Teach the children.
The Grandfathers and the Grandmothers are in the children.
If we educate them, our children tomorrow will be wiser than we are today.
They ‘re the Grandfathers and the Grandmothers of tomorrow.

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UNIVERSITY for INDUSTRY

Rationale

The Changing Condition of Higher Education.
The world of higher education has changed dramatically in the past decade. Eight changes stand out:

1) The public has become increasingly critical of universities;
2) Political and financial support for higher education has diminished;
3) The cost of higher education has continued to grow while the proportion of families capable of paying the full price of universities has declined;
4) The demographics of the nation and higher education population have shifted substantially;
5) The characteristics of the faculty have changed in important ways as well;
6) The nation is undergoing a technological revolution with enormous, perhaps revolutionary implications for how universities teach and students learn, and
7) The profit-making sector has entered the higher education market.
8) To develop institutional credibility

Each of these changes has potentially great implications for universities.
Throughout of this century higher education was one of Indonesia's sacred institutions; deeply respected and placed on a national pedestal high above the profane aspects of daily life. Nowadays this had changed. There has been a barrage of publications critical of higher education. They criticized higher education for rising costs, diminishing quality, low productivity, inefficiency and ineffectiveness.
Moonlighting

Since 1960's public universities in Indonesia have not received adequate recurrent budget from the government. Within the recurrent budget includes budget for personal (approximately 85%) operation for academic activities, and maintenance of its infrastructure. The limited budget is tightly controlled without any flexibility to move between the budget components. It drives the universities, or unit within a university, to overcome the deficit by various ways.
During the late 1990's, government support for higher education decreased further, both financially and politically. Two rationales have generally been offered to explain the reduction. The first is that these are bad times for government; it has less money to give away. The assumption is that when government is flusher, higher education will receive additional support.
The second explanation is that government priorities have changed. This is precisely what is happening to higher education today. The cost of the enterprise is being scrutinized. The price of higher education is being attacked loudly and continuously. Funding formulas are being reexamined. Financial aid is shifting from grants to loans.
Questions of productivity and efficiency are being raised. How much should faculty teach? What is the appropriate balance between teaching and research? How much should it cost to educate a student? Can campuses and faculty be replaced by new technologies? Should there continue to be lifetime employment or tenure for faculty? Which programme should universities offer? How much course and program redundancy is necessary? What should be the balance between graduate and undergraduate education?
Question of effectiveness are being asked, too. Why aren't graduation rates higher? Why should student take more than four years to graduate from universities? Why do universities offer remedial education.

Government is shifting the terms of the relationship and the public. The focus is moving from teaching-what faculty do in their classrooms, to learning-what students get out of their classes. The emphasis is moving from process-courses and credits - to outcomes - what students achieve as a result of a university education. In short, the state is demanding greater accountability from higher education.
3. THE COST OF UNIVERSITY

Today in admission circles, the common wisdom is that less than five percent of university-bound students have the capacity to pay the full tuition for a private university education. Add to this the fact that the fastest growing populations in the country have the lowest educational aspirations and the least ability to pay for university education. These dramatic statistics represent a larger trend.
They are causing universities to invest an unprecedented proportion of their tuition rupiahs into financial aid: this come at a time in which higher education is facing the enormous competing costs of adding new technologies, repairing an aged plan, paying for government mandated programmes such as disabled student services, and quickly rising employee costs. To afford this, universities are ratcheting up tuition, their largest source of income, which put them in the uncontrollable cycle of raising prices to levels which fewer and fewer families can afford and having to increase financial aid to continually higher level's to compensate while failing to meet other pressing needs.
Moreover, tuition prices are increasing much faster than financial aid budget, causing a growing gap between the price of university and ability of students to pay. In this environment, a number of nation's universities can be expected to close particularly at risk are low selectivity, low endowment.

