

**REPORT OF THE U.S. HIGHER EDUCATION LEADERS
MISSION TO INDONESIA**

RECOMMENDATIONS

on

**U.S.-INDONESIA ENHANCED COOPERATION IN
HIGHER EDUCATION
UNDER THE PLANNED “COMPREHENSIVE PARTNERSHIP”**

Prepared by

Co-Chairs of the U.S. Higher Education Leaders Mission to Indonesia
July 26-31, 2009:

United States-Indonesia Society
Institute of International Education
Association of American Public and Land-Grant Universities
East-West Center

EXECUTIVE SUMMARY

2010 offers the best chance there will ever be for a major United States-Indonesia bilateral initiative on education. Such an initiative, now, is imperative. Overall U.S.-Indonesian educational cooperation needs serious re-invigoration.

The two presidents should articulate a far-reaching vision of the illustrative goals and programmatic content for our educational cooperation over the next five to ten years, and assure that a concrete operational mechanism is put in place to achieve those goals.

I. The twin goals of the educational partnership should be:

- A. Exchanges: To deepen educational linkages between Indonesia and the United States, through enhancing the quality, volume, and diversity of exchanges of students, faculty, and researchers. Suggested targets include doubling the number of Indonesians studying in the United States, and tripling the number of Americans studying in Indonesia.

- B. Capacity Building: To strengthen the capacity of educational institutions in each country: The capacity of *Indonesian institutions* to improve educational performance in key sectors and disciplines, educate Indonesians to an international standard, and attract American students and faculty; and the capacity of *American institutions* to teach Americans about Indonesia, participate in study and research on Indonesia, and receive students from Indonesia.

Capacity building should focus on:

1. Significantly expanding U.S.-Indonesian institutional and research partnerships, as they are important ways of helping to develop academic programs in Indonesian institutions and to leverage the capacity, expertise, and comparative advantage of institutions from both countries for research on topics of global importance and shared concern.

2. Supporting Indonesia's efforts to strengthen its educational institutions and increase the availability and quality of in-country higher educational opportunities, especially in those sectors and disciplines identified by Indonesians as critical to their national development. A second emphasis should be expanding knowledge of Indonesia and its Southeast Asian setting in American institutions of higher education.

II. The operational mechanism to accomplish the partnership's goals should be:

A Joint U.S.-Indonesia Council on Higher Education Partnership, composed of individuals from both countries who have shown they are committed to work with all parties – private, foundation, non-government, and government sources – to leverage the achievement of the goals and content of the educational partnership. Of all the sectors of the partnership, education is the one that is most amenable to solutions arising from the non-government sector, but acting in concert with governments.

Five non-governmental parties involved in the U.S.-Indonesian educational relationship – the U.S.-Indonesia Society (USINDO), the Association of American Public and Land-Grant Universities (APLU), the Institute of International Education (IIE), the East-West Center, and the American Association of Community Colleges (AACC) – and possibly others intend to combine with public and private sector education leaders in Indonesia to create a Joint U.S.-Indonesia Council on Higher Education Partnership. The Council would be privately funded.

The Joint Council would support the expansion of bilateral programs in higher education and advanced research. To that end, the Council would work closely with university organizations and individual universities and colleges in both countries.

The Council would fully coordinate its efforts with those of any body that is formed by the two governments to deal with government activities under the education partnership. Government encouragement will be essential to the Council's ability to mobilize private resources for education partnership ends.

CONTENTS

PART I: INTRODUCTION AND PROPOSED GOALS

Foreword	Pg. 5
Findings	Pg. 8
Proposed Partnership Goal and Objectives	Pg. 10

PART II: DETAILED REPORT

Implementation Principles	Pg. 12
Joint U.S.-Indonesia Council on Higher Education Partnership	Pg. 14

APPENDIX

Appendix I: Comments on Selected Goals, and Operational Considerations	Pg. 18
Appendix II: Participant List of the U.S. Higher Education Leaders Mission to Indonesia	Pg. 33

FOREWORD

The Unique Opportunity of a 2010 United States-Indonesia Educational Partnership

President Susilo Bambang Yudhoyono's ("SBY") November 2008 speech at USINDO, proposing the first bilateral partnership between the United States and Indonesia in history, had as one of its core components his wish for U.S. cooperation in building Indonesia's "knowledge economy." Since then:

- President Obama and President Yudhoyono, as well as Secretary of State Clinton, have agreed that education will be one of the key components of the "Comprehensive Partnership."
- President Obama's Cairo speech highlighted his intention to send more Americans to study in Muslim communities.
- His Ramadan address emphasized increased collaboration in science and technology between the United States and countries in the Muslim world, also called for by Indonesian President SBY in his major science speech of January 2010.
- President Obama is planning to visit Indonesia in 2010.

All these developments make 2010 the best chance there will ever be for a major United States-Indonesia bilateral initiative on education.

Of all prospective partnership components, education is the sector that depends most for its success on initiatives arising from non-government actions, in partnership with governments, rather than on governments alone. This mutual dependency requires that non-governmental organizations, universities, governments, and the private sector must all work together to seize this historic opportunity

We should start by lifting our sights to a high, broad vision of what the two countries have the potential to accomplish together in education, and probe how much of that can be done. We should be asking ourselves such questions as: "what does the U.S. education system have to offer Indonesia in all aspects – academic and research substance, best practices, teaching methods, U.S. university, land-grant, community college experience, etc., – and how can that be effectively tapped? What are the fields of study in which Indonesia is best positioned to engage in collaborative scientific and other academic research, and how can that be communicated to Americans to raise their interest, and support? What subjects are most attractive for joint research programs or institutional partnerships, and which schools in each country are willing and able to move forward on these? What are the subjects Indonesians most need to be educated in to move the economy forward most quickly, and how can they achieve that education in Indonesia and in the United States? What reforms are needed either in Indonesian or U.S. policies

and practices to make this happen? What are the sources of funds and amounts that can be brought to bear?” Finally, we should also make sure we have quantitative as well as qualitative targets so that the degree of success is large and measurable.

Purpose and Background of U.S. Higher Education Leaders July 2009 Mission

Recognizing the significance of the partnership proposal and renewal of collaboration in higher education and other fields, USINDO organized a conference in Washington, DC in April 2009 to begin formulating a set of recommendations from the non-government sector. One recommendation of the education panel was to organize a delegation of U.S. educators to Indonesia to explore ways to develop enhanced educational cooperation with Indonesian universities and other stakeholders.

Secretary Clinton endorsed the idea of the U.S. educators’ trip in the summer of 2009, publicly announcing it June 8, and the State Department’s most senior academic exchange official joined the team.

The delegation, July 26-31, 2009, was led by four organizations: the Association of Public and Land-Grant Universities, the Institute of International Education, USINDO, and the East-West Center. A full list of participating universities and organizations is attached to this report.

Delegation members met with senior officials at the Ministry of Education, rectors and other senior administrators at Indonesian institutions, the U.S. Embassy and Fulbright Commission, as well as current students and alumni, among others. The delegation explored opportunities and barriers to exchanges in higher education, opportunities for student exchange and institutional partnerships, and related subjects.

Appreciation

The Co-Chairs of the delegation take this opportunity to recognize and thank the Ministry of Education and the Directorate General of Higher Education (DIKTI), including its Director General, Dr. Fasli Jalal, for their support and assistance in all aspects of the trip. Demonstrating the seriousness with which the Ministry of Education takes a partnership in education with the United States, DIKTI provided logistics, transportation, and lodging to delegates. Support from DIKTI was integral to accomplishing the goals of the delegation, and in particular greatly aided working and liaising with public and private Indonesian institutions in and outside Jakarta. Our delegation greatly appreciates DIKTI’s gesture and the signal it sends.

