

SAMPOERNA UNIVERSITY UNIVERSITY EXECUTIVE MEETING MINUTES

NOTICE IS HEREBY GIVEN THAT the Sampoerna University on University Executive Meeting AY 2024-2025 was held virtually on **Thursday, May 8th, 2025** (Jakarta Time) at SU and on MS Teams. The meeting has established the quorum as voting members attended it with the following details:

1) Attendance at Meeting *(add rows as necessary)*

Committee Members		
Marshall Schott	MS	<i>Present</i>
Wahdi Salasi April Yudhi*	WY	<i>Present</i>
Surya D. Liman	SDL	<i>Present</i>
Endriyani Widyastuti	EW	<i>Present</i>
Elan Merdy	EM	<i>Present</i>
Lauren Clarke	LC	<i>Present</i>
Soepriyatna	SOE	<i>Present</i>
Antonius Siahaan	AS	<i>Present</i>
Farid Triawan	FT	<i>Present</i>
Erik H. Krauss	EK	<i>Present</i>
Ade Iva Murty	AIM	<i>Present</i>
Christianus I.W.E. Budiarta	CIWEB	<i>Present</i>
Novi Kusumaningrum	NK	<i>Present</i>
Lorensia Soegiarto	LS	<i>Present</i>
Guruh Tri Nugroho	GTN	<i>Present</i>

Present, Absent, Proxy, Expert

**Chair*

Guests		
Djati Wibowo, Ph.D.	DW	ME Lecturer
Maryke Ayu Kinasih	MAK	Executive Secretary
Dian Mayasari	DM	Administrative Assistant

2) Agenda

AGENDA

University Executive Meeting

Thursday, May 8th, 2025

No.	Particulars	Action	Presented by
1.	Opening by the Chair of the University Executive		
2.	Convene Regular Meeting		
2.1.	Calling the Meeting to Order	Noting	Chair
3.	Verification for Quorum		
3.1.	The Chair verifies a quorum	Approval	Chair
4.	Consent Agenda		
4.1	Minutes of Previous Meeting Approved as presented	Noting	Chair
5.	Special Announcement & Reports		
5.1	Standing Committee of Academic Affairs		
	5.1.1. Guidelines for GPs, PLOs and SLOs	Approval	SDL
	5.1.2. New MBA Course Codes	Approval	SDL
5.2	Standing Committee of Administrative Affairs		
	5.2.1. Auxiliary Revenue Policy	Approval	EW
5.3	Standing Committee of Student Affairs		
	5.3.1. Introduction to College Life Pilot Program	Approval	EK
	5.3.2. Student Activity and Achievement Credit System	Approval	EK
6.	Items for Consideration		
6.1	QAIRP Report on Flexible Working Arrangement	Noting	SOE
6.2	Partnership Proposal with ASEAN Center for Energy (FET)	Approval	FT
7.	New Business		Chair
7.1	SU Partnership with Jeonbuk National University	Noting	Chair
7.2	YSEALI Event	Noting	AS
8.	Adjourning the Meeting		Chair

3) Discussion

Agenda	Discussion	Vote	Vote Result	Action
Verification for Quorum	The quorum is sufficient to start the meeting.			
Consent Agenda	Minutes of UE meeting on April 10th, 2025 is approved.			
Special Announcement & Reports				
Guidelines for GPs, PLOs and SLOs (Approval)	[SDL] In order for us to create a standardized graduate profile, SLOs and PLOs, we have formed a team, lead by Pak Djati and created the Guidelines for the Development and Assessment of Graduate Profiles, PLOs, and SLOs. [DW] This guideline is divided into 6 sections: Introduction. In the next sections, we explain how study programs can define the GP, PLOs and SLOs and how we assess it. The assessment will be done by CETL. In the last section, we provide the method on how we measure the PLOs and SLOs. The guidelines also provide an explanation on how to develop micro scaffolding. [SDL] The GP guidelines are also similar to PLO guidelines that is derived from the graduate profile, because we need to have a PLO address what kind of graduates we want to have. So that is defined by the PLO per program. I will organize a workshop for study programs to socialize this guideline and we will apply this guideline in the new academic year.	Motion: WSAY Second: AIM Aye: SOE, EW, LS, LC, EK, AS, EM, SDL, CIWEB, NK, LC, GTN, FT Nay: -	In Favor – Aye (All member) Oppose – No (none) The ayes have it, and the motion is carried. We will have Guidelines for GPs, PLOs and SLOs. [MSC]	Will issue Rector's Decree. Include as "approval" item for SU Senate by CR.

