



STRATEGIC PLAN

2015-2020

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Subject to Approval from the University Council

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Socialization with SU Lecturers
AY 2015-2016 Lecturers' Orientation
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TABLE OF CONTENTS

1. Letter from the Rector	4
2. Terms and Abbreviations	5
2. Organization History & Legal Background	6
3. Vision & Mission	6
4. SU Value Proposition	7
5. Strategic Issues and SWOT Analysis	9
6. SU Planning Approach.....	11
7. Goals and Objectives.....	12
8. Key Performance Indicators 2015-2020	13
<u>Goal 1</u> Key Performance Indicators	14
<u>Goal 2</u> Key Performance Indicators	17
<u>Goal 3</u> Key Performance Indicators	19
<u>Goal 4</u> Key Performance Indicators	21
<u>Goal 5</u> Key Performance Indicators	23
9. SU Graduate Profile	25
10. SU Study Programs Portfolio	26
11. SU Learning & Teaching Strategy.....	26
12. SU Human Capital Strategy	27
13. SU Information Technology & Infrastructure Strategy	28
14. SU Quality Assurance & Accreditation Strategy	28
15. SU Funding Strategy.....	28
16. Conclusion	29
17. Appendix: KPI Alignment to SU Strategic Goals	30

1. LETTER FROM THE RECTOR

Dear Sampoerna University Community:

As we approach the beginning of Academic Year 2015/2016, we move forward with a new focus and revitalized purpose. The unveiling of this Strategic Plan for the next five years sets in motion a series of key goals, objectives and initiatives, which will propel us toward our shared vision of a better future for Indonesia.

The establishment of the Sampoerna School System raises the University to new heights. We are positioned as the pinnacle of a unique educational experience – from Kindergarten to Career – where our graduates are conditioned to reach an unparalleled level of personal success and to maintain a strong character for acting boldly and bravely within their communities. The Sampoerna University introduces this Strategic Plan to enable all stakeholders to envision a path forward for the elevation of the Sampoerna School System as a whole, and for SU’s distinctive contribution to national development.

A core focus on science, technology, engineering and mathematics—with education and business providing means of realizing scientific and technological innovation in classrooms and careers—allows the Sampoerna University to impact the full circle of youth and adult development for advancing Indonesia as a leader within ASEAN and around the globe.

I want to give special thanks to the students, the academic and administrative staff, the deans and heads of units, the executive team and the University Senate, for collaborating to establish a set of clear institutional goals that will guide this university in reaching its true potential.

To all within the Sampoerna University Community, this is our plan. This is our collective mission to bring forth positive change in ourselves and to catalyze positive change all around us—among our friends, in our communities, at our places of work, and for all of Indonesian society. May the next five years see growth in this University and the influence it has on Indonesia and the world.

Sincerely,

Dr. Wahdi Yudhi
Acting Rector

2. TERMS AND ABBREVIATIONS

21C	21 st Century
AACSB	The Association to Advance Collegiate Schools of Business
AA	Associate of Arts
AS	Associate of Science
AAS	Associate of Applied Science
ABET	accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology at the associate, bachelor, and master degree levels.
BAN-PT	<i>Badan Akreditasi Nasional Perguruan Tinggi</i> (National Higher Education Accreditation Body)
CDU	Cultural Development Unit
CLTCD	Center for Learning Teaching and Curriculum Development
FOB	Faculty of Business
FOE	Faculty of Education
FST	Faculty of Science and Technology
HR	Human Resources
IAB	International Advisory Board
ICT	Information and Communication Technology
ILC	Institute for Languages and Communication
IPB	<i>Institut Pertanian Bogor</i> (Bogor Agricultural Institute)
ISDCO	Institute for Social Development and Community Outreach
K-12	Kindergarten through 12 th Grade
KPI	Key Performance Indicator
KSB	<i>Kooperasi Siswa Bangsa</i>
L&T	Learning and Teaching
MBA	Master of Business Administration
PDC	Professional Development Center
RMS	Research Management System
SA	Sampoerna Academy
SABS	Sampoerna Academy Boarding School
SKA	<i>Satuan Kredit Aktivitas</i> (Extra- and Co-curricular Credit)
SSS	Sampoerna School System
STEM	Science, Technology, Engineering, and Mathematics
SU	Sampoerna University
UI	University of Indonesia
VRA	Vice Rector for Administration
VRASA	Vice Rector for Academic and Student Affairs
VRIEA	Vice Rector for International and External Affairs
VRSP	Vice Rector for Strategic Planning

2. ORGANIZATION HISTORY & LEGAL BACKGROUND

Pursuant to *Pancasila*, the National Philosophy, the 1945 Constitution of the Republic of Indonesia, the terms and regulations of the national education system, and by the Grace of God Almighty, the Sampoerna University (SU) was established under the official name of *Universitas Siswa Bangsa Internasional* based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 66/E/O/2013 dated 15 March 2013, as a higher education institution dedicated to Indonesia's social transformation through education.

The Provider Agency of Sampoerna University is the Putera Sampoerna Foundation, a social business institution: a foundation duly established and subject to the laws of the Republic of Indonesia as evidenced by the Deed of Establishment of the Foundation No. 1 dated 1 March 2001 made before Aulia Taufani, S.H., a substitute of Sutjipto, S.H., Notary in Jakarta, which has been announced in the State Gazette of the Republic of Indonesia dated 10 August 2001 Number 64, Additional Number 161.

Sampoerna University started its first academic year in September 2013 offering an International Transfer Pathway with international partner institutions, embedded within Indonesian accredited Bachelor's Degrees in ten (10) study programs. In 2014-2015, SU engaged in further partnerships to introduce an internationally accredited Bachelor's Degree in Engineering, Computer Science and Business. Further strategic partnerships with *Universitas Indonesia* (UI) and the Agricultural University in Bogor (*Institut Pertanian Bogor*, IPB) were established in 2014 to enhance SU's curriculum, recruitment and access to additional resources, such as academic staff and quality assurance system. Among Faculty-level international engagement are partnerships with Massey University (New Zealand) and IESEG (France).

The Sampoerna University is an integral part of the Sampoerna School System (SSS) aspiring to be the forefront credible force and best value proposition in producing leaders with strong moral character and internationally competitive skill sets who actively participate in building a more prosperous, equitable, advanced, respected, and globally competitive Indonesia.