The recent substantial increase in Fulbright funding coming from both governments is another indication of the seriousness with which both governments take a partnership in higher education. This would not be possible without the support of the U.S. Embassy in Jakarta and DIKTI of the Government of Indonesia.

Co-Chairs would also like to recognize and thank the U.S. Embassy in Jakarta, and in particular U.S. Ambassador Cameron Hume, for their strong support for the advancement of a partnership in higher education between the United States and Indonesia, and its active encouragement.

Co-Chairs would like to recognize and thank the American-Indonesian Exchange Foundation (AMINEF), which has worked to facilitate and increase exchanges between American and Indonesian students since 1992.

Last, the Co-Chairs also thank the Indonesian International Education Foundation (IIEF), for its help with the delegation's visit and its work to promote international education and to create understanding through education and training exchange since 1990.

Purpose

This report provides recommendations of the co-chairs of the delegation for a proposed architecture for the Education component of the forthcoming Comprehensive Partnership. They are directed toward the two governments, university communities, foundations, NGOs, and the publics in each country. They are meant to be considered for action by all parties in preparation for President Obama's planned trip to Indonesia, so that the Education component of the partnership will bring forth results commensurate with the potential of these two great nations.

FINDINGS

The 40 percent decline in U.S.-Indonesian higher education student flows over the past 12 years is troubling. From a high of 13,000 in 1997, today approximately 7,500 Indonesians are engaging in long-term study in the United States. A decade ago 213 Americans studied in Indonesia; today, only 130 Americans do. Neither Indonesians nor Americans are effectively utilizing the educational resources of the other country, to the detriment of both societies and their relationship. Moreover, this decline comes at a time of rapidly growing demand for higher education in Indonesia.

Nevertheless, there remains a strong preference in Indonesia for higher educational opportunities in the United States and partnerships with American institutions. In delegation meetings, Indonesian administrators and professors described their high regard for the U.S. educational system. They often expressed a preference for exchanges with U.S. institutions over that of other foreign locations, but noted the high cost of a U.S. education. A resumption of exchanges and a focus on developing new institutional partnerships to invigorate the quality of Indonesian higher education were highlighted as key needs.

There is interest from many U.S. institutions for increased exchanges and partnership with Indonesian institutions. Barriers and bottlenecks to such exchange and partnership have been significant enough to prevent the development of programs that may have otherwise emerged due to research potential and overall interest in Indonesia. Addressing barriers and creating incentives for initial investments in educational exchange and institutional partnerships will encourage greater private sector initiative, which has been essential to building partnerships in other locations.

The comprehensive partnership offers an excellent opportunity to address the potential of this moment, through a joint program in the education sector that will realize the best outcomes from educational cooperation, redress the decline in exchanges, and strengthen the bilateral relationship at all levels from government-to-government to people-to-people levels. Through the education component of the Comprehensive Partnership, the two governments and the non-governmental sector can enunciate a clear framework to ensure that the partnership realizes its potential to focus on the highest and best goals, and achievable deliverables.

The two governments should work in collaboration with the non-government sector to jointly formulate a framework that ensures that the potential of the partnership is realized to the maximum extent. There should be a recognition that, in the education sector, in addition to the more official government-to-government aspects of the partnership, the two governments and their respective non-government sectors interested in education should also function as partners, and that the non-government sectors in the two countries will do so as well (see *Figure 1*).

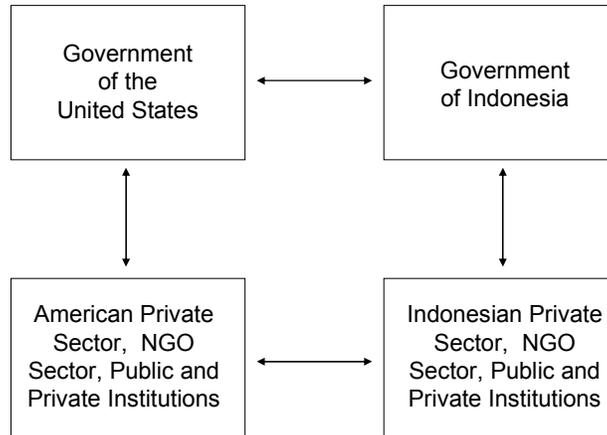


Figure 1

RECOMMENDATION:

Governments and interested non-government parties should work in collaboration to design a partnership framework for the education sector. The framework should:

- (a) Include goals and programmatic content, such as those recommended in this report; and**
- (b) Establish an operational mechanism tasked with assuring that agreed goals and programmatic content produce concrete results over the next five years.**

The framework, agreed content, and operational mechanism should be announced when the Comprehensive Partnership is launched.

EDUCATION PARTNERSHIP GOAL AND OBJECTIVES

We propose the following goal and objectives for the education component of the Comprehensive Partnership, to be further refined through the collaboration process proposed above:

GOAL

Deepen educational linkages between Indonesia and the United States, and enhance knowledge and institutional capacity in both countries, through a joint program of sustained bilateral collaboration in higher education.

This goal would be accomplished through two interrelated components:

- I. **Exchanges: enhance the quality, volume, and diversity of exchanges of students, faculty, and researchers.**
- II. **Capacity Building: strengthen the capacity of educational institutions in each country:**
 - (A) **Indonesian institutions' capacity to improve educational performance in key sectors and disciplines, educate Indonesians to an international standard, and attract American students and faculty, and:**
 - (B) **American institutions' capacity to teach Americans about Indonesia, participate in study and research on Indonesia, and receive students from Indonesia.**

PROGRAM OBJECTIVES

The joint program to attain the above goal would have the following objectives:

1. **Enhance student, faculty, and researcher awareness of attractive fields of study in each country.** This includes (a) increasing American students' awareness of Indonesian programs in areas of potential new interest (such as environment, fisheries, forestry, marine biology, energy and climate change), as well as traditional fields (anthropology, political science); and (b) increasing Indonesian students' awareness of educational opportunities in the United States in fields that will be beneficial to projected growth areas of the Indonesian economy.
2. **Stimulate institutional partnerships between U.S. and Indonesian universities,** particularly those that increase the capacity of Indonesian institutions to draw on the expertise, and successful experiences and models of U.S. institutions.

3. **Increase U.S.-Indonesian university research partnerships**, with special attention to those that increase the capacity for effective cooperation on issues of national and global importance, or shared concern, such as the environment, forestry, food production, good governance, entrepreneurship, and climate change.
4. **Ensure participation by diverse cooperating institutions in educational exchanges and partnerships.** In the United States: universities, colleges, land grant institutions, and community colleges. In Indonesia: both public and private universities and institutions.
5. **Promote greater understanding in each country of the other by (a) enhancing programs of Indonesia studies in the United States and strengthening networking in the community of Indonesia scholars in the United States, and (b) strengthening American studies in Indonesia**, preferably through a bi-national competitive selection process.
6. **Increase the volume of two-way exchanges of students, faculty, and researchers**, through increased support for such exchange programs, better marketing, and removal of bottlenecks;

Specifically, adopt goals of:

- a. **Doubling the number of Indonesians studying in the United States to 15,000, within five years;**
 - b. **Tripling the number of American students studying/researching for credit in Indonesia to 400, within five years; and**
 - c. **To the extent possible, give weight to the qualitative goals mentioned above while furthering these quantitative targets.**
7. **Create an environment supportive of Indonesian institutions, public or private, whose goal is to educate Indonesian citizens to an internationally recognized, U.S., or “world-class” standard, especially in key sectors and disciplines.** This will provide a cost-effective complement to study in the United States, and provide models whose presence can stimulate U.S. faculty and student exchanges, and potentially benefit other institutions in Indonesia.
 8. **Utilize available funding and secure new funding for the above goals from private and public sources in each country.**
 9. **Establish a Joint U.S.-Indonesia Council on Higher Education Partnership** to bring about the achievement of the above goals over the next five years. Such a body would not be headed by governments, but it would have full participation by, and ex officio representation of, the government, non-government, private, and foundation

sectors of the two countries. A Joint Council, or equivalent joint mechanism, should be empowered to seek input and participation, promote and facilitate funding of joint programs, identify priority sectors and disciplines, recommend needed policy changes in either country, remove impediments, and establish or refine further quantitative or qualitative targets based on experience and information gained.

