

# EDGE OF DEVELOPMENT FOR SOUTH EAST ASIA: WHAT DOES IT GOT TO DO WITH HIGHER EDUCATION AND RESEARCH PERFORMANCE?

Erasmus+ Capacity Building in Higher Education

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Assessing and Improving Research Performance at South East Asian Universities

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- How development is defined; how HEIs are affected via Research
- Research performance in other places, SEAs
- Doctoral training in other places, SEAs
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- Suggestion for preliminary framework
- Discussion & Implication

# How development is defined?

- happiness, innovation and productivity
- crave for knowledge in the most open, flexible and fluid fashion in all aspects of the eco-system
- higher education being the central node of such processes.

# How HEIs are affected?

- universities to let go the ‘ivory tower’ perspective.
- knowledge broadens beyond classroom and laboratory environment.
- teaching has to be empowered with a culture of enquiries~  
**RESEARCH.**
- need faculty who could shift paradigms, support new technologies, generate methodological advances, improve human understanding and enhance policy implementation through collaboration
- ‘world-class universities’ model emerge- translation of new ideas, innovation and policy formation through quality research that goes in tandem with excellent education system
- universities stand as an **essential** part of the whole engine of growth for their nations

# Our Inquiry:

- Are higher education institutions in SEA support growth of their societies through research performance?

# Research Performance of Higher Education Institutions- Global

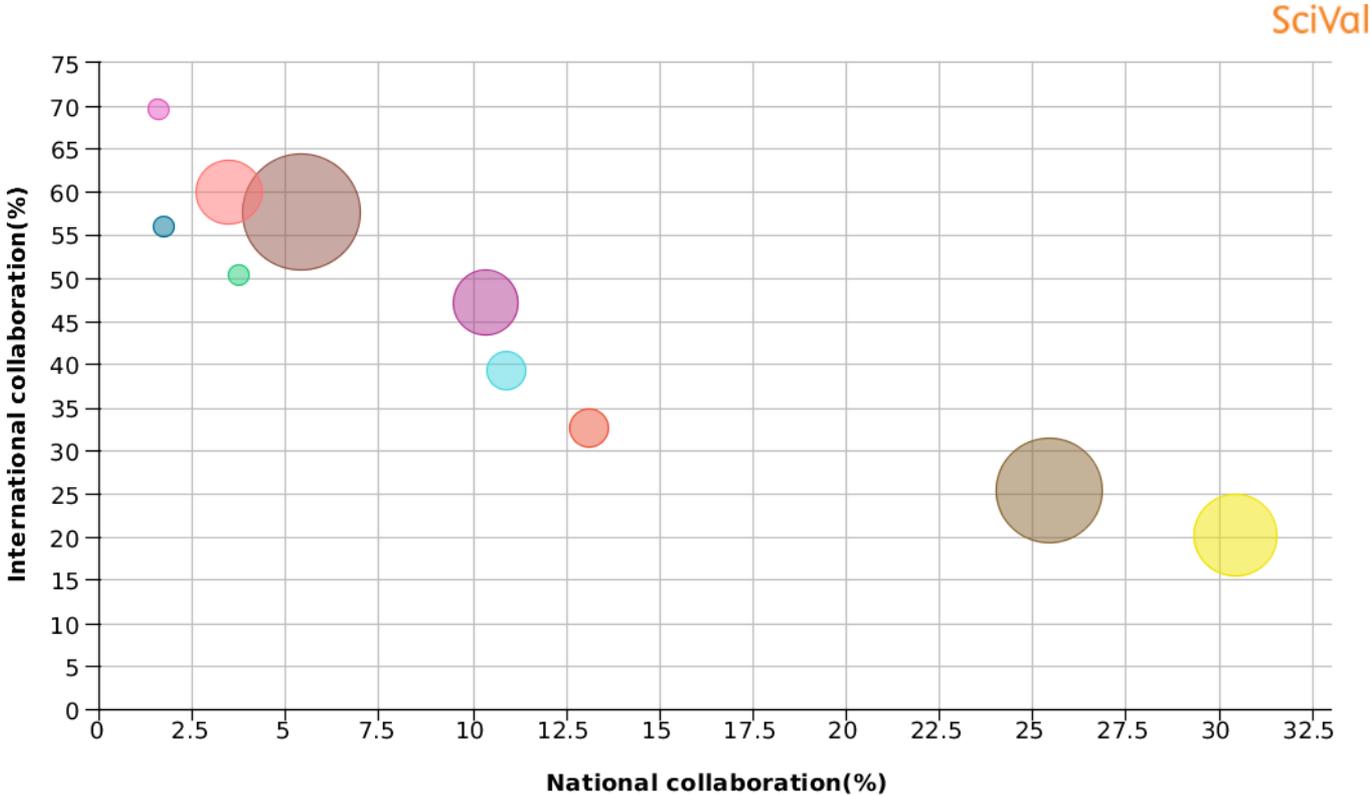
- Research publications in reputable journals -major criterion to measures the academic success of higher education institutions.
- Ranking -affect government funding, national prestige and magnetizing the best talents (i.e. students and faculty) towards the institution.
- In European Union (EU), governments and ministries of higher education are increasingly interested to enhance research performances.
- In United Kingdom (UK), the Research Excellence Framework conducts research assessment to allocate funding and resources to the universities.
- In United States (US), many higher performing universities are private and they remain globally competitive in research outcomes
- Many western HEIs fall into the competitive category- highly capable in bringing potential researchers and best teaching faculty--- less issues on capacity building.