3. VISION & MISSION

Vision

To become an internationally recognized university inspired by the philosophy and values of the Putera Sampoerna Foundation to build a better future for Indonesia.

Mission

To educate future leaders who possess the distinctive SU characteristics of "Leadership," "Entrepreneurship", and "Social Responsibility", and are committed to giving back to Indonesian society through a lifelong engagement with the work of the Putera Sampoerna Foundation and its values.

4. SU VALUE PROPOSITION

Sampoerna University's purpose is to catalyze national and economic development by addressing critical workforce needs. SU will work to improve Indonesian higher education and open a market in Indonesia for lower and middle income college students to gain access to the highest quality of instruction. SU's unique and distinguishing design embodies a modern, dynamic university that provides opportunities for all Indonesians. Graduates will enter the workforce ready to fill critical skills gaps regardless of their background.

To meet growing and urgent national needs in human resource development, knowledge creation, enterprise and social development, the Sampoerna University is focused on strengthening STEM literacy and skills in Indonesia, with a particular emphasis on engineering, computer science, information technology and business, as well as supporting education development.

SU provides students with global standards of education that rest on its commitment to provide education at the highest quality. The promise of attending SU is a promise to be educated at the same level of quality as is available in the United States or elsewhere internationally. Our goal is to provide affordable, international-quality tertiary education to a new generation of Indonesian college students. SU will provide unprecedented access to such a level of higher education to lower- and middle-income groups. The university operates on the principle that all graduates shall become globally competitive.

Further, the Sampoerna University facilitates multiple international transfer pathways for students who wish to complete their higher education abroad, while maintaining their student status and ability to graduate from the Sampoerna University with an Indonesian degree.

The following Core Principles guide SSS and SU in delivering its key value proposition:

1. **International Language Proficiency** as the key enabler and connector for education.
2. **Character Development** as the nurturing of self – confident through an affirming and engaging educational experience.
3. **Science and Technology** as the key instrument for personal and national advancement.
4. Developing **Leadership** potential as an integral part of education.
5. Building an **Entrepreneurial Spirit** and through collaboration with industry to provide a stimulating learning environment.
6. Cultivating a sense of **Social Responsibility** as a key part of our national education agenda.
7. **Inclusion and diversity** – promoting secularity and tolerance to foster greater local and international ties.
8. Tangible and ongoing commitment by family and community to ensure **student success**.
9. Access to **Financial Assistance** and tools to those in need.
10. **Collaboration** with best-in-class institutions to extend our reach and provide greater choice.

A university is a place for student learning and development: SU's primary goal is to facilitate that learning. SU measures its success by the success of its students.

While international rankings hold a certain level of prestige, they are largely based on research productivity and not the successful development of human capital and cannot measure all of the things that universities are good at, nor adequately capture the specific needs of emerging economies such as Indonesia's. Therefore, the metrics that SU seeks to enhance are fundamentally student-centric, not institution-centric. SU is singularly focused on increasing and improving students' chances for success as they continue their life's journey.

5. STRATEGIC ISSUES AND SWOT ANALYSIS

From Feasibility Study to Strategic Plan

This Strategic Plan builds upon the initial concept of establishing Sampoerna University (as *Universitas Siswa Bangsa Internasional*) and the planning documentation for the License Application to the Ministry of Education and Culture in 2012, including a comprehensive *Feasibility Study* and *Master Development Plan*. Throughout the founding phase of SU in 2013 and 2014, the earlier ideas have been tested and refined to reflect both the developmental aspirations of the Putera Sampoerna Foundation and the evolving Indonesian higher education and market conditions. While much of the conceptual framework of the original *Feasibility Study* remains relevant to SU's Strategic Plan, this document reflects the further ambitions and development of the Provider Agency, the Putera Sampoerna Foundation, and the Sampoerna School System, with an updated mandate for the long-term development and 21st Century (21C) education.

Key Strategic Issues

1. Integration within the Sampoerna School System, which in 2015 launches a complete system of Kindergarten – Grade 12 (K-12) in addition to the Sampoerna Academy Board School (SABS), as the institution of higher education completing the journey of the Sampoerna system student to employability and social fulfillment.
2. Establishing itself as a credible and competitive institution with an internationally recognized brand valued by all stakeholders.
3. Offering relevant academic programs focused on Indonesia's, and the region's, economic development needs, while remaining flexible in program portfolio planning and competitive viz. international provider in neighboring ASEAN countries.
4. Recruiting academic staff with the desired qualifications and expertise, who are eager to adopt the Sampoerna value system and Core Principles of the Sampoerna School System.
5. Recruiting talented students of a high academic caliber and aspiration to become Indonesia's future leaders.
6. Providing learning and teaching facilities that reflect and enhance the 21C learning and teaching aspirations of the entire Sampoerna School System.
7. Enabling institutional development based upon governance, quality assurance, policies and procedures, and key performance indicators.

In consideration of these key strategic issues and aspirations, SU defines its strengths, weaknesses, opportunities and threats (SWOT) in Table 1.

Table 1. SWOT Analysis (April 2015)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Articulated value proposition and mandate • Institutional culture and shared values consistent with TEN Core Principles • Connected system presence through SSS • Strategic collaborations with international partner institutions of higher education. • Readiness to provide state-of-the-art facilities • On track to achieve AACSB accreditation • Expertise in 21C learning and teaching design and delivery • Library equipped with Thomson-Reuters and Scopus databases • Only university in Indonesia to offer international collaborations leading to eligibility for foreign credits obtained in Indonesia 	<ul style="list-style-type: none"> • Key value proposition programs (ENG & CS) still subject to government approval • International credit currently limited to Engineering & Computer Science • Small student body • Complex policies/procedures system between provider agency and the university • Unclear authority/responsibility /accountability • Lingering insecurities/uncertainties among staff about institutional direction/change and understaffing leading to high staff turnover • Gaps in lecturers/staff skill competencies to fulfill foreign accreditation requirements • Expat-Local lecturers ratio <40% • Too many courses with some redundancy in delivery • All study programs, with one exception, have accreditation status “C” • SU does not have national institutional accreditation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Growing economy and favorable demographics of the college-age/college-ready student population • Growing interest among rising middle class in international education locally • Shortages in skilled labor with STEM competencies/fields, especially computer science & engineering • Strengthening internal collaborations within the SSS (coordination and shared resources) • Growing demand for Executive Training programs • Availability of funding for research from national and international organizations • Further partnership and collaboration opportunities with ASEAN nations 	<ul style="list-style-type: none"> • Other private providers initiating similar int’l partnership schemes for local delivery of foreign credit • Time-boundedness of MOA with external partners who deliver key value proposition • A lot of demand, but also a lot of supply for alternative revenue generating trainings/short courses • Other SSS units’ activities may not know how to best support the Tri Dharma and synergize with SU