EDUCATION PARTNERSHIP IMPLEMENTATION PRINCIPLES

Significant barriers exist to revamping educational exchanges and advancing new institutional partnerships. These barriers have prevented more exchanges and partnerships from developing in the past. They need to be corrected to allow for concrete results to ensue from the recommended substantial increase in exchanges and partnerships necessary to reinforce the bilateral relationship and improve the quality of higher education in Indonesia.

Barriers to educational exchanges identified equally by Indonesian education professionals and U.S. delegation members include: access to information on educational opportunities in Indonesia and in the United States, communication between institutions, marketing of opportunities, incentives for U.S. institutions to invest in higher education in Indonesia, visas and research permits for Indonesian and American students, limited human resources within Indonesian institutions to pursue partnerships, lack of clear strategy or coordinated public investments, and general testing competitiveness of Indonesian students (including English language). Some of these barriers can be corrected only at the governmental level; others can be corrected with the help of the private and non-government sector. Such barriers clearly are a significant obstacle to enhancing the Indonesian-U.S. educational partnership, and should be thoroughly reviewed and reduced.

To remove existing barriers and ensure that future programs are successful, the partnership in higher education requires a strong, coordinated strategy developed and implemented jointly by both governments and non-government sectors. Only by strong coordination in programs and investments can goals be met. Recommendations detailed in the remainder of this report use the following approach as an overarching strategy to streamline investments and ensure that each activity contributes to the overarching education partnership goals:

1. ***Resources should be expended in a concentrated manner for tangible results:*** For example, the Joint Council or similar body recommended in this report should determine and publicize priority discipline areas for joint collaboration. By defining priorities, funding can focus on developing strong, internationally competitive programs. In addition, institutional partnerships and joint research grants should be concentrated, though not limited to, specific programs.

2. ***Indonesian and American investments in higher education must be mutually reinforcing:*** For example, American and Indonesian investments in scholarships for Indonesian faculty should ensure that returning scholars are able to function as fully dedicated university faculty. This remains impossible today as professors, including those who have benefited from government funding for advanced study in the United States, often each hold multiple jobs, leaving time for neither teaching nor research.
3. ***Coordinated investments will increase the quality and flow of educational exchanges:*** For example, to increase awareness of opportunities, we recommend the USG advertise in Indonesia educational opportunities in the United States, such as through recent increases in EducationUSA programming, and we recommend the GOI market in the United States the availability of opportunities in Indonesia. In addition, we recommend that both governments promote faculty and student exchanges; to optimize such exchanges, pre-departure training for Americans going to Indonesia and for Indonesians going to America should be substantially increased.
4. ***Public sector funds and initiatives should be used to incentivize private sector interest in promoting educational exchange and developing institutional partnerships.*** While private sector interest in increasing exchanges and developing partnerships is strong, Indonesia as a destination must compete with other more attractive centers of international education which have more friendly regulatory environments and better infrastructure. By using public funds to boost Indonesia as a competitive and attractive partner, such as through the recent USAID bid to encourage institutional partnerships, U.S. institutions will be better placed to commit private funding.
5. ***Funding should build on successful initiatives and target new activity areas that take into account the realities of educational exchanges today.*** For example, programs should also target the population of fee-paying students matriculating at community colleges. 40 percent of Indonesians requesting study visas to the United States intend to matriculate to community colleges, and half of the top 10 school destinations are community colleges. In addition, most fee-paying students enter at the Bachelor's level. Investments in programs and scholarships should differentiate between these students. In addition, both public and private universities should be actively part of the education partnership.
6. ***Better recruitment material, efforts to geographically disperse scholarships, and pre-departure training programs outside Jakarta could help provide better outreach to potential students.*** There are vast numbers of potential students in other major metropolitan centers outside Jakarta and beyond Java. Many of these do not have adequate access to information on U.S. educational opportunities nor are adequately prepared linguistically or otherwise for a foreign educational

experience. One specific program designed to reach such students, the Ford Foundation's International Fellowship Program, is being phased out.

7. ***Funding resources should be augmented and leveraged as much as possible:*** Current funding resources are minimal in comparison to the needs and potential of this relationship. Concerted effort needs to be taken to leverage and augment funding to be large enough to have a fundamental and sustained impact for the next decade, and capture the unique potential of 2010.
8. ***A Joint Council of Indonesians and Americans (see following section) should assure adherence to these implementation principles.***

JOINT U.S.-INDONESIA COUNCIL ON HIGHER EDUCATION PARTNERSHIP

The education component of the Comprehensive Partnership will consist of both government efforts and efforts led by the non-government sector.

We strongly recommend that, in parallel with whatever governmental body is established to collaborate on the management of U.S. government and Indonesian government programs in education, an active body be established that engages the energies of the interested parties from the non-governmental sectors in both countries who have shown they are willing to commit to further the goals of the educational relationship and the specific goals of the educational component of the bilateral comprehensive partnership.

Four non-governmental parties involved in the U.S.-Indonesian educational relationship – the U.S.-Indonesia Society (USINDO), the Association of American Public and Land-Grant Universities (APLU), the Institute of International Education (IIE), and the East-West Center (and possibly others) – intend to combine with public and private sector education leaders in Indonesia to create a joint U.S.-Indonesia Council for Educational Partnership. The Joint Council will support the expansion of bilateral programs in higher education and advanced research. To that end, the Council will work closely with university organizations and individual universities and colleges in both countries. The establishment of the Joint Council will need to be favorably mentioned by the two governments upon the announcement of the Comprehensive Partnership. This will be essential to the success of the undertaking. The Council would be privately funded.

The Joint Council's scope of work would be to:

- engage the energies and resources of the private sector, private and public universities, foundations, and NGO community in each country, in cooperation with the two governments, so that the goals of the education partnership are addressed in a comprehensive manner;
- identify and help to resolve challenges that constrain the achievement of the goals of the education component of the partnership;
- identify steps that would enhance the capacity of institutions in each country to support exchanges of students, faculty, and researchers, including work to build the capacity of Indonesian universities to attract American students in selected new disciplines;
- facilitate agreement on joint science and technology research priorities and other areas of appeal to universities in both countries, and encourage voluntary partnerships in those areas;
- help to establish programs to build the capacity of U.S. universities in Indonesian studies and Indonesian universities in American studies, including mobilizing funding;
- examine ways to increase American investment to build the capacity of Indonesian institutions; and
- help to mobilize resources for agreed priorities from all sources.

The Joint Council would focus on the broader objective of creating an enabling environment for the advancement and deepening of the educational relationship, institutional partnerships, and capacity building in the educational institutions of both countries.

To that end, the Joint Council would work closely with university organizations and individual universities and colleges in both countries. The Council would link to all institutions of higher education – public and private – in both countries interested in expanded bilateral educational cooperation, but institutions would conduct their own independent relationships, reporting results to the Council. In addition, the Joint Council would address problems-in-common of multiple colleges and universities.

