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# The Service Oriented Research University as a Global Model:

## Local Adaptation and Policy Dissonance in Indonesia and Malaysia

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The Research Mission of the University*

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# Fashion?

Instances of 'fashionable' terms in 27 CHER papers 2007

■ Innovation/innovative:	247
■ Entrepreneur/entrepreneurial:	146
■ Knowledge transfer/technology transfer:	84
■ Incubator; Spin-off; Start-up:	43
■ Knowledge economy/knowledge based economy:	58
■ Knowledge society/knowledge based society:	47



# Context of the study

Presentation is part of wider study on

- The internationalisation of national policies & the diffusion of global models
  - How can international developments impact national policies?
  - Through what mechanisms can global models and ideas travel or diffuse?
  - What are the agents and carriers in this process?
  
- The idea of the knowledge society/knowledge economy & global university models:
  - How did the ideas of the KE/KS emerge and evolve?
  - What characterises a knowledge economy and knowledge society?
  - What global model for the university emerged out of this idea?
  - What mechanisms and carriers made them travel?
  
- Adoption, adaptation – dissonance, discontinuity, discrepancy
  - How are global models for education, research and governance adopted nationally in Indonesia, Malaysia and the Netherlands?
  - How do these de-contextualised models interact with the national context?
  - Does dissonance occur between the global models and the national context?



# The knowledge society and the knowledge economy

- Knowledge is becoming an increasingly important production factor, complementing or substituting land and labour;
- In a knowledge society members have a relatively high level of education
- A high proportion of the labour force is employed in the knowledge industry; there cannot be an oversupply of skilled graduates;
- There is an increase in the capacity and availability of information through new technologies;
- There is a distinct epistemic culture of knowledge production and knowledge utilisation; a society having its roots in epistemology and the logic of inquiry
- Knowledge production is polycentric and there is a free flow of ideas

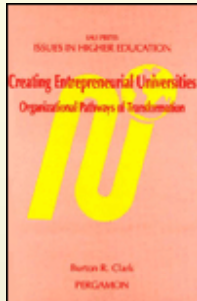


# The National Research University in the Global Environment

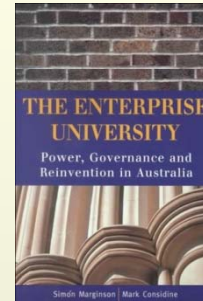
- National research universities are national flagship universities, serving national objectives
- But at the same time, they are operating in transnational organisational fields and therefore subjected to coercive, mimetic, normative pressures and cognitive framing from the global higher education environment
- ➔ The global organisational field creates pressures for the national adoption of global models



# Global University Models



**Entrepreneurial University**  
Clark, 1998  
Etzkowitz, 1983



**The Enterprise University**  
Marginson & Considine, 2000



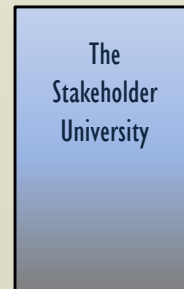
**The Responsive University**  
Tierny, 1997



**The Service University**  
Buchbinder, 1993,  
Tjeldvoll, 1997, Cummings, 1998



**The Multiversity**  
Kerr, 1963



**The Stakeholder University**  
Jongbloed & Goedegebuure, 2001



# The National Research University as a Service Oriented Research University

*Ivory Tower Model* of a Research University: independent production and dissemination of scientific knowledge

→ Closed / Intrinsic Value of Knowledge / Responsive to Academic and Disciplinary requirements

Model of the *Service Oriented Research University*: the production and dissemination of scientific and professional knowledge, as a service to society and economy.

→ Openness / External Relevance of Knowledge / Responsive to Economic and Societal requirements



# The National Research University as a Service Oriented Research University

## ■ Education

- More skilled persons: targeting non-traditional groups (internationalisation & continuous education)
- More relevant skills: focus on new skills & competencies; employer & alumni relations; professional accreditation

## ■ Research

- More knowledge production: increase of research and research output
- Production of more relevant knowledge: research in the context of application
- Transfer of relevant knowledge: University-Industry cooperation; Incubators, Startups, Licensing, etc

## ■ Governance

- Autonomy for efficiency
- Inclusion of external stakeholders
- Evaluation & accountability





# The National Research University in Indonesia: Adoption & Adaptation of Research Models [1]

- Despite the discourse, a national policy framework for the knowledge society / knowledge economy is non-existent
- Successful research is led by academic entrepreneurs with good national and international networks. They operate largely independently from university (but within institutional framework). Especially S&T Universities are characterised by many '*pockets of extreme entrepreneurialism*'
- Historically, the availability of funding was very much dependent on the personal (political) networks of academics or their ties with foreign funding agencies
- Fundamental – Mode 1 – research poorly developed due to lack of financial resources. As a result, much emphasis on theoretical research and applied research and many pressures for conducting 'quick & dirty' research. Strategic research lacking.