6. SU PLANNING APPROACH

The Sampoerna University (SU) strategic planning process employs a system-wide collaborative approach. Coming from the vision, mission, and mandate of the Sampoerna School System, incorporating its Core Principles, SU formulated five institutional goals intended to guide the strategy and operations for the next five years. After the initial formulation of the goals, a comprehensive institution-wide planning exercise commenced, comprising the following steps:

1. The first articulation of the five SU goals was documented in a strategic planning template, which was distributed to each academic and support unit within the university. Based upon feedback and content focusing on unit strategic objectives and initiatives, the SU strategy was drafted further utilizing a bottom-up approach.
2. Following individual discussions with each SU unit, cross-institutional themes, aspirations and performance indicators were identified and aggregated to university-level objectives, initiatives, and operational considerations.
3. Drafts of the strategy were reviewed by the University Executive at Large, Sampoerna School System leaders, the Senate Committee on Strategic Planning and Development, and the University Senate.
4. Subject to University Senate endorsement, SU will conduct a consultation with key stakeholders, such as the students, all staff, and advisory boards.
5. The SU Strategic Plan will be presented to the University Council for formal approval.

The strategic plan focuses on institutional performance as measured by Key Performance Indicators (KPIs) developed using a Balanced Score Card approach and tied to the SU strategic goals and objectives. Their implementation will guide the university in instituting a monitoring and evaluation system for quality assurance and enhancement, and annual strategic review.

7. GOALS AND OBJECTIVES

Strategic Goals	Strategic Objectives
<p>Goal 1 To affirm the Sampoerna University identity through a learning experience that is grounded in 21st Century Educational practices, student-centered learning, STEM education, character building, and engagement</p>	<p>SO 1.1. Enhance SU lecturers' abilities to deliver 21C L&T practices SO 1.2. Increase student success rates within all SU study programs SO 1.3. Improve campus life and student experience with special focus on the SSS Core Principles</p>
<p>Goal 2 To enhance the SSS seamless and affordable international pathway by enabling students to receive national degrees and international credit in Indonesia.</p>	<p>SO 2.1. Increase the number of students receiving international credit on SU campus</p>
<p>Goal 3 To accelerate national economic development by filling critical skills gaps through industry-relevant, connected degree programs and professional development offerings</p>	<p>SO 3.1. Increase industry stakeholder's and external partner's involvement in curriculum review and enhancement processes SO 3.2. Ensure opportunities for SU students and graduates to contribute to national economic development</p>
<p>Goal 4 To impact Indonesian society through targeted inquiry and research with immediate relevance for policy and outcomes in industry, technology, economy, sustainable community development, and national education</p>	<p>SO 4.1. Increase the depth and breadth of SU targeted inquiry and research SO 4.2. Increase engagement with external funders and collaborators in targeted inquiry and research</p>
<p>Goal 5 To achieve university sustainability by growing its student enrollment to an optimal size and with alternative revenue generating programs, within a defined and sustainable budget and business model</p>	<p>SO 5.1. Increase student enrollment and other revenue generating activities to close the gap between cost and revenue SO 5.2. Improve workload distribution and operational efficiency</p>

8. KEY PERFORMANCE INDICATORS 2015-2020

#	Indicator	Baseline Value	1-Year Target	2-Year Target	4-Year Target
1	1.1.1 % of full-time lecturers per Faculty with internal 21C L&T certification	N/A	Pilot Project Tested; Applied to all new hires	75%	100%
2	1.2.1 Graduation rate/4 years* (% of graduating students enrolled from year 1, excl. international transfers)	80%	80%	80%	80%
3	1.3.1 % of students to reach 250 points for SKA (<i>Satuan Kredit Aktivitas</i>)	N/A (FOE only)	70%	80%	100%
4	2.1.1 % of students enrolled in an international credit earning program on campus who are successful in meeting international standard requirements	87% (First cohort IAP)	90%	90%	90%
5	3.1.1 % of study programs in partnership agreements with leading or credible industry associations in the respective field	0%	20%	50%	100%
6	3.2.1 % of graduates who are employed within 3 months of graduation	FOE - 75% FOB – 79%	80%	85%	90%
7	3.2.2 % of graduates who have a first job in their field of study	FOE – 57% FOB – 79%	70%	80%	85%
8	4.1.1 % of lecturers who submit paper for review to national/international journal/conference per year	30%	Based on National Standard		
9	4.2.1 Number of conferences/seminars/forums held per year at SU	1 (FOE)	2	2	3
10	4.2.2 Number of external research grants/service contracts per academic unit	2 (FOE; USAID SMART Lab)	Based on National Standard		
11	5.1.1 New Student Recruitment	160	250-350	400	700
12	5.1.2 Total Student Body	422	675	1000	2000
13	5.1.3 Non-tuition revenue as % of total revenue	1%	7%	9%	12%
14	5.2.1 % of full-time academic staff with optimal workload	N/A	90%	100%	100%
15	5.2.2 Academic staff retention rate	82%	85%	85%	90%

GOAL 1 KEY PERFORMANCE INDICATORS

To affirm the Sampoerna University identity through a learning experience that is grounded in 21st Century (21C) Educational practices, student-centered learning, STEM education, character building, and engagement.