A second even more frightening potential casualty is the reputation of higher education, which is suffering as universities are increasingly perceived as greedy and uncaring.
Perhaps the largest change in higher education in recent years is who the students are. During the last 1990's the lion's share of university enrollment growth came from students attending full time, being 18 to 22 years of age. But the students were over 22 years of age: nearly 10 percent were working and more than 50 percent were female, compare to the condition in early 1960's, not more than 10 percent were female. As a consequence, older and working students, especially those with children, they want high quality education, but are eager for low costs.
They do not want to pay for activities and programmes they do not use. In short, students are increasingly bringing to higher education exactly the consumer expectations they have for every other commercial enterprise with which they deal. Their focus is on convenience, quality, service and cost. They believe that they are paying for their education they want. Traditional undergraduates are also changing. They are coming to university less well prepared than their predecessors. As a result, there is growing need for remediation.
5. A CHANGING FACULTY

There are currently approximately 1634 institutions. According to report by Task Force on Higher Education in Indonesia, the distributions of institutions in 1997; Public institutions are 51 universities, and 25 polytechnics and 1558 private institution.

Relatively the zero growth policy are likely to have a major effect on faculty. Add to this the fact that a majority of the current faculty is over the age of fifty.
This means that institutions, which need to remain vital by continually bringing new blood into the academy. Will be hard pressed to do so in the future with a relatively young, highly tenured faculty, which can remain on staff for extended periods of time. There is no longer any recognition that a faculty member's abilities may decline with age or that institutional need are changing quickly.
This is compounded by changes in the traditional disciplines and departments that employ faculty. Some staple fields, such as sociology, are deeply trouble and several major institutions have chosen to close or examined that possibility of closing their departments. Other subject areas, particularly new area studies, ethnic studies, technology and Information Studies, are on the rise and new departments are being created.
6. NEW TECHNOLOGIES

The wild card, which has the greatest capacity to change higher education, is new technologies. It means the age of textbooks is ending. Faculty can and will be expected to custom design their own course reading. This readings can be geared to the demographics of the class being taught. They can and should be updated with each subsequent teaching of a class.
The days of teaching from the old yellow lecture notes is approaching an abrupt conclusion. Right now the technology exist for a professor to offer a course at Teacher University and for students to take that course in any place.
It is possible for all of them to perceive they are sitting in the same classroom. The professor can ask the two students to prepare a project together for the next class. If all of this can be accomplished electronically, why do we need the physical plant call a university. Technology makes physical proximity less important than it was in the past; it minimizes the barrier of geography. It also reduces the need to build physical plant. This invites the states to reconsider how they have designed their higher education systems.
7. THE GROWTH OF PRIVATE SECTOR COMPETITORS

Higher education is a business with revenue in the hundreds of billions of rupiahs and a reputation for low productivity. This is causing the private sector to look increasingly at post secondary education with a gleam in their collective eyes. As the chair of major university board of trustees confided recently if higher education were publicly trade stock, it would be overripe for a hostile takeover.

In this regard, two recent activities are worth noting. The first is the development of a new breed of higher education.
Other more traditional corporations are also eyeing the higher education market. Partnership between the private sector and campuses in this area are mushrooming. Industry is the driving force and senior partner in most of these relationships. With the right company offering education and degrees; that is, a company with an admired name, a record of cutting edge accomplishments, and consumer orientation, the public may well find the alternative very attractive.
The objective of the national strategy in higher education system is, therefore, to develop institutional credibility through restructuring the nation wide system, as well as the university system. The system should be accountable to the public, demonstrated by high efficiency of its operation, quality and relevant of its outputs, and an internal management that is publicly transparent and comply with the acceptable standard of quality. As a credible moral force, universities should also contribute by directly involved in solving the problems existed in its society, particularly involving the strategic issues.
The higher education sub-sector in respond to adapt with the challenges, introduce a concept as its new strategy called the new paradigm. The implementation of the concept, which relies on merit based tiered competition, user participation in planning, transparency, democracy, and higher accountability, has been chosen as the best suited strategy for higher education. Never the less, it has to be well understood that the structural adjustment under this concept is not an objective by itself, since the real objectives are its output and outcomes. Due to its critical role it is chosen as the strategy in developing the higher education.
VISION
To become a University for Industry (UfI)
Why do we need a University for Industry?