While the Joint Council would work to increase exchanges in research, faculty, and students, its scope would be much broader than exchanges. Government-sponsored exchanges would continue to be dealt with by the American-Indonesian Exchange Foundation (AMINEF), an established institution in Indonesia and a key partner in achieving an important goal of the overall education partnership: to administer Fulbright and other government-sponsored scholarships as well as to provide information and

outreach to Indonesian citizens who have an interest in studying in the United States. The Joint Council would focus on the many other objectives of the partnership, including some exchanges not covered by AMINEF. To assure coordination with AMINEF, a representative from AMINEF would be a member of the Council.

Other recommended Joint Council activities are included in the following operational recommendations of the education partnership.

Joint Council Formation and Composition

The Joint Council would have bi-national membership and would meet regularly both in the United States and in Indonesia.

Members of the Joint Council would liaise regularly with governmental bodies concerned with education under the Comprehensive Partnership, so that together the goals and objectives of the education partnership are comprehensively addressed by both the public and private sectors.

Such collaboration is essential. Governments will play an integral role in enabling the achievement of partnership goals, both through directing available funding toward those goals, and by removing government policy constraints or bottlenecks (e.g., educational policy, visa policy, research restrictions). The non-government sector will in turn play an important role in integrating all stakeholders, leveraging areas of comparative advantage, and supporting the expansion of programs in education in areas not planned to be undertaken by the governments themselves.

The Joint Council would be comprised primarily of non-governmental members and advisors, as well as government officials who will be invited to participate in a liaison capacity. On the Indonesian side, it would be reasonable to assume that the GOI would play an important role in determining joint research priorities and educational policy issues, so the GOI side may have governmental members.

Members and advisors would be selected so as to fit the expertise needs of the Joint Council as it works to expand the educational relationship. In particular, groups of experts would be needed to strategize on how to strengthen the following:

- Research partnerships
- Campus internationalization
- Student exchanges
- Faculty exchanges
- Capacity building of Indonesian institutions
- Developing Indonesian studies in the United States
- Developing American studies in Indonesia

The Joint Council may be organized according to these areas, subject to the wishes of its members.

We have identified several individuals representing education foundations, universities, education associations, and organizations with a history of interest in deepening the educational relationship between Indonesia and the United States, to serve on the Council. We have received initial suggestions from the Indonesian public and private sectors regarding membership, and are awaiting final suggestions.

APPENDIX I

COMMENTS AND RECOMMENDATIONS ON SELECTED GOALS, AND OPERATIONAL CONSIDERATIONS

The following comments and recommendations expand on the goals, strategy, and barriers as outlined in preceding sections. They identify current successful programming and suggest ways in which barriers to exchange can be removed as well as how new opportunities for an expanded higher education relationship can be undertaken in light of partnership goals. Recommendations are aimed at government bodies, the private sector, the non-government sector, as well as academic institutions.

COMMENTS REGARDING STIMULATING INSTITUTIONAL AND RESEARCH PARTNERSHIPS, AND HOW IT MIGHT BE APPROACHED:

Institutional partnerships have the dual benefit of generating research opportunities between public and private institutions in both countries, as well as contributing to capacity building of Indonesian institutions. These will in turn increase the number of American students engaged in joint research and degree studies in Indonesia, and increase the number of highly educated Indonesian citizens who staff the government and the R&D capacity of the country. Partnerships should be encouraged with both public and private institutions in both countries, and private sector interest and public/private partnerships should be leveraged.

Academic linkages and research collaboration with Indonesian institutions are on the rise through the U.S. Fulbright Scholar and U.S. Fulbright Specialist programs. For the 2010-2011 academic year, 9 US Fulbright Scholars will be conducting research and teaching at Indonesian universities, along with two short-term Fulbright Specialists focused on curriculum and institutional capacity-building.

Nevertheless, the limited number of U.S.-Indonesia university partnerships are not nearly enough compared to the need for and value of such partnerships. Delegates remarked that few university laboratories they saw seemed equipped to facilitate truly collaborative partnerships with U.S. research universities. The advanced facility at Institut Pertanian Bogor (IPB, Bogor Agricultural Institute), was set up in partnership with Texas A&M University. Seven leading Indonesian schools have been given special budgets by the Directorate of Higher Education to explore partnerships: UGM, ITB, U. Airlangga, IPB, UI, U. Diponegoro, and U. Brawijaya.

Some delegates from the recent U.S. Education Leaders' Mission have already committed to new initiatives. For example, Iowa State has capitalized on private sector funding and will be doing research for a private agriculture company working in Indonesia. Northern Illinois University has hosted a group of Indonesian rectors from institutions in Eastern Indonesia (mainly Sulawesi) to explore possibilities for capacity

building. In addition, University of Michigan, Lehigh University, and Universitas Gadjah Mada are exploring the development of an undergraduate study exchange program during the summer of 2010, with a focus on Religious Pluralism and Democracy in Indonesia.

Broadly speaking, U.S. institutions are interested in formulating partnerships in Indonesia, but competition for partnerships with institutions in other countries is strong. There is little incentive for an American institution to pursue a partnership in Indonesia when the current capacity of Indonesian institutions to develop and sustain partnerships and research programs is quite limited at present, and when few exchanges between Indonesian and American students currently exist to capitalize on a partnership. Partnerships in research and exchange programs require investment from both sides. Other barriers are varied: the regulatory environment, the capacity and facilities of partner institutions, communication barriers.

Delegates from the recent U.S. Education Leaders' Mission have underscored the need for outside incentives to secure university funding to pursue partnerships. Due to competition from other, more attractive destinations with a history of student exchanges to the United States, and the current financial environment, U.S. institutions have limited ability to make the case for existing private university funds to be spent on Indonesia. Incentives are needed. The recent USAID institutional partnership grant is an excellent example of a constructive program. The number of institutions bidding for the grant and willing to match with institutional funding is indicative of the great interest in Indonesia and the results value of selective encouragement.

With interest clearly present in both countries for developing new institutional partnerships, barriers need to be addressed and incentives provided to encourage private sector investment. Concerted effort is needed by the private sector and by both governments to create incentives for necessary financial and other resource investments, and to make Indonesia competitive compared with other, more established, regional higher education destinations. Funding and programs also need to be coordinated to bring Indonesian higher education institutions to an international standard.

Indonesia needs greater promotion as a viable destination to develop institutional partnerships. U.S. outreach efforts in Indonesia have improved, but not enough U.S. institutions are aware of or making use of partnership opportunities. While the large number of U.S. institutions participating in the U.S. Leaders Mission is an indication of existing interest, clearly concerted efforts are needed to increase the visibility of Indonesia among U.S. institutions of higher education.

To actively encourage new U.S. institutions to develop partnerships in Indonesia, an umbrella organization of Indonesian private institutions should be established to assist in communication and promote opportunities. American institutions wishing to partner with Indonesian institutions have little information on available opportunities or access to contact information with which to explore potential program ideas. AMINEF is an excellent resource, but delegates from the recent Education Leaders Mission emphasized their dependence on prior contacts in initiating new partnerships. Indonesian

private institutions of higher education are recommended to create a consortium of private Indonesian institutions to serve as point of contact for American institutions wishing to explore possible partnerships. Currently, there is a position in the Ministry of Education in charge of tracking all private institutions in Indonesia (KOPERTIS), but a body is needed to actively promote the existence and interest of private institutions in developing partnerships.

To facilitate new partnerships, a single body or organization should be tasked with or volunteer to serve as a point of contact for American and Indonesian institutions wishing to explore potential collaboration. Both Indonesian and American institutions often lack the capacity and information on potential partner institutions necessary to pursue partnerships. The proposed “Joint U.S.-Indonesia Council on Higher Education Partnership” could potentially serve as a facilitator. Currently, groups like AMINEF, IIEF, and USINDO serve as informal facilitators.