OBJECTIVE 1.1: ENHANCE SU LECTURERS' ABILITIES TO DELIVER 21C L&T PRACTICES

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of full-time lecturers per Faculty with internal 21C L&T certification	Academic Registry & HR	N/A	Pilot Project Tested by FOE; Applied to all new hires	75%	100%	CLTCD, Deans

STRATEGIC APPROACH AND INITIATIVES

The approach to meet this objective will incorporate strategic recruitment of new lecturers, employee orientation, professional development, and promotion, to nurture an institutional culture attuned to the SU intent to develop its unique brand of Indonesian education content and delivery

1. CLTCD, in collaboration with all Deans and Heads of Institutes, SA, and HR will institute an internal Lecturer Certification Program incorporating the SSS Core Principles and 21C Learning and Teaching (L&T) practices.
2. CLTCD will introduce a comprehensive handbook and templates for course syllabi and course study guides, integrating the requirement for articulated graduate profile, program and course learning outcomes and delivery strategy.
3. CLTCD will deliver the 21C L&T Certification Program on an annual basis internally for SU, all other SSS units, and for external audiences on a commercial basis.

OPERATIONAL CONSIDERATIONS

- a. As 21C learning is a key value proposition, the 21C education training and certification program should be mandatory for all SU lecturers, tied to employee orientation, promotion, and advancement through HR policy and individual KPIs.
- b. The training should be designed to give lecturers/teachers the foundation and practical experience of delivering 21C L&T, sharing good practice, utilizing ICT for online and blended learning.
- c. To achieve full relevancy and effectiveness, the 21C Certification Program must consider the simultaneous university project of reducing course redundancy, simplifying, and combining study programs
- d. Electronic media should be used to support the SU 21C identity with a website that includes academic staff profiles and course descriptions developed and refined during the 21C training.
- e. All teachers in the SSS K-12 and SABS will need 21C training and the SU program should be offered and adapted for these units.

OBJECTIVE 1.2: INCREASE STUDENT SUCCESS RATES WITHIN ALL SU STUDY PROGRAMS

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
Graduation rate/4 years* (% of graduating students enrolled from year 1, excl. international transfers)	Academic Registry	80%	80%	80%	80%	Deans

*Graduation rate within 4 years is projected to remain at 80% in order to accommodate students who are completing both Indonesian degree programs along with international credit, incl. extra credits, return pathway capstone project, course retake, or study leave. **An additional measure of 4+1 year will be applied to track student success and degree completion within 5 years for students enrolled in an international-credit program.**

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective the approach will focus on close attention to student performance and progression.

1. Each academic unit will optimize study program credit load to enable student learning and progression on time.
2. All study programs will integrate Library space and resources, SMART Lab, and student experiential learning activities into course delivery.
3. Each academic unit will develop a mechanism with the Library to provide an adequate number of books and learning resources for students on a per course basis
4. Each academic unit will work with ILC to ensure English and foreign language learning outcomes are achieved across SU, measuring success with external assessment such as TOEFL, IELTS, etc. with a minimum standard of achievement (e.g. 550 TOEFL), to meet rigorous international admissions standards.
5. Each academic unit will collaborate with the Academic Registry and IT to supply information for the implementation of an integrated, single sign-on Academic Information System.

OPERATIONAL CONSIDERATIONS

- a. Monitor, evaluate, and report year-to-year student progression and retention rates against objectives to track progress toward graduation.
- b. CLTCD and Academic Registry to implement a mechanism to track expected and seamless competency gains and an early warning system for students-at-risk.
- c. Lecturer workload to be reviewed and optimized with respect to university course distribution across faculties.
- d. CLTCD, Library, SMART Lab, and Student Affairs to collaborate in offering cross-institutional learning opportunities for SU curricula (incl. co-curricula and extra-curricula) for all programs to include STEM education and related skills.
- e. Consider mandatory matriculation or preparatory programs focused on English language proficiency and mathematics (up to a full academic year) for admission of students who do not fulfill all SU entry requirements (for example, direct-entry students), on an additional fee basis.
- f. SU to work directly with SA schools to prioritize English language and mathematics teaching.
- g. External, independent tests to be considered for documenting English language proficiency gains for all SU students.
- h. Consider implementing a mandatory TOEFL or IELTS test prior to graduation.

OBJECTIVES 1.3: IMPROVE CAMPUS LIFE AND STUDENT EXPERIENCE WITH SPECIAL FOCUS ON THE SSS CORE PRINCIPLES

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of students to reach 250 points for SKA* <i>Satuan Kredit Aktivitas</i>	Each Faculty & Student Affairs	N/A (FOE only)	70%	80%	100%	VRASA-SU CDU

* KPI shared with CDU

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective the Culture Development Unit (CDU), Student Affairs, Human Resources, and all faculties will collaborate to provide a student experience aligned to the philosophy and Core Principles of SSS.

1. SU will cooperate with the CDU to enhance the integration of CDU activities and initiatives, introduce a 'culture metric' to assess adoption, and practice of the SSS Core Principles, into SU learning and campus experience.
2. Student Affairs will work with CDU and the Student Council to determine and support appropriate student organizations, clubs, activities, and extracurricular opportunities matched to "co-curricular and extracurricular points" derived from the SSS Core Principles.
3. All Faculties and Student Affairs will enhance systems for tracking student engagement and extracurricular activities.
4. CDU with SU's cooperation will conduct an environment analysis on SU campus (based on SA example).

OPERATIONAL CONSIDERATIONS

- a. A formal socialization process to be conducted with all Faculties for the introduction of tracking co- and extra- curricular activities and the point system.
- b. Academic units to be strategic in setting targets for student co-curricular and extracurricular points, by ensuring that the targets are in line with what is actually offered.
- c. Lecturers must take part in creating campus life: their participation in campus life should be linked to the 21st Century Certification program.
- d. More resources (such as the library's study corner, engineering corner, and stock exchange corner) to be available to students for engagement on campus.
- e. Extracurricular activities to include interaction with the community and prioritize all three *Tri Dharma* principles (teaching, research and community service): offer more than just on-campus activities for students and engage them outside the "school day."
- f. Consider the integration of the FOB Course on Entrepreneurship within all study program curricula to promote the realization of a campus-wide 'entrepreneurial spirit'.
- g. Student Affairs / Career Services to engage with Faculties' and support their collaborations with industry and their implementation of practicum/internships.
- h. SU to engage SA and CDU to develop a valid and accurate quantitative point system for measuring and assessing student contact hours in co- and extra- curricular activities.
- i. The principles of student organizations, clubs and activities to be defined to reflect the SSS Core principles, and instill character traits of both cooperation and competitiveness.
- j. Implement an annual Satisfaction Survey for students and staff and target 90% positive (above average) responses.