Agenda	Discussion	Vote	Vote Result	Action
	[MS] I would suggest replacing “canvas” with “LMS” throughout the document and change “guideline” with “policy”.			
New MBA Course Code (Approval)	[SDL] We are requesting the approval from UE meeting for the new MBA Course Code. The sequences are: - The first four letters, MBAS stands for Master of Business Administration Sampoerna. - The next digit is number “5” or “6” indicating the graduate courses. - The next digit is the number of credit hour. - The last two digits are the course sequence. [SDL] The MBA Course Code have been approved in the SCAA meeting and is now requesting for approval from the UE members.	Motion: WSAY Second: SDL Aye: SOE, EW, LS, LC, EK, AS, AIM, CIWEB, NK, LC, GTN, FT Nay: -	In Favor – Aye (All member) Oppose – No (none) The ayes have it, and the motion is carried. We will have New MBA Course Code [MSC]	No Rector’s Decree needed. No need to go to Senate.
SU Auxiliary Revenue Policy (Approval)	[EW] This policy aims to provide a clear framework for planning, executing, and managing auxiliary university projects, ensuring they align with the institution's mission, support financial stability, foster innovation, and uphold academic integrity and core values. This policy applies to all departments, faculty, and staff at Sampoerna University involved in starting, managing, and evaluating auxiliary projects, including income-generating activities like grants, training programs, consultancy services, partnerships, and sponsored projects.	Motion: WSAY Second: SOE Aye: SDL, EW, LS, LC, EK, AS, AIM, CIWEB, NK, LC, GTN, FT Nay:	In Favor – Aye (All member) Oppose – No (none) The ayes have it, and the motion is carried. We will have SU Auxiliary Revenue Policy [MSC]	Wait until the HR Policy on Incentive for Auxiliary Revenue approved and we can Issue 1 Rector’s Decree for these 2 policies. No need to go to Senate.

Agenda	Discussion	Vote	Vote Result	Action
	• [EW] The policy explains about the general principle of the implementation of the auxiliary project, project timeline, roles and responsibilities, Budget, Proposal form, Evaluation and Final report. and methods in their learning process. • [EW] The involvement of Full-Time Equivalent (FTE) personnel in these auxiliary projects will be addressed in a separate, dedicated policy document under HR policy. • [AS] We need to treat each project differently, some of the projects may not generate profit but provide intrinsic value. . → [MS] There's a clause on exception approval in the policy that applies to projects funded by governance funds, which are not designed to generate profit but are essential for supporting regulatory compliance. • [DM] In order for our auxiliary projects to be registered in our report to DIKTI portal, we will need approval from our counterpart.	-		
Introduction to College Life Pilot Program (Approval)	• [EK] SAA developed a College Life Pilot Program. 11 modules have been created to address competencies lacking among our students. Two of these modules will be presented during the New Student Orientation. The other 9 modules will be integrated into student's courses. • [EK] We would do this as a pilot program to see how it works. The program will be evaluated at the end of the semester. If it works out well, we	Motion: WSAY Second: AIM Aye: SOE, EW, LS, LC, EK, AS, EM, SDL,	In Favor – Aye (All member) Oppose – No (none) The ayes have it, and the motion is carried. We will have Introduction to College Life Pilot Program	Will issue Rector's Decree. Send to Senate as Noting.

Agenda	Discussion	Vote	Vote Result	Action
	will propose it to each of the Faculties to integrate it into their introductory courses.	CIWEB, NK, LC, GTN, FT Nay: -		
Student Activity and Achievement Credit System (Approval)	• [EK] The Standing Committee on Student Affairs is concerned about declining student participation in some of the university's activities. We are proposing a student activity and achievement credit system whereby students can obtain points for participating in university events. There will be a platform that we will be using to record all students credit system for non-academic activities. • [EK] We want to start socialization during the NSO AY25/26.			Table this item and required further discussion between Bu Novi and SAA Team.
Items for Consideration				
QAIRP Report on Flexible Working Arrangement (Noting)	• [SOE] After one year of implementation, HR & QAIRP evaluated the policy of Flexible Working Arrangement. This survey used a mixed method approach, using an online survey and FGDs. • [SOE] The survey results concluded that employee understanding of FWA policy is strongly influenced by structured communication efforts and HR-led socialization sessions. Tenure has an insignificant impact on understanding of the policy. Policy clarity emerged as a critical factor in fostering understanding and acceptance, reinforcing the need for straightforward guidelines and context-specific examples. FWA with straightforward			