# The National Research University in Indonesia: Adoption & Adaptation of Research Models [2]

- Long history of 'university-industry relations' based on individual relations. Relations became institutionalised through the autonomy status
  
- Knowledge transfer without commercial interests is under threat
  
- Too few opportunities for university-industry cooperation.
  - Facilitating role of government is lacking
  - Lack of high technology industries / R&D functions in multinationals
  - Contradictory policies of the government
  - University-industry relations lacking outside greater Jakarta
  
- BHTV: presence of creativity and innovation – lack of high technology base – lack of regional/national government support



# The National Research University in Malaysia: Adoption & Adaptation of Research Models [1]

- Unlike Indonesia, the Malaysian government has developed a comprehensive framework for the development of a knowledge economy (Vision 2020 / OPP3 / KBE Masterplan).
- Unlike Indonesia, research is mainly government driven. Close ties to national government are important. The corporatisation of universities in 1996 has not led to independence from the government (symbolic autonomy).
- Like in Indonesia, a history of mode 1 research is lacking. Research is very much focused on application. Malaysian universities are successful in exhibitions etc.
- Ethnic policies resulted in brain drain of Chinese and Indian population (and of Malay intellectuals?)



# The National Research University in Malaysia: Adoption & Adaptation of Research Models [2]

- Despite the focus on application, entrepreneurial behaviour is limited to a small number of academic entrepreneurs.
- Holding Companies like USAINS are meant to improve entrepreneurialism and commercialisation due to their independence of university politics. First results show successful incubators and start-ups, but involvement of university politics remains.
- Development of regional/national innovation systems shows mixed results. MSC, moderate success; Bionexus, not (yet) successful. What is lacking is not advanced technological knowledge but an epistemic culture and an entrepreneurial spirit



# Global Models & National Context: Indonesia

- Selective adoption of the model of the service oriented research university: bias towards financial autonomy and entrepreneurialism. Autonomy and budget cuts have resulted in scattered pockets of (extreme) academic entrepreneurialism by those who have connections.
- Historical path dependency: the buffer created by academics in the past to resist political influence is now often used to avoid institutional managerialism and bureaucracy.
- Higher education and research policies conflict regularly with other policies
- History of mode 1 research is lacking
- knowledge demand of the private sector is either too low or too much based on non advanced operational knowledge. It insufficiently results in the development of an advanced knowledge base where synergy is created through linkages between university, industry and government.



## Global Models & National Context: Malaysia

- The Malaysian universities have adopted the model of the service oriented research university, but government regulations do not provide enough flexibility to exploit the full opportunities. Corporatisation remains symbolic in nature.
- The partial adoption of the model is also a result of the transfer of negative lessons, referring to Asian values, or an Asian way.
- A source of dissonance for the future might be situated in the ethnic policies of the government. Although the government has clearly stated that meritocracy will be the criterion for entrance to universities, the policies that favour ethnic Malays still resonate in university policies. This issue also affects the labour market for public servants
- However, countries that have been under strong and long lasting leadership (or soft authoritarianism) have showed most success in maintaining a peaceful and relatively high skilled society and promoting economic prosperity.



# Global Models & National Context: Dissonance; Discontinuity & Discrepancy

## Risks in the adoption of global models

- Dissonance between global model and national context
  - Mismatch between national institutional context / national objectives / national policies and the adopted global models
  
- Discontinuity: sequential mismatch between global model and national context
  - Missing the necessary preconditions
  
- Discrepancy between global model and national adoption
  - Inaccurate or incomplete transfer of models



# The knowledge society and knowledge economy in Southeast Asia

- Policies for developing knowledge economies and knowledge societies need to be coherent and consistent.
  - Compliance with and copying of global ideas can lead to dissonance and discontinuity because global ideas may not correspond to national needs.
  - Incomplete and selective transfer of ideas can create better fit with local context but at the same time might result in ineffectiveness
  
- Relation between the knowledge society and knowledge economy?
  - Advanced knowledge economies need open knowledge societies, including the free flow of ideas, a polycentric knowledge production and an epistemic culture
  
- Strong government or weak government?
  - 'Soft authoritarianism' and paternalism is not detrimental in early stages, but limits the opportunities for the development of an advanced knowledge economy.