Government funding for institutional partnerships should focus on priority discipline areas as enunciated by the Joint Council or appropriate body of government and private-sector members. Priority discipline areas will be selected based on criteria that encourage the development of programs that offer a U.S.-style education, conduct research of bilateral and global importance such as food production and the environment, as well as utilize Indonesia’s natural advantages such as the coral triangle, anthropology, political science, and other cross-cultural studies. Funding should also be focused on priority program centers in Indonesia. Institutional partnerships and joint research grants should be concentrated, though not limited to, these centers, to build world class programs. In 2005, seven (7) programs were identified as Centers of Excellence under the Presidential Scholars Program, in a joint program between the World Bank, USINDO, the Ministry of Education, and other significant donors including Fulbright and the Government of Japan. These can form the basis of, but not be limited to, such priority programs.

Other competitive grants for research partnerships, such as the recent USAID institutional partnership grant, should encourage joint government and institutional investments.

Private sector funding in the United States and in Indonesia should be sought to provide competitive grants for research partnerships and to establish “Centers of Scientific Excellence,” pursuant to President Obama’s Cairo speech. Examples of grant topics that could attract funding from the private sector include: energy, mining, oceanography, rice research, other agricultural research, coastal zone management, etc. Funding from S&T or NSF sources might contribute to these partnerships. Centers of Scientific Excellence can be established through bi-national public/private partnerships by targeting specific programs. Seed funding by governments and the donor community for human resources development and capacity building are needed to boost capacity, and to match private sector in-kind assistance in the form of technology and infrastructure.

President Obama's Cairo speech also recognized the need for greater partnership in entrepreneurship. Attention to entrepreneurial skills is needed if Indonesian small and medium-size enterprises (SME), which comprise 60 percent of Indonesia's GDP and employ close to 98 percent of labor, are to grow and compete in world markets. Recent efforts by the Ministry of Education and the Ciputra Foundation to include training in entrepreneurship in curricula are an excellent start, as is President Obama's summit for entrepreneurs from the Muslim world which took place in the spring of 2010 in Washington, DC. There is great opportunity to link American and Indonesian entrepreneurs for networking and best practices transfer. Institutional partnerships and exchanges to develop U.S.-Indonesian entrepreneurial training programs are an essential start. The University of Southern California has announced its interest in collaborating with an Indonesian institution to develop a strategy to bring advanced entrepreneurship training to Indonesia, but many more such programs are needed for a country the size and importance of Indonesia.

Regulatory reform is necessary to encourage non-governmental investment in education, and to establish public/private partnerships to increase resources and capacity of Indonesian institutions. Private sector investments in educational institutions have been successful in Singapore, China, and Malaysia, to name a few. These countries have created regulatory environments more friendly to such investment. Indonesia's regulatory environment is not encouraging at present, as a World Bank report [January, 2009] indicates. Foreign commercial investments in higher education are not permitted, and with a legal maximum of 49 percent ownership in Indonesian educational institutions, foreign non-profit entities are not encouraged to make significant investments. We believe that if Indonesia is willing, the World Bank would support technical assistance to help Indonesia explore options for changing its regulatory structure to move Indonesia more toward the model of neighboring countries in terms of foreign ownership formulas, which, if adopted, should further increase the amount of educational partnerships.

Based on jointly established priority discipline areas, Indonesian university administrators should participate in a study visit to the United States: Ideally, representatives of targeted Indonesian university programs, both public and private, will be placed in specific U.S. institutions for an extended period (2-3 months). The visit should focus on facilitating communication, develop research partnership goals and activities, promote overall institutional partnerships, and provide training on university management. Public-private funding should be sought, and the chairs of the U.S. Leaders Mission to Indonesia should take the lead in pursuing the return delegation.

COMMENTS REGARDING INCREASING STUDIES OF INDONESIA, FORMING A COMMUNITY OF INDONESIAN SCHOLARS IN THE UNITED STATES, AND INCREASING AMERICAN STUDIES IN INDONESIA:

There are well known, established area study centers at several U.S. institutions that also focus on Indonesia. Nevertheless, there is a general feeling that over the past few decades, the field has suffered from lack of attention, that too few young U.S. scholars are emerging with a focus on Indonesia, and that too little attention is paid in separate academic fields to a country as important as Indonesia.

However, this state of affairs is now starting to change. Harvard Kennedy University announced in January 2010 its receipt of a significant grant from an Indonesian donor, enabling it to establish an Indonesia studies program at the Kennedy School. This provides one important and welcome response to the overall need to produce more U.S. scholars on Indonesia.

Additional information still needs to be known about the specific areas to be covered at Harvard, but it is clear that existing Indonesia programs in other parts of the country will also need to be strengthened in their own areas of comparative advantage, and to provide diverse points of student access to vibrant Indonesia studies programs. The Harvard Kennedy School program should be viewed as the first of several new steps that need to be taken to increase the availability and quality of programs of Indonesia studies in the United States to educate a future generation of policy makers, scholars, and the public about Indonesia.

In addition to increasing the quality of Indonesia studies at specific locations, there is need for a better network among the community of institutions of Indonesia studies in the United States. Existing scholars of Indonesia in a variety of fields would greatly benefit from regular gatherings to share new research, network, design joint projects, and from the building of an electronic network, as noted in a report by the Luce Foundation (January, 2009).

Regarding American studies centers in Indonesia, those at UGM and UI are poorly funded, and studies of U.S. foreign and domestic policy in Indonesia would greatly benefit from exposure to American faculty and professionals.

We recommend the following steps to address these needs:

- (A) To increase studies of Indonesia in the United States, we recommend the establishment of sustained funding or an endowment for a program of Indonesian studies embedded within an area studies program at a U.S. institution, competitively selected.**

The recently announced program of Indonesia studies at the Harvard Kennedy School is a welcome and timely addition to U.S. academic capacity. Other steps at one or more other schools are also needed. Area studies of Indonesia need to be strengthened at more than

one location, at the undergraduate as well as the graduate level, and in technical and scientific fields in which Indonesia contributes to world knowledge. For these reasons, we recommend that sustained funding or an endowment be established for a program of Indonesian studies, focused in priority discipline areas, at at least one additional U.S. institution.

The proposed Joint Council should bring about the creation of such a program and raise funds to establish it. Ideally, the U.S. institution should be selected based on competitive criteria, which should be written in a broad and inclusive enough way to allow for applying institutions to bring forward the reasons why they feel they are best positioned to do the most for studies of Indonesia in the United States, not in such a narrow way that many institutions are excluded *a priori* from applying. An endowment or “rolling endowment” should fund a chair (possibly with a rotating chairperson), visiting faculty, scholarships, research, and participation in professional societies. U.S. schools with Indonesian study programs, but who do not receive this funding, should be linked with the school that does in a professional network.

Significant increases in regular networking between Indonesian scholars in the United States needs to be fostered in order to strengthen existing studies of Indonesia and nurture greater interest in Indonesia across a variety of fields.

Delegates of the U.S. Leader’s Mission to Indonesia noted the synergy that develops from academic networking forums and noted their great interest in participating in a forum or association of Indonesian studies. The Luce Foundation report notes the great benefit of capitalizing on the existing community of Indonesian scholars to promote the field, which is as widely diverse as coral triangle research and animal conservation, to democratization. An Indonesian studies community from disparate fields would be strengthened through yearly conferences to bring together experts in the academic and policy communities on interdisciplinary topics, annual workshops, programs to connect the next generation of Indonesia experts in the United States with the international academic and policy communities, and other activities that more generally foster, mentor, and sustain a community of Indonesian scholars in the United States. A facilitating institution should be found to support such networks.

(B) To increase studies of the United States in Indonesia, we recommend the establishment of sustained funding or an endowment for coursework in American studies at rotating Indonesian institutions. The Indonesian institution should be selected each year by the Joint Council or comparable body based on competitive criteria. The funding will cover visiting U.S. faculty to teach coursework in American studies (U.S. domestic policy and foreign policy, for example) and other relevant topics, scholarships to students, and to organize a yearly conference on U.S.-Indonesian relations in partnership with a U.S. institution.