GOAL 2 KEY PERFORMANCE INDICATORS

To enhance the SSS seamless and affordable international pathway by enabling students to receive national degrees and international credit in Indonesia.

OBJECTIVE 2.1: INCREASE THE NUMBER OF STUDENTS RECEIVING INTERNATIONAL CREDIT ON SU CAMPUS.

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of students enrolled in an international credit earning program on campus who are successful in meeting international standard requirements *	Faculties	87% (First cohort IAP)	90%	90%	90%	VRASA

* Will measure students enrolled in the available international credit programs

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, the university will prioritize strategic partnerships with international and national universities, while complying with national regulatory requirements. Through strategic alliances with international universities, SU will benefit from technical assistance, as well as adapt international credit delivery methods.

1. SU will work to obtain institutional accreditation from *BAN-PT*.
2. SU will work to obtain government approval to offer the Engineering and Computer Science programs.
3. SU will work to achieve and maintain *BAN-PT* accreditation status minimum B for all study programs in order to sustain the international collaborative and mutual degree recognition arrangements with international partners
4. SU will work to achieve study program and institutional accreditation by international bodies, e.g. ABET, AACSB and other.
5. SU will maintain and enhance the founding partnership with Lone Star College System; develops the partnership with Louisiana State University.
6. International and External Affairs collaborates with ASEAN headquarters to promote the SU American degree offerings among ASEAN countries.

OPERATIONAL CONSIDERATIONS

- a. SU to define the criteria for selection of future international institutional partners and establishes further partnerships with foreign institutions, on a sustainable basis.
- b. SU will adopt a strategic approach to the selection of further international partner institutions to target the delivery of international credit that enhance the value proposition of the university. At the same time, SU will take into account the balance between increased cost and degree attractiveness to the local market before making further decisions on international credit delivery.
- c. Each Faculty proposes further partnerships with international credit providers based on strategic selection criteria and program viability.
- d. SU to work to resource adequately the study programs to address low *BAN-PT* accreditation status.

- e. SU to develop its student services to provide US-style student support and counseling.
- f. SU to facilitate the presence of more foreign lecturers on SU campus through the international partnerships to provide an international experience.
- g. Consider a balance of aspirations for international lecturers presence with their cost requirement and with national requirements for permanent DIKTI certified staff.
- h. Each Faculty, HR, and Rector's Office to collaborate to hire new lecturers based on minimum requirements to fulfill local and foreign accreditation standards.
- i. Consider further utilizing online and blended learning to deliver international partners' courses to minimize cost related to employing foreign staff locally.
- j. SU to support students to transfer abroad as the International Pathway proof of concept and to enable them to return in time to complete the SU Bachelor's degree as well.
- k. Begin defining and piloting the concept of the "return path" enabling students to return to SU after studying abroad so that they can also complete the SU Bachelor's degree.

GOAL 3 KEY PERFORMANCE INDICATORS

To accelerate national economic development by filling critical skills gaps through industry-relevant, connected degree programs and professional development offerings

OBJECTIVE 3.1: INCREASE INDUSTRY STAKEHOLDER'S AND EXTERNAL PARTNER'S INVOLVEMENT IN CURRICULUM REVIEW AND ENHANCEMENT PROCESSES

Indicator	Data Source	Baseline Value	1-Year Target	2- Year Target	4-Year Target	PIC
% of study programs in partnership agreements with leading or credible industry associations in the respective field	Faculties	0%	20%	50%	100%	Deans

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, SU will initiate the University Industry Advisory Board (IAB), along with a review of individual study programs' objectives in partnership with industry, government, and the community.

1. Every Academic Unit will establish Industry Advisory Boards at sector (discipline) level.
2. Each study program will establish formal partnership agreements with professional associations or credible organizations in their respective field to advise on program content and learning outcomes, and where possible, seek endorsement.
3. Each study program will conduct a review/enhancement of program content once every 2 years, in collaboration with the IAB and/or external associations and credible partners.
4. Each study program will work to enhance current internship opportunities for students and seek more industry partnerships to provide an ever-growing list of work/study programs

OPERATIONAL CONSIDERATIONS

- a. A strong focus to be placed on operationalizing the functions of the Industry Advisory Board(s) at the study program, Faculty, and university levels.
- b. A general increase in the level of engagement of industry partners & external stakeholders to take place through jointly establishing course learning objectives, curriculum workshops, and student internships.
- c. A university-level policy and procedure to be established to guide and regulate formal engagement with industry.
- d. Consider conducting regular Academic Workshops with industry participants, and document outcomes through formal Minutes of Meeting and Matters Arising for systematic follow up.
- e. Academic Units to collect feedback on student performance during internships to assess where students excel, as well as their knowledge or skills gaps. Report on industry feedback to the Deans and the Rector.
- f. Industry corners (such as the Stock Exchange Corner, Sampoerna Corner) to be established to enable industry representatives to provide real life training onsite.
- g. Consider sourcing and proposing the establishment of a Business Incubator Center in collaboration with key industry partners.
- h. Bi-annual reviews of program content and program learning outcomes to become the mechanism to evaluate the Associate Degree, the Bachelor's Degree, and student employability.

OBJECTIVE 3.2: ENSURE OPPORTUNITIES FOR SU STUDENTS AND GRADUATES TO CONTRIBUTE TO NATIONAL ECONOMIC DEVELOPMENT

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of graduates who are employed within 3 months of graduation*	Alumni database	FOE – 75% FOB – 79%	80%	85%	90%	Student Affairs/ Career Office
% of graduates who have a first job in their field of study	Alumni database	FOE – 57% FOB – 79%	70%	80%	85%	Student Affairs/ Career Office

*Including graduates who enroll in a graduate study program.

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, faculties and study programs must work with Student Affairs, ISDCO, the International and External Affairs, and PDC to strengthen industry links and engage students in experiential learning and community service.

1. Each study program will form a collaborative agreement with industry/gov't/community partners to deliver internships and other practice-based learning opportunities.
2. SU and CDU will implement student clubs based on professional, leadership, and character development objectives.
3. Student Affairs will launch the Phi Theta Kappa Student Society.
4. Student Affairs will organize an annual Career Fair and provide career guidance to students.