Agenda	Discussion	Vote	Vote Result	Action
	guiding process is highly supported. The research also identified inconsistencies in policy implementation across departments, unclear eligibility criteria and monitoring. • [SOE] The survey recommends enhancing FWA practices by conducting comprehensive staff orientation, creating a visual guidebook, ensuring transparent criteria, standardizing processes, aligning models with roles and infrastructure, and fostering a results-oriented culture that prioritizes outcomes over physical presence. • [SOE] The complete report can be seen in the Meeting Package materials.			
Partnership Proposal with ASEAN Center for Energy (FET) (Noting)	• [FT] FET is going to partner with ASEAN Center for Energy (ACE) in student internship, joint research and co-organize meetings/programs/ workshops etc. We are requesting the UE members' approval so we can upload the MOU to LMS. • [SDL] It's okay to proceed with the Legal Dept to submit the MOU in our LMS.			
New Business				
SU Partnership with Jeonbuk National University (Noting)	• [WSAY] Sampoerna Academy has recently signed an MOU with Jeonbuk National University for student activities and apparent. JNU is also interested in partnering with Sampoerna University to strengthen professional networks and elevate their institutional reputation while			Table for now. Ask further info regarding the procedure and purpose of this MOU to Pak Mustafa.

Agenda	Discussion	Vote	Vote Result	Action
	offering students diverse learning experiences and cultural exchanges. • [LC] Do we know what Sampoerna Academy's interest in partnership with them is? → [WSAY] We also don't know what their partnership with Sampoerna Academy is, so I would like to suggest that we table this for the next meeting.			
YSEALI Event (Noting)	• [AS] I would like to inform the UE that SU won a competition for International Community Service program done by YSEALI. We will conduct a series of events from 22 – 30 May 2025. The closing ceremony will be on May 30th at @america Pacific Place Mall.			
Adjourning the Meeting				
The Meeting is adjourned at 10.58 am.				

* Results of votes taken (i.e. MSC= moved, seconded carried or MSF=moved, seconded, failed or MST=moved, seconded, tabled)

1) Minutes Prepared by:

MAK

2) Approval of Minutes for April 10th, 2025

Minutes were approved as presented.

3) Next Meeting Date

May 22nd, 2025



University Executive

Meeting 024 – AY24/25

May 8th, 2025

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 1

Corresponding Agenda Item: Meeting Agenda

Brief Description of Document:

A structured outline that organizes the topics to be discussed in UE meeting. The topic discussed ranges from administrative and academic updates, strategic initiatives and policy reviews, budget/finance overviews, and an open forum for additional topics or concerns. This agenda ensures that meetings are efficient and that all essential matters are addressed.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

AGENDA

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6.2	Partnership Proposal with ASEAN Center for Energy (FET)	Approval	FT
7.	New Business		Chair
8.	Adjourning the Meeting		Chair

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 2

Corresponding Agenda Item: Guidelines for GPs, PLOs and SLOs

Brief Description of Document:

Sampoerna University must not only produce graduates but also help its community achieve shared goals consistent with its vision and mission. This requires clear graduate targets and a structured approach. To ensure SU graduates meet these standards, all study programs need guidance in developing **Graduate Profiles (GPs)**, **Program Learning Outcomes (PLOs)**, and **Student Learning Outcomes (SLOs)**. The purpose of this guideline is to outline the methods and steps for formulating GPs, PLOs, and SLOs.

Relevance of Document:

History of Document:

-

Suggested Action:

Approval

Version	Approved by	Approval date	Effective date	Next full review
1.0	[to be completed]	XX Month Year	XX Month Year	Month Year
Guideline Statement				
Purpose	This guideline is developed to help academic units and study programs at Sampoerna University to develop their Graduate Profiles, Program Learning Outcomes, and Student Learning Outcomes based on the Outcome Based Educational System.			
Scope	This guideline applies to all academic units and study programs at Sampoerna University			
Guideline				

1. Introduction

Sampoerna University must not only produce graduates but also help its community achieve shared goals consistent with its vision and mission. This requires clear graduate targets and a structured approach. To ensure SU graduates meet these standards, all study programs need guidance in developing **Graduate Profiles (GPs)**, **Program Learning Outcomes (PLOs)**, and **Student Learning Outcomes (SLOs)**.

1.1. Definitions

GPs: Statements that outline the key attributes, skills, and knowledge students are expected to possess upon graduation.

PLOs: Program-level learning outcomes, defining what students should know, think, or do upon completing a program of study.

SLOs: Course-level learning outcomes, specifying what students should know, think, or do after taking a specific course.

1.2. Purpose

The purpose of this guideline is to outline the methods and steps for formulating GPs, PLOs, and SLOs.