Funding of recommendations 1 and 2 above: We recommend that GOI and Indonesian private sources take the lead in funding the first (A), and USG and American private sources take the lead in funding the second (B).

COMMENTS REGARDING THE FEASIBILITY OF DOUBLING THE NUMBER OF INDONESIANS STUDYING IN THE UNITED STATES WITHIN FIVE YEARS, AND HOW IMPLEMENTATION MIGHT BE APPROACHED:

Doubling the number of Indonesians in five years is a tenable target. It can be achieved primarily through increases in fee-paying students in Community Colleges and four-year institutions who already make up the bulk of Indonesian students in the United States. The NAFSA and IIE Open Doors reports note that U.S. higher education is one of the country's largest service sector exports, with living expenses paid by foreign students actually exceeding tuition payments. Scholarships should be maintained at current levels, and increased where possible. Scholarships should be targeted toward M.A. and Ph.D. students who will return and be placed in Indonesian institutions. Increasing the competitiveness of Indonesian students, particularly in standardized tests, is critical to this goal.

Numerous exchange programs by the public and private sectors currently exist, and should be continued. An important State Department funded program administered by IIE is the Indonesian English Language Study Program (IELSP), which has brought over 400 Indonesian undergraduates to the United States to improve their English language skills since 2007, with another 140 coming in 2010-2011 to study at five U.S. campuses. Since cultural as well as language immersion and community service in the United States are among the program objectives, these informal ambassadors help promote U.S. higher education upon returning home and are themselves better prepared to succeed in applications to U.S. graduate programs later in their careers.

There is strong need for more programs to target the increase of Indonesian students in the United States in full academic programs. Many American community colleges actively recruit in Indonesia, and indeed an astonishing 40 percent of all student visa applicants from Indonesia intend to matriculate to community colleges. Beginning first at a community college is an ideal way for many Indonesians, whose prior English-language studies often do not prepare them sufficiently for higher education in the United States, to eventually enroll in four-year institutions.

Delegates from the recent U.S. Education Leaders Mission have already committed to substantially increasing the number of Indonesian students matriculating into their programs. For example, Miami Dade announced its intended target of recruiting 200 new Indonesian students, and a project between Highline and North Seattle community colleges with the University of Washington agreed to bring another 200 students. Delegates volunteered to contact their alum offices to work through alum networks in Indonesia and to work with Admissions offices to encourage admission of Indonesian students. In addition, through efforts by Highline Community College, Indonesia was featured at the annual meeting of the Association of American Community Colleges in April, 2010.

New, coordinated investments need to be made by the public and private sectors to achieve this goal and to expand exchanges beyond it in the future. In many cases, initial funding assistance from the governments will enable private institutions to make their own, longer-term investments in exchanges with Indonesia. Investments should focus on: increasing the competitiveness of Indonesian applicants, increasing access to information on opportunities for study and scholarship, mentoring prospective students through the application process, and targeting scholarships to returnees who will be placed as instructors in Indonesian institutions.

Access to information and advising should be increased: There are some excellent sources of information for Indonesians wishing to apply to school in the United States, such as through the AMINEF website and recent efforts by the U.S. College Board to visit Indonesian campuses. Nevertheless, the application process is often confusing; Indonesian students particularly need access to advising opportunities during the application process. For example, students assume they need to obtain a scholarship before they apply to schools, when in fact it is easier to attain a scholarship after having been admitted to a U.S. institution. Alum networks should be leveraged and work with EducationUSA to provide advising and to create a network of peer counselors consisting of returning Indonesian graduates at major Indonesian institutions to advise on and promote study in the United States to prospective students.

Advising should be realistic and capitalize on existing opportunities: For example, with 40 percent of Indonesian students applying for a U.S. student visa intending to matriculate to community colleges, an advising mechanism should exist to assist Indonesians enrolling in U.S. community colleges to transfer to a four-year institution to complete the degree. Not all community colleges have agreements with all four-year institutions.

We should improve the perception of an American education as accessible and attainable: Recent additions in programming through EducationUSA are a step forward to increasing the profile of an American education. More, however, needs to be done to market an American education amongst a large population of potential fee-paying students. The United States as an academic destination competes with closer, more affordable alternatives, such as Australia, Japan, and Singapore. In addition, there remains a perception that the visa process is difficult and unwieldy despite the fact the student visa process has substantially improved due to concerted efforts by the U.S. embassy in Jakarta. Some American alumni networks are active in Indonesia, but many more can be leveraged to market study abroad in the United States. Members of the recent U.S. Leaders' Mission to Indonesia have contacted their alumni networks, but more concerted effort needs to be made by American institutions to use their alumni networks to increase awareness of opportunities for study in the United States, and to do so outside of Jakarta.

We should increase the availability of in-country pre-departure academic programs for prospective students to improve the competitiveness of Indonesian applicants: Programs should focus on English language, mathematics, and critical thinking. Funding

should prioritize programs outside Jakarta. The Universitas Indonesia English language program used by the Ford Foundation-funded International Fellowships Program (IFP) is a good model: it serves as an academic as well as mentoring program for the U.S. application process. Unfortunately that program is being phased out.

Additional institutional investments in pre-departure training programs can be achieved through selective incentives. For example, Highline Community College, North Seattle Community College, Miami Dade College, and Kapi'olani Community College in Honolulu together have begun steps to establish a pre-departure training program in partnership with Institut Teknologi Surabaya (ITS), catalyzed by the recent USAID grant proposal. Other public/private partnerships will provide needed incentive for private investments in institutional partnerships for such training.

We should improve the teaching of English in Indonesian institutions: Focus Peace Corps, Volunteers in Asia, and Fulbright programs to place Americans in Indonesian institutions to teach English language. The re-established Peace Corps program in Indonesia is an excellent opportunity to gear up pre-departure programs. It is recommended that focus be placed on language training, and to expand the cohorts of Peace Corps teachers to 100 as soon as possible.

USG and GOI should expand available scholarships and fellowships, and focus funding on graduate students who will return to teach in Indonesian institutions: Increasing the number of M.A./M.S. fellowships by 50 percent is a small improvement from 13 to 20 graduate degrees. Ph.D. scholarships should include an obligation to teach full-time for an Indonesian institution for a minimum of two years, and should be concentrated in priority discipline areas identified by the recommended Joint Council. The USG and GOI can coordinate these investments by agreeing to divide tuition and fulltime salary costs. Such coordination is important to building up the capacity of Indonesian institutions, as noted earlier in this report.

Programs that bring Indonesian government officials to the United States for advanced degrees (Master's and PhD) should be enlarged, and in view of the size of the task, funding is needed from both governments, in addition to ongoing private sector efforts. Many current Indonesian officials completed advanced degrees thanks to programs for government officials which are now much diminished. Georgia State University recently was awarded a grant by USAID to provide dual Master's degrees together with Gadjah Mada University to Indonesian government workers. USAID also has several other programs that train Indonesian officials and provide graduate study. The Edward E. Master's USINDO-SAIS program was created in 2008 to educate the next generation of Indonesian diplomats. Costs are shared by U.S. corporate donors to the USINDO-SAIS program, and the Ministry of Foreign Affairs. USINDO is working to launch a similar program with the Ministry of Energy and Mineral Resources. Public-private partnerships such as these are filling a need, but to greatly expand capacity building programs for Indonesian government officials beyond the limits of private sector efforts, funding from both governments is encouraged to increase.