OPERATIONAL CONSIDERATIONS

- a. All Academic Units to intensify the outreach to businesses and industry through targeted programs, in collaboration with PDC. Consider assigning an internship liaison officer within Student Affairs.
- b. VRASA to establish a working group between all responsible units to deliver orientation and student engagement programs for the entire academic year.
- c. Consider utilizing more frequently guest lecturers for university-wide public lectures, special interest groups, and other opportunities for students to interact with industry representatives.
- d. Consider preparing student profiles and success stories for promotion of SU graduates to industry.
- e. Begin tracking earning levels of SU graduates.
- f. Consider offering on-campus facilities naming opportunities to external industry collaborators (for example, "The Sampoerna Corner").

GOAL 4 KEY PERFORMANCE INDICATORS

To impact Indonesian society through targeted inquiry and research with immediate relevance for policy and outcomes in industry, technology, economy, sustainable community development, and national education

OBJECTIVE 4.1: INCREASE THE DEPTH AND BREADTH OF SU TARGETED INQUIRY AND RESEARCH

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of lecturers who submit paper for review to national/international journal/conference per year	ISDCO RMS	30%	BASED ON NATIONAL STANDARD			Deans ISDCO

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, SU cooperates with all units within SSS to achieve fulfillment of *Tri Dharma* requirements in research and community service. ISDCO will coordinate, track, and promote targeted inquiry and research across all academic units, in line with the SU and SSS vision and mission.

1. ISDCO will create lecturer competency clusters for quick identification of internal capacity and skill for external grants, service contracts, and other opportunities, as well as to identify critical skills gaps in research capacity.
2. ISDCO will track and manage SU's research agenda, funding, and outputs with the Research Management System (RMS).
3. All academic units will incorporate inquiry-based approaches into learning objectives and involve students in impact-targeted research projects.
4. ISDCO will place a high priority on obtaining external grants and service contracts and facilitate continuing education/training with PDC

OPERATIONAL CONSIDERATIONS

- a. ISDCO to facilitate collaboration across SSS for research and community service activities, especially with regard to research into 21C L&T.
- b. ISDCO to operationalize the Research Management system (RMS) through collecting of data on lecturers' research experience and aspirations.
- c. Begin to aggressively seek external funding for research and community service to fulfill DIKTI requirements, *Standar Nasional Perguruan Tinggi (SNPT)*.
- d. Finalize guidelines for research and community development to be instituted to provide a mechanism for rewarding and incentivizing success in securing external funds/grants/service contracts.
- e. Consider included research skills/goals/requirements into the 21C Certification Program.
- f. A reporting mechanism to be implemented for every study program through the RMS.

OBJECTIVE 4.2: INCREASE ENGAGEMENT WITH EXTERNAL FUNDERS AND COLLABORATORS IN TARGETED INQUIRY AND RESEARCH

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
Number of conferences/seminars/forums held per year at SU	ISDCO	1 (FOE)	2	2	3	ISDCO
Number of external research grants/service contracts per academic unit	ISDCO RMS	2 (FOE) (USAID SMART Lab)	Based on National Standard			ISDCO

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, SU empowers ISDCO to serve as the coordinating research center of the university, to collaborate with the Faculties and Centers, and the support units, to identify and cultivate potential external funding opportunities for research, define research scope and agenda, and assist the academic staff in applying for funding and in disseminating their research output.

1. ISDCO will work with International and External Affairs to regularly identify and disseminate research funding opportunities to appropriate lecturers, grouped by their competency clusters.
2. ISDCO will work with International and External Affairs, along with the faculties and institutes to coordinate and host research and knowledge exchange events on SU campus.

OPERATIONAL CONSIDERATIONS

- a. Preparation and adoption of a Financial Policy and Guidelines to be prioritized for SU to receive and implement external funding.
- b. Support activities for applying for external grants to become more common for lecturers, such as research skills, interests, and capabilities of assessments, as well as information sharing sessions.
- c. More reliable and effective mechanisms for disseminating all SU research output to be developed to engage other academics and industry professionals.

GOAL 5 KEY PERFORMANCE INDICATORS

To achieve university sustainability by growing its student enrollment to an optimal size and with alternative revenue generating programs, within a defined and sustainable budget and business model

OBJECTIVE 5.1: INCREASE STUDENT ENROLLMENT AND OTHER REVENUE GENERATING ACTIVITIES TO CLOSE THE GAP BETWEEN COST AND REVENUE

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
New Student Recruitment*	Student Recruitment	160	250-350	400	700	SSS Head of Recruitment & Deans
Total Student Body	Academic Registry	422	675	1000	2000	VRASA
Non-tuition revenue as % of total revenue	Finance	1%	7%	9%	12%	Deans & PDC

* KPI shared with Centralized Student Recruitment

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective all SU units must work together to continually improve public understanding of, and interest in, the value proposition of all SU degree and non-degree programs with a shared understanding that a private education enterprise by necessity must be self-sustaining, as there is no government funding

1. All academic units will optimize program marketing with centralized student recruitment, in order to maintain competitive and consistent delivery of the SSS and SU brand/value proposition.
2. Each Faculty will enable the transition of SSS Grade 11 & 12 students into SU by instituting an Advanced Standing Program to earn university/college credit during high school.
3. SU will utilize an Advanced Standing Program to strengthen recruitment, in particular with “direct-entry” high schools.
4. SU Faculties and Institutes will work with the PDC to achieve alternative revenue-generating programs through non-degree trainings, service contracts and other non-tuition revenue generating activities.
5. SU will enroll selected students on a course-by-course basis, paying tuition fee per credit, to realize the multi-entry/multi-exit strategy.

OPERATIONAL CONSIDERATIONS

- a. The Rector’s Office to work closely with Academic Units and SSS Student Recruitment Office to chart and implement a focused student recruitment strategy, including international students.
- b. Consider developing more concrete study program marketing sub-strategies for meeting student recruitment targets as the key priority for SU.
- c. Enhanced communication approaches to be developed to reach all families and students who express an interest in SU, in order to transform their interest to application and enrollment.
- d. Information dissemination to be improved through personal testimonials and success stories.
- e. Consider prioritizing (A) a cost and revenue sharing policy with PDC and PSF; (B) streamlining the legal process for entering into service agreements; (C) renting campus facilities to external partners.
- f. Student Recruitment to enhance the payment system for on-time payments and minimal defaults.
- g. SU to recruit incoming transfer students.
- h. SU to secure student housing, counseling, and student services for international students.
- i. IT to develop an online application process.
- j. A funding policy for students who transfer abroad to be articulated with KSB.

