/472441.

VIII. Lesser Sunda Islands (Bali, Lombok)
I dr. Ida Bagus Oka

I Jl. Panglima Besar Sudirman
Denpasar, Bali
Phone 0361 - 4251.

IX. East - Indonesia (Sulawesi, Moluccas, Irian Jaya.)
I H. Ridwan Mattayang, SH

I Jl. Sultan Hasanuddin Ujung-
Pandang.
Phone 0411 - 3544.

Jakarta, August 14, 1984.

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