Initiate student loans for study abroad to the United States, and for study in Indonesia. Initial funds can come from PL480 Section 104 funds, as well as private funds. Indonesia already has several private educational loan programs. Such programs are encouraged to provide loans for study abroad and for study in Indonesia, both by Indonesians and Americans.

Increase the availability of and funding for pre-departure training programs in Indonesia for all M.S., M.A., and Ph.D candidates to achieve competitive scores on the TOEFL, GRE, GMAT, and other standardized tests. Training programs should focus on English, mathematics, and critical analysis.

COMMENTS REGARDING THE FEASIBILITY OF TRIPLING THE NUMBER OF AMERICAN STUDENTS STUDYING/ RESEARCHING IN INDONESIA TO 400 WITHIN FIVE YEARS, AND HOW IT MIGHT BE APPROACHED:

The number of American students currently studying and researching in Indonesia for credit is so low that a tripling of the figure does not bring the number up to ideal partnership levels. Nevertheless, a target is helpful and can be attained through the plan outlined below. This objective will be reached primarily through increases in short-term study field trips, increase in awareness and competitiveness of Indonesia as a destination for research and exchange, and increases in research opportunities and grants in priority discipline areas and in priority educational centers.

Very few programs promote Indonesia as a destination for academic exchange. Indonesia is not a desirable destination for exchange at the B.A. and M.A./ M.S. levels because of limitations of on-the-ground assistance, the quality of academic programs, the support capacity of host institutions, and limited exposure of American students to available opportunities in Indonesia. Universitas Gadjah Mada (UGM) is the only Indonesian institution identified by delegation members as a viable destination for exchange students. Few if any American institutions will allot academic credit for studies conducted in Indonesia at an Indonesian institution, and delegates of the U.S. Leaders Mission recommend only short course studies in Indonesia at the undergraduate and M.A. levels. Viable exchange programs need to be developed with concerted effort as partnerships between American and Indonesian institutions.

Nevertheless, creative programming exists that encourages American students to study in Indonesia. Some schools, such as the Johns Hopkins School of Advanced International Studies (SAIS), regularly bring groups of students to Indonesia for short (1-2 week) research trips as part of existing academic courses. The Institute of International Education (IIE) has begun a program with Freeman Foundation support to place American students and Indonesian peers studying in the United States into summer internships in Indonesian nonprofit agencies. Programs such as these bring attention to

Indonesia as a destination without depending on traditional exchange programs where Indonesia is not presently a realistic competitor for American students. The bulk of American students in Indonesia take part in such short study programs.

Delegates from the recent U.S. Education Leaders Mission have already committed to substantially increasing the number of their American students traveling to Indonesia. For example, the University of Michigan pledges its intention of substantially increasing its yearly group of 5-10 students, and the University of Southern California intend to send 10-20 students in 2010 for summer internships, and 30-60 students in 2011 on short term, for-credit courses. The University of California system will place Indonesia on the list of eligible countries for study abroad, and work to re-establish study abroad programs that were in place prior to 1998.

Tripling the number of Americans on student exchange and conducting research in Indonesia can be achieved through efforts by both governments and public/private institutions. Some significant structural barriers – such as the research permit process – exist, but the majority of additions will come from an increase in short-study courses. Such short travel programs are often limited to those led by faculty with direct experience and personal contacts in Indonesia. Increasing access to on-the-ground assistance will make opportunities more available to those without direct Indonesia experience.

A central clearing house for information on Indonesian institutions and research opportunities should be created. Lack of contacts and information are persistent roadblocks for those interested in studying or researching in Indonesia. For example, interested American students should be able to access a single portal with a list of Indonesian institutions able to host students and descriptions of their study facilities and programs, along with contact information. This report encourages an organization to work with the Ministry of Education and private institutions to create such an online portal, or to expand the visibility of Indonesian institutions in existing online study abroad portals such as IIEPassport.org, which currently includes 11 study abroad programs in Indonesia.

Interest in Indonesia can be spurred by providing small travel grants to American faculty to lead students on short-study field trips to Indonesia. Grants sufficient to cover major travel costs for the faculty member and on-the-ground assistance with a partnering institution – educational or NGO – will encourage more short study trips to occur. USINDO has agreed to serve as a local partner for study groups wishing to travel to Indonesia, as well as to use part of its USINDO Travel Grant program to fund faculty to lead short study trips with American students to Indonesia.

Indonesian institutions are encouraged to serve as local partners for short-study trips. Information on such opportunities should be included in an online portal outlined above.

To encourage research in Indonesia as well as partnership with local institutions, partial travel grants and research funding should be provided to graduate students

who partner with Indonesian institutions while conducting field research. GOI is encouraged to provide the bulk of this funding.

U.S. institutions are encouraged to reinstate programs previously suspended under the State Department Travel Advisory. Indonesia has been off the Travel Advisory list since May 2008, but many programs have yet to resume.

Increase assistance to Indonesian language programs in the United States and in-country language programs in Indonesia: Assure adequate levels of funding for educating 100 Americans per year in Indonesian language and culture through study in Indonesia. The Government of Indonesia's Darmasiswa Program brings an international group of students each year for language and cultural studies. The Consortium for the Teaching of Indonesian and Malay (COTIM), in operation for 33 years and primarily funded by the U.S. Department of Education under the Fulbright-Hays group study abroad programs, facilitates on average 15 students per year. The USINDO Summer Studies Program, in operation for 15 years, also facilitates on average 15 students per year in-country. The U.S. Student Fulbright Program supports graduate research and English teaching assistant awards. Over 50 American Fulbright Students are headed to Indonesia in 2010-2011. The National Security Education Program's David L. Boren Scholarships and Fellowships provide funding for full academic year study in Indonesia, and other critical areas, for U.S. undergraduate and graduate students. The Benjamin A. Gilman International Scholarship Program, which seeks to diversify the U.S. students who go abroad and the places they go, supports study in Indonesia for financially needy undergraduates. Language study and cultural immersion are critical aspects of these federally-supported programs. Priority should be given to programs incorporating research or cultural training in addition to language training. Funding for this element could come from both the USG and the GOI.

Improve the research permit process and expand permissible topics and locations of research: Research permits are bureaucratically cumbersome to obtain and limit areas of research. The process includes numerous steps in the United States and even more in Indonesia. On the ground it can easily take over a full week of meetings, including visits with: the Ministry of Research, Police Headquarters, Ministry of Home Affairs and Regional Autonomy, the Jakarta Governor's Office, local immigration office, and Dinas Pendudukan dan Catatan Sipil (according to AMINEF guidelines on the research permit process). Such a lengthy process does little to encourage researchers and hampers those with limited language ability. Simplifying this process will provide an added incentive to prospective researchers to select Indonesia as a destination.

Near-term focus should be on building institutional partnerships, as establishing for-credit programs is a long-term endeavor, and entails improving the capacity of receiving Indonesian institutions. Short courses are preferred for the immediate future, until the capacity of host institutions to receive for-credit students is improved.

COMMENTS REGARDING THE INCREASE OF TWO-WAY FACULTY EXCHANGES AND HOW IT MIGHT BE ACCOMPLISHED:

Increasing faculty exchanges benefits both American and Indonesian institutions. Concerted effort should be made to facilitate and attract American visiting faculty to Indonesia, and new investment in partnerships between institutions should expand to include regular faculty exchange programs.

Senior Indonesian administrators and rectors, along with the delegates of the U.S. Leaders Mission, agreed that placing U.S. faculty at Indonesian institutions for short, 1-semester long, periods would greatly benefit the host Indonesian institution. However, while there are many instances of Indonesian faculty and professionals teaching at U.S. institutions, there are few instances of American faculty visiting at Indonesian institutions outside of the Fulbright Scholar Program.