OBJECTIVE 5.2: IMPROVE WORKLOAD DISTRIBUTION AND OPERATIONAL EFFICIENCY

Indicator	Data Source	Baseline Value	1-Year Target	2-Year Target	4-Year Target	PIC
% of full-time academic staff with optimal workload	HR	N/A	90%	100%	100%	Deans
Academic staff retention rate	HR	82%	85%	85%	90%	VRA

STRATEGIC APPROACH AND INITIATIVES

To achieve this objective, all SU units must commit to a creative and innovative model for the operations for the university, through efficient operations, distribute workload optimally and evenly, and co-align to the SSS mandate of becoming a self-sustaining institution.

1. SU will consolidate and reduce the number of study programs to the required minimum of 10 to maintain university license.
2. SU will consolidate course offerings within and across study programs to eliminate subject duplication and achieve efficient number of lecturers per study program.
3. SU will monitor student and staff satisfaction and conduct regular information sessions, report on improvements to staff concerns, conduct public reward and recognition programs.

OPERATIONAL CONSIDERATIONS

- a. The Rector's office and HR to work closely with deans to optimize academic workload and maximize productivity.
 - I. Optimal workload is defined as teaching, community service, research, and/or curriculum development responsibilities, equivalent to 12-16 credits (SKS) per semester, or a minimum of 24 SKS per year.
 - II. SKS calculation is based upon the *KOPERTIS* standard guidelines for calculating workload, and all calculations will be cross referenced between individual academic staff's reports and their respective Dean's reports.
- b. Human resources to be allocated across SSS to achieve optimal workload distribution.
- c. SU to develop clear policies and SOPs with SSS and the Provider Agency to enable academic management and empower the university to manage its human and financial resources.
- d. SU leadership to maintain regular communication with all staff regarding the objectives of SSS, SU strategy fulfillment, and SU KPIs.
- e. IT to work to improve knowledge management system with executive dashboard.
- f. Strategic Planning team to ensure an on-time planning and budget cycle, as well as unit reporting.
- g. Cost efficiencies and directing spending on a priority basis directly tied to the education of globally competitive graduates.

9. SU GRADUATE PROFILE

Sampoerna University graduates are affirming and effective communicators who excel in an increasingly interconnected world. They understand the benefits of modern science and technology and are innovative in the application of their competencies across many fields. Their courage and intellectual curiosity make them enterprising leaders in their respective communities and organizations.

Graduate Attributes (<i>Learning Outcomes</i>)	International language & Communication Proficiency; Literacy in Science & Technology; Passion for Critical Thinking & Problem Solving; Strong Moral Character & Leadership Ability; Entrepreneurial Skills & Attitude; Socially responsible; Embracing Diversity & Globalization
Integrity	Demonstrate accountability, intellectual integrity, and respect for human values and social ethics
Growth	Intellectually curious to expand their competencies and courageously take initiative, sharing expertise as responsible leaders in the community
Nobility	Authoritative and internationally articulate in their field, while continuing to be at the forefront of expanding knowledge, especially in modern science and technology
Inspiration	Able to inspire individuals and communities through effective communication, critical thinking and problem solving
Toughness	Have the cognitive, personal, and social resources to show leadership in unpredictable situations
Empowerment	Empowered to think with an entrepreneurial spirit and be creative in achieving innovative outcomes in an increasingly interconnected world

Sampoerna School System
Ignite the Future

10. SU STUDY PROGRAMS PORTFOLIO

SU's key strategy for its study program portfolio includes consolidating degree programs and creating subject clusters to increase the efficiency of degree program delivery and to ensure that appropriate and adequate numbers of students attend each class. The key performance metrics for each study program are student recruitment, industry relevance and student employability.

In accordance with the university license requirements, SU will aim to maintain the necessary minimum of ten (10) study programs, with 60% related to science (e.g. Engineering, Technology and Creative Technology), and 40% related to social science (e.g. business and education). In order to achieve this, the initial licensed ten study programs will be remapped. A possible scheme for this remapping is as follows:

Approved Study Programs 2013	Envisioned Study Programs 2015 Onward
1. Applied Mathematics	1. Electrical Engineering (<i>pending gov't approval</i>)
2. Applied Physics	2. Industrial Engineering (<i>pending gov't approval</i>)
3. Games Technology (D4)	3. Mechanical Engineering (<i>pending gov't approval</i>)
4. Information Security (D4)	4. Computer Science (<i>pending gov't approval</i>)
5. Mobile Communication Technology (D4)	5. Agro Technology (<i>pending gov't approval</i>)
6. Visual Communication Design	6. Food Technology (<i>pending gov't approval</i>)
7. Accounting	7. Creative Digital Design
8. Management	8. Accounting
9. English Language Teaching	9. Management
10. Mathematics Education	10. English Language Teaching
	11. Integrated Science Teaching
	12. Information Technology

Maintaining ten or eleven study programs during the next 3-5 years will enable SU to strengthen student recruitment, optimize academic staff number and achieve efficiencies across all programs by utilizing subject clusters and academic resources from its partner institutions. SU will establish partnerships with international universities for all its accredited study programs.

Depending on student recruitment outcomes, SU will operate only the study programs that achieve a viable student enrollment.

Students from any discipline (who have course requirements in-common) will then be given the opportunity to attend classes together with lecturers from across the university.

11. SU LEARNING & TEACHING STRATEGY

The SU Learning and Teaching Strategy aims for excellence in three key academic components: student-centered learning, 21C innovative pedagogy, and appropriate use of information and communication technology (ICT).

1. Student-centered learning shifts the focus of activity to the learner and positions the lecturer as a facilitator, a guide and a co-learner along with the students. The student-centered approach places more responsibility with the students to be self-directed and self-managed learners who can evaluate their own success and improvement against the

specified learning outcomes. A bigger focus is placed on application and practice, rather than listening and note-taking; students work to immediately apply their new knowledge in controlled practice environments.

2. 21C innovative pedagogy aligns with the student-centered approach focusing on student engagement with the curricula in a variety of ways. It incorporates a blend of strategies and practices, along with exposure to various media and technologies.
3. Appropriate use of technology is application of ICT tools to support pedagogy. SU will use ICT to enhance learning and instruction in ways that traditional methods cannot; it is used intentionally to enhance already sound learning and teaching practices.