# Research Performance of Higher Education Institutions- SEA



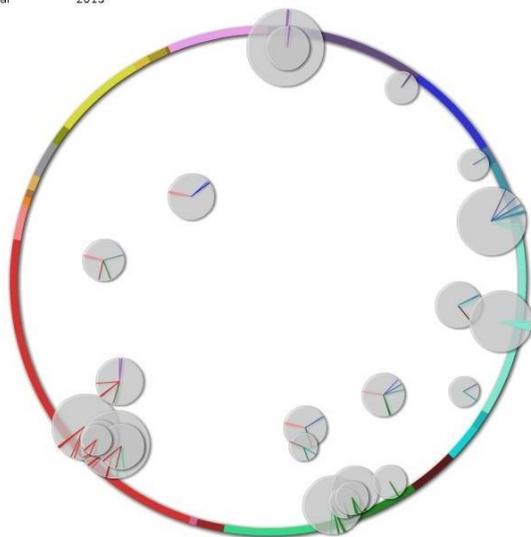
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# Collaboration vs Impact

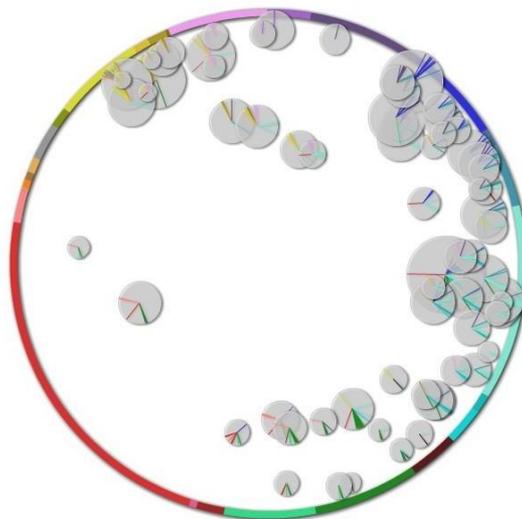


# Competencies in SCOPUS

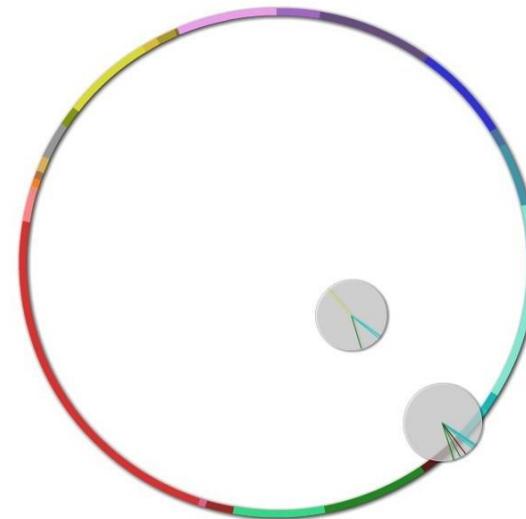
Country Thailand  
Year 2015



Country Malaysia  
Year 2015



Country Indonesia  
Year 2015



# Doctoral Research Program- Global

- the **quality of academic programmes**, quality of HEIs awarding the degree
- research productivity through supervision
- The programme itself stands as a major contributor of development of **doctoral students' research skills** which makes them able to produce research publications.
- doctoral students are also exposed through a **series of educational experiences** which includes conferences, courses, workshops, research projects
- **supervisor's behavior and research skills** are prime importance when it comes to training the doctoral students.