While American faculty members are generally interested in short exchanges abroad, currently there is little incentive for American faculty to teach in Indonesia. The resources of host institutions are limited, the English-language ability of students is not generally up to graduate study standards, visas and permits are often cumbersome to obtain, and tax requirements are not well understood.

Nevertheless, increasing faculty exchange is desirable on both sides. Yearly faculty exchange programs should be established as partnerships between American and Indonesian institutions, longer term American faculty assistance to boost Indonesian centers of research and learning should be encouraged.

Effort should be made to set up an exchange system between U.S. and Indonesian institutions to allow faculty to spend a semester teaching in the other country. Partnership funding is encouraged to include this. Travel grants through organizations like USINDO should be encouraged to be used for this purpose. The expected expansion of Fulbright Senior Specialist grants in 2010-2011 is a welcome addition.

Funding for longer term faculty exchange should prioritize specific Indonesian institutions to increase the capacity of priority program centers: While short term exchanges bring many benefits, longer term exchanges (1-2 years) will provide greater opportunity for visiting faculty to work with Indonesian institutions to develop programs to a “world-class” standard, and to help develop partnerships between host and home institutions. Priority given to Centers of Excellence and other advanced programs focused on areas of joint priority.

Private funding should be sought to provide Indonesian universities access to online and digital libraries. TEEAL is an example (The Essential Electronic Agricultural Library). Also, efforts should be made to include Indonesian articles into JSTOR, which

would both allow access by American researchers to Indonesian research data, as well as exposure of Indonesian academia to a larger audience.

American institutions are encouraged to maintain contact with Indonesian alums returning to teach/research at Indonesian institutions, and to work actively to mentor the returnees to continue research and publications. Mentors should maintain contact with returning Indonesian students to continue their professional relationship with the U.S. institution. This will encourage the development of institutional partnerships as well as support the returnee's efforts to develop the Indonesian program.

Ph.D. fellowships from all sources should prioritize Indonesian junior faculty, with recipients committing to teaching full time at a priority program in Indonesia post-PhD. Fellowships are to include competitive salary for teaching full-time at a Center of Excellence. The GOI has set aside funding for faculty development, but the relatively high U.S. costs and relative paucity of scholarships reduce the incentive to apply these resources to the United States as opposed to cheaper opportunities closer to home.

COMMENTS REGARDING THE CREATION OF A U.S.-STYLE INSTITUTION IN INDONESIA:

Some of the points often made in favor of supporting a U.S. -style education model include:

- A U.S.-style higher education is generally understood to promote critical thinking, creativity, and innovation, to stress interaction between students and professors, to emphasize teamwork and leadership, and to encourage individual performance and effective communication.
- U.S.-style institutions have become popular options in other settings such as Cairo and Beirut, and have become beneficial to the development of those countries and the Middle East region. Of course, local institutions that are geared to a U.S. standard of education can succeed without following such models.
- If a true U.S standard or world-class institution is created, it is much more cost-effective in ensuring that a large number of Indonesian students receive a U.S.-standard education than if the same amount of money were spent on sending them to the United States.
- This type of institution could offer a visible example of a willing partner for U.S. land grant and other universities to partner with on academic programs and visiting faculty. Other Indonesian universities can and should also be willing partners with U.S. institutions.

- Such a model could encourage positive reform in the public education system. A recent World Bank report on public-private partnerships in education across several countries notes that the establishment of private models correlates positively with indicators of education quality (“The Role and Impact of Public-Private Partnerships in Education”, 2009). Critics of the model usually make the point that it is better to improve existing institutions with an established student body than expend resources on a new institution.

In Indonesia, the development of a university with a U.S. style education is in advanced stages, just becoming operational, funded thus far from private initiative. Iowa State and the University of Southern California Marshall School of Business both announced intentions to partner with the Sampoerna Foundation; the former on education and agriculture colleges, and the latter in a business school in a proposed new “world-class” university, to open to students in 2012. The Sampoerna Foundation has launched its first college, a teacher-training institute, and plans to open several new colleges of various disciplines over the course of the next few years.

As mentioned elsewhere in this report, one of the partnership’s principal objectives should be to stimulate institutional partnerships between U.S. and Indonesian universities. As a part of that objective, we believe the partnership should bring this private initiative to the attention of U.S. land-grant and other universities in the United States who wish to export a U.S.-style education and who seek a partner.

More generally, we believe the partnership should encourage the creation of an enabling environment supportive of Indonesian institutions, private or public, whose goal is to educate Indonesian citizens to a U.S. styled education and international standard. This will provide a cost-effective complement to study in the United States, and provide models whose presence can attract U.S. faculty and potentially benefit other institutions in Indonesia. The creation of an enabling environment should include ways to promote cooperation between U.S. institutions and Indonesian public and private universities. This should include a joint review of impediments to cooperation, such as ways to streamline research approvals, a review of the experience of neighboring countries with foreign investment in education, and suggestions of successful models elsewhere that might be considered to ease legal constraints to foreign investment in educational institutions in Indonesia.

APPENDIX II

PARTICIPANT LIST OF THE U.S. HIGHER EDUCATION LEADERS MISSION TO INDONESIA

July 26 - 31, 2009

CO-CHAIRS

Dr. Gregory L. Geoffroy, President, Iowa State University;
Representative of the Association of Public and Land-Grant Universities

Dr. Allan Goodman, President and CEO, Institute of International Education (IIE)

Ambassador David Merrill, President, the United States-Indonesia Society (USINDO)

Dr. Charles E. Morrison, President, East-West Center

SENIOR ADVISORS

Dr. Irid Agoes, Director of The Indonesian International Education Foundation (IIEF)

Dr. Terance Bigalke, Director of Education at the East-West Center

Dr. Karl Jackson, Director of Asian Studies and C.V. Starr Distinguished Professor of
Southeast Asian Studies at Johns Hopkins-SAIS

Dr. Alina Romanowski, Deputy Assistant Secretary of State for Academic Programs at the
Bureau of Education and Cultural Affairs, U. S. Department of State

Dr. Totok Suprayitno, Education and Cultural Attaché, Embassy of The Republic of
Indonesia

PARTICIPANTS

Cornell University

Dr. Thak Chaloemtiarana, Director of Southeast Asian Program

James E. Haldeman, Senior Associate Director for International Programs, College of
Agriculture and Life Sciences

Highline Community College

Dr. Jack Bermingham, President

Lehigh University

Dr. Mohamed S. El-Aasser, Vice President for International Affairs

Miami Dade College

Dr. Rolando Montoya, Provost

Michigan State University

Peter Briggs, Director of the Office of International Studies

North Seattle Community College

Dr. Ronald LaFayette, President

Northern Illinois University

Dr. Christopher K. McCord, Dean of the College of Liberal Arts and Sciences

Dr. James Collins, Director for the Center of Southeast Asian Studies

Ohio State University

Dr. William Brustein, Vice Provost for Global Strategies and International Affairs

Susquehanna University

Dr. Jay Lemons, President

Texas A&M University

Ambassador Eric Bost, Vice President for Global Initiatives

University at Buffalo (SUNY)

Dr. Stephen Dunnett, Vice Provost of International Education

University of California System

Dr. Steven Beckwith, Vice President for Research and Graduate Studies

University of Florida

Dr. Bernie Machen, President

University of Michigan, Ann Arbor

Allen Hicken, Director of the Center for Southeast Asian Studies

Charles Sullivan, Program Coordinator of the Center for Southeast Asian Studies

University of Southern California

Dr. Richard Drobnick, Director of the Center for International Business Research,
Marshall School of Business

University of Washington

Veronica Taylor, Director of the Asian Law Center

DELEGATION PROFESSIONAL STAFF

Mark Lazar, Vice President of Scholarship Programs & International Operations, IIE

Alysson A. Oakley, Program Director, USINDO