Rapid social and economic change is having profound consequences for both work and learning. More flexible labour markets have led to weaker relationships between employers and employees, and the pervasive threat of recurrent unemployment and under-employment. Employers are demanding higher levels of skills in their employees but the 'job for life' is disappearing, career patterns are becoming more fluid, and individuals are having to take responsibility for their own learning programs. They need opportunities to develop their capabilities continually throughout their lives in order to maximise their potential, keep themselves in employment, and contribute to the Indonesia's economic success.
Despite improvements in the national training picture in recent years, the Indonesia is not rising fast enough to the challenges of change. Indeed, over the last few years a succession of authoritative reports have shown that the Indonesia still has a workforce which is less skilled and qualified than many of our international competitors. Employers complain about deficiencies in both broad and specific skills - for example, in crucial technical and managerial spheres, in information technology, and in basic literacy and numeracy. Meanwhile, we are failing to tap the talents of large sections of the population.
To keep individuals employable and companies competitive, we must boost the capabilities of the workforce. That requires three tasks to be accomplished:

- widening participation in learning
- inspiring national demand for learning
- modernizing the supply of learning.
Supporting and motivating the learner

For most people, effective learning requires support and guidance. The Ufi would ensure a progression of services as people followed their programs. Facilities would include a telephone help line, an information and guidance database, a 'learning audit', a portfolio or record of achievement, and a mentor. In most cases learners would work towards existing qualifications, with assessment the responsibility of providers such as universities and colleges.
Otherwise, the UfI would need to negotiate with providers for a means of awarding qualifications for portfolios of learning credits, crossing the boundaries of sectors, disciplines or providers. The UfI would also have a large role in promoting lifelong learning in general, in stimulating demand for materials, programmes and services, and in encouraging learners to progress.
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LEARNERS

homes  workplace  local learning centres

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brokerage  commissioning  kitemarking  strategy

PROVIDERS
Learning on demand

An expansion of education and training on traditional line would be too slow and far too expensive. A new approach will be central: 'learning on demand'. This is learning not just from pre-packaged course but also of combinations of skills specified by the individual learners themselves, and at the times and place convenient to them. Many companies, universities, colleges and other organizations are attempting to implement that approach through innovative arrangement for learning in the workplace, at home and in community-based locations.
Their efforts are strongly supported by the use of new technologies, such as electronic networks and multimedia programmes. The objective, whether new technologies are used or not, is improvement in:

- accessibility of learning opportunities, in terms of time, place and pace.
- fitness for the purpose and needs of the learner.
- quality of learning materials and interaction with tutors.
- cost-effectiveness of provision.
The evident, from a range of initiatives, is that creating new opportunities for more relevant and convenient learning can do much to release latent demand. Despite these valuable developments. Education and training in the Indonesia are not evolving fast enough, and current institutional framework is inhibiting the extension of opportunities to all those who might benefit. Provision in compartmentalized, collaboration is cautious, and access to opportunities and to the fragmented array of institutions and technologies that provide them is patchy, particularly for those in small organizations or not in full-time employment.
a) Preparing students to become the society's members with academic and/or professional capability to apply, develop, and enrich the science, technology and art.

b) Developing and disseminating science, technology, and art, as well as developing their applications to improve the society's prosperity and enrich the national culture.

c) Widening participation in learning, inspiring national demand for learning, and modernizing the supply of learning.
The following points should be taken into account in carrying out activities to achieve these objectives:

a) national higher education objectives;
b) norms, morale, and ethics in science;
c) societal interests and
d) individual interest, capability, and initiative.
GOALS

1. Active participation in the development of science, technology, arts, culture and humanities.
2. To widening participation in learning, inspiring national demand for learning, and modernizing the supply of learning.
3. To generated funds through the university's venture for the development of teaching, research and community services.
4. To establish an Information Communication Technology Center (ICT).
5. Strengthening department to manage inter and cross discipline.
6. To create good and democratized governance of the university.
7. To create a new approach will be central "learning on demand".
8. To establish a conducive teaching and learning environment.
9. To become an agent of nationally as well as international trend setter in science, technology, arts, culture, and humanities.
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