# Doctoral Research Program- Global

- **A new perspective of doctoral programs emerge in the 2010s as literature (example: Arthur, 2016) focus on**
- the training for research **ethics, integrity, societal implications, doctoral training centres,**
- **cross-discipline research topics** as well as collaborative efforts toward **grants proposals with supervisors.**
- As a matter of fact, world-class universities' policies and practices which focus on **post-doctoral programmes** accentuate the bridge between doctoral education and being a full-fledge researchers or principle investigators (PIs).

# Doctoral Research Program- SEA

## Malaysia

- doctoral students themselves are also found to be more dependent than the students in developed nations. This may be due to resource allocations and relatively the past rote-learning educational environment (Shin et al., 2014). Trahar (2014) even suggests Malaysian HEIs to rethink on strategies that internationalize the culture of HEIs.

# Doctoral Research Program- SEA

## Thailand

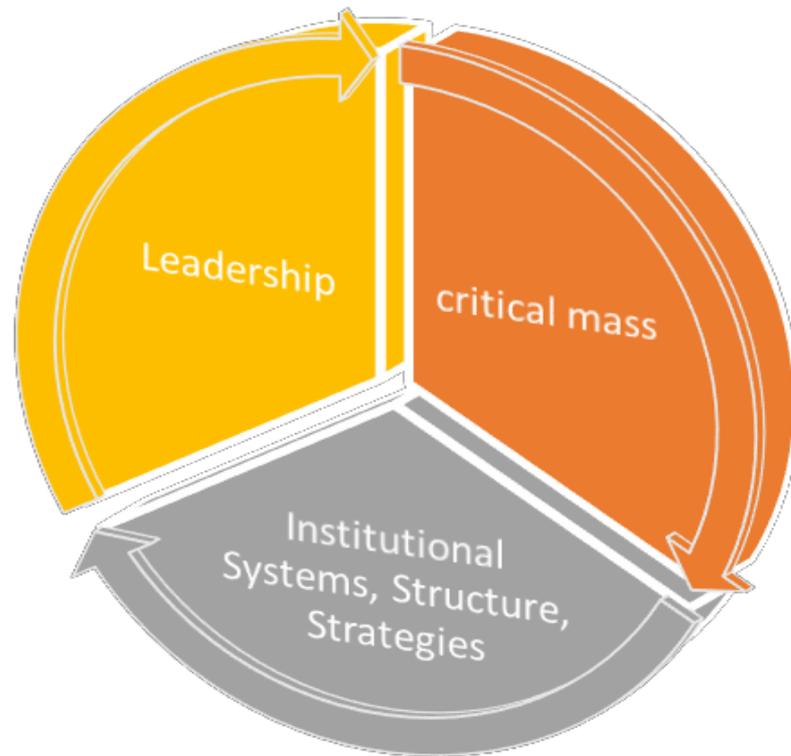
- HEIs offer more funding opportunities than HEIs in Malaysia. Most of the international doctoral students were found to be fully funded by the institutions in Thailand.
- Public NRU in Thailand operate under the bureaucratic system whereby the government imposed rules that seem to restrict several academic and research endeavors. **Limited freedom to innovate** leads NRUs to an **inefficient management structure and lower salary structures** further influences over attracting and retaining the talented researchers (Kantabutra and Tang, 2010). These adversities influence over enhancing the research performance of not only the faculty but also the students who work under their research supervisors.

# Doctoral Research Program- SEA

## Indonesia

- is a current competitor to research performance although earlier being a latecomer (Hill and Wie, 2012). The government has boosted the development of HEIs over the last two decades as Indonesian HEIs can now be seen in competitive universities list of QS ranking and SCImago Institutions Rankings in Asian regions.
- Research performance of doctoral students in Indonesian HEIs is mainly influenced by the overall research environment of the universities. Several universities in Indonesia are confronting the issues of **unsupportive research policies and funding** (Beerkens, 2010). These issues are more visible in private universities. Private university in Indonesia, unlike public universities, are forced to seek external funding and support rather than solely relying on the government.
- At ground zero, the access to education and research opportunities for students is mainly influenced by financial capabilities.

# Discussion and Implications



Thank you for your attention!