In order to realize positive gains in these three components, SU will launch a university-wide professional development program for all academic staff. This program will emphasize the most crucial and effective theory and practice for a 21C education and provide frameworks for continuous self-assessment and instructional improvement.

Further, SU will monitor student attainment and feedback through course evaluation forms and an annual satisfaction survey to assess the impact of the application of its L&T Strategy and work on continuous improvement.

12. SU HUMAN CAPITAL STRATEGY

SU aspires to position itself as an attractive employer for academic and non-academic staff because of its international character, English-language environment and innovative pedagogy. The university will seek to employ qualified staff who possess the highest credentials, are willing to adopt the values and Core Principles of the Sampoerna School System, and are flexible to adapt to an environment of innovative and entrepreneurial change. Unlike older and established public and private universities, SU is still a young institution developing its identity and distinctive characteristics. To accomplish its vision of producing leaders with strong moral character and globally competitive skills for Indonesia, SU aims to develop its human capital within a concrete institutional culture known as the Sampoerna Way.

Leveraging strategic partners' resources will be at the core of SU's four-year human capital strategy. The service contract arrangements with current international partners will be prioritized initially. The human capital strategy will align succinctly with the Study Programs Portfolio Strategy, where foreign lecturers will be maximally utilized through distance learning and on-campus presence, while SU also works to meet the national standards for fully-resourced degree programs. Within the five year period of this strategic plan, SU will aim to achieve an international (and internationally qualified) mix of 40% academic staff.

In addition to the permanent full-time academic staff, part-time staff will be selected specifically for their experience in industry or accomplishments and in the field. Part time lecturers will also be chosen through their affiliations with professional associations or institutions. Forming strategic partnerships with selected associations and institutions will also remain an integral part of the SU Human Capital Strategy.

All SU staff will have the opportunity to develop professionally through training programs, internal certification, pairing with international staff, as well as external trainings. SU will encourage participation in online webinars and special interest groups. Its Human Resources Policy provides for regular staff appraisal, promotion and incentives.

13. SU INFORMATION TECHNOLOGY & INFRASTRUCTURE STRATEGY

SU's Strategy for Information Technology and Infrastructure will focus on providing modern and innovative facilities to demonstrate the university's identity and enhance its Learning and Teaching Strategy. Sufficient internet bandwidth is key to the successful implementation of blended learning and utilizing the resources available through current strategic partnerships. The SU Library and Learning Resource Center is well equipped with both online subscriptions and access to partners' Libraries. The information systems already in place at partner institutions will be adapted in the most appropriate and effective ways to minimize SU's efforts to develop entirely new systems infrastructure on campus.

Physical infrastructure development will center around public and private contracts and partnerships. Commercial leasing of campus space near Pancoran will remain a priority; however, partnerships with government will also be explored. Strategic arrangements of constructing and managing campus buildings on government owned land will be considered as low-cost solutions as the student body grows.

14. SU QUALITY ASSURANCE & ACCREDITATION STRATEGY

The top priority for SU's Quality Assurance and Accreditation Strategy is to complete national and international accreditation for the current study program portfolio, along with obtaining approval for new programs and the consolidation of existing programs as outlined in Section 9. The development of SU programs and their alignment with stated national requirements and BAN-PT accreditation standards. International partner standards and those of professional accreditation associations, such as AACSB, will be tracked to ensure effective completion of the accreditation process.

The next five years will also incorporate a shift from the primary focus on system and business development to strengthening internal academic quality assurance and enhancement. While institutional sustainability will remain among the highest priorities (as outlined below in the Funding Strategy), as revenue and spending gaps continue to close the university will emphasize maintaining its key value proposition in the eyes of our customers and the government—the quality and outputs of SU's individual degree programs and the success of the SU graduates.

International operational standards and processes, such as the ISO 9000 for Academic will be explored and considered for implementation on campus.

15. SU FUNDING STRATEGY

The SU funding strategy is based upon tuition revenue from study programs and establishing them as self-propelling, self-sustaining education centers. Additional revenue will come from grants, services, donations, professional training programs and other related activities. Until SU reaches break-even point, it will receive financial support from the Provider Agency. SU will focus on the continual identification of new potential revenue streams and developing separate sub-strategies for individual market segments.

Our primary “customers” over the next five years are anticipated to be: (1) incoming students from schools within the Sampoerna School System, who receive KSB financial assistance, (2) Self-funded students coming in from outside the SSS, and (3) non-traditional students enrolling in individual courses or abbreviated certification programs, who are either self-funded or funded by their own institutions or local governments.

Marketing and promotion of SU within the SSS will remain the highest priority, to encourage students already within the system to complete their higher degree with SU. Simultaneously, aggressive public campaigns will continue to raise awareness about the reputation and quality of the SU degree among potential students and parents from the general public, and among industry stakeholders.

New certification streams will also be developed to accommodate professionals who want to increase their skills, but who either do not have the time or do not see the value in pursuing a full degree program. The intention is to open individual courses or abbreviated course tracks to the public, who would be enrolled with full-time SU students. These courses or course tracks will offer a certification and a guarantee of credit transfer if the student should later want to enroll into a full degree program.

Non-degree-programs sub-strategies include: (1) enhancing collaboration and relationships with the Sampoerna Group to find value-adding synergies for both academics and Sampoerna businesses, (2) leveraging lecturer expertise to pursue service contracts and professional research studies with industry or other institutions, and (3) applying for outside competitive grants.

As SU relies primarily on tuition income from the students, it is imperative for the university to utilize its financial resources to provide an outstanding student experience.

16. CONCLUSION

With this Strategic Plan, Sampoerna University is embarking on an exciting journey of innovation and student success. The Key Performance Indicators will enable SU to monitor its progress and conduct an annual strategic review to assess, renew or adjust its objectives. Embedded in the dynamic and forward looking Sampoerna School System, SU will measure its success as part of, and along with, that of its system-wide partners. As the institution at the top of the education system ladder, SU is also the ultimate test of the SSS value proposition through the employability success of its graduates.

The achievement of the Strategic Goals and Objectives set out in this plan is a uniting ambition for all staff and students to pledge their commitment to the success and strength of Sampoerna University.