1.3. Scope

This guideline covers a guideline for the academic/ study programs:

- to define GPs
- to derive PLOs
- to develop SLOs
- to assess the SLOs and PLOs

1.4. General Overview of Methods in Deriving GPs, PLOs, and SLOs

Although graduates of a study program may specialize in different areas, they should share a set of common traits. These traits are known as **Graduate Profiles (GPs)** or **Program Educational Objectives (PEOs)**. GPs define the distinctive qualities that set graduates of one program apart from those of other programs—even when offered at different universities. As such, GPs should be the first component developed by an academic program, serving as the foundation for formulating **Program Learning Outcomes (PLOs)** and **Student Learning Outcomes (SLOs)**. Examples of GPs from various study programs are shown in Table 1, all of which include the following key traits:

1. Hard skills unique to that study program
2. General soft skills
3. Skills to continuously learn after graduation

Table 1. Examples of GPs from three well-known universities.

Mechanical Engineering Department NUS - Singapore	Computer Science Department MIT - USA	Management Science & Engineering Dept. Stanford University - USA
• Prepare graduates to have the knowledge and competency for careers in and related to mechanical engineering. • Prepare graduates to become leaders in fields related to mechanical engineering. • Prepare graduates to pursue higher education in engineering or other professional fields.	• Graduates approach new problems with a technical orientation, whether these problems involve engineering, management, medicine, education, law, or the creative arts. • The impact of graduates is measured not only by their individual technical innovations, but also by their influence on their teams and companies, and on their fields. Our goal is to prepare graduates to be effective leaders in their fields and careers. • Graduates make their mark on the world in many ways: they start companies, become professors, invent technologies, and make creative contributions in every profession, science, and art. • Graduates will apply their talents in the real world. They must have the skills and attitudes to be responsible and thoughtful contributors to society.	• Students acquire a basic understanding of management science and engineering principles, including analytical problem solving and communications skills. • Students prepare for practice in a field that sees rapid changes in tools, problems, and opportunities. • Students prepare for graduate study and self-development over an entire career. • Students develop the awareness, background, and skills required to become responsible citizens, employees, and leaders.

Referring to the Decree of the Rector of Sampoerna University on Curriculum Preparation and Evaluation Guidance, the Program Learning Outcomes (PLOs) of a study program are derived from its Graduate Profiles (GPs). This approach is also aligned with the 2024 guidance issued by the Direktorat Belmawa. A chart illustrating the steps involved in curriculum development based on this guidance is presented in Figure 1.

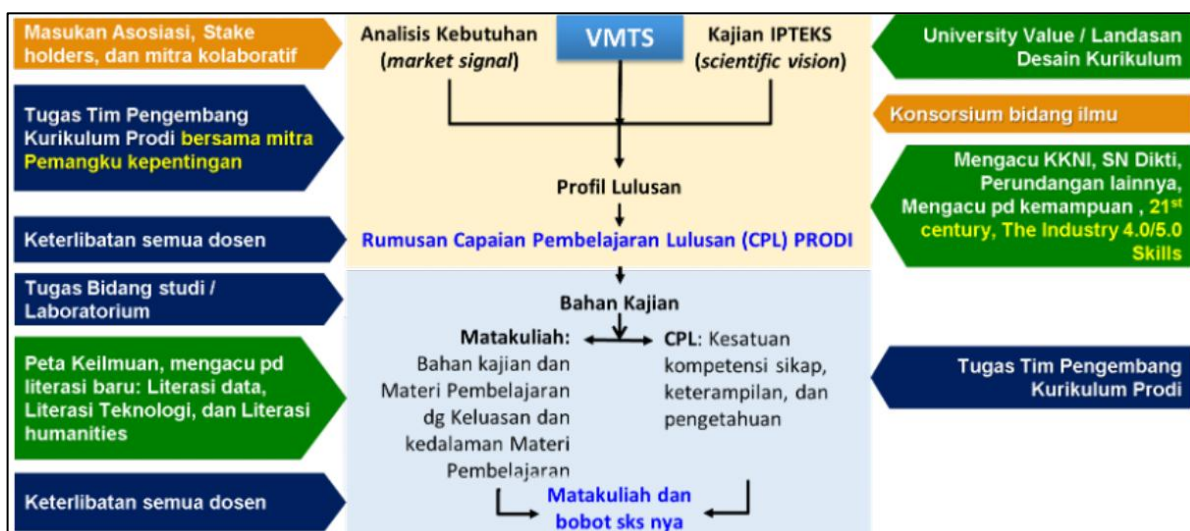


Figure 1. Steps in developing the curriculum document.

Based on Figure 1, courses and their bodies of knowledge are derived from the Program Learning Outcomes (PLOs), which in turn are derived from the Graduate Profiles (GPs). In essence, PLOs must be formulated such that, when achieved by students, graduates will exhibit the traits outlined in the GPs. This is why a clear mapping from PLOs to the GPs is necessary. Conversely, PLOs should be attained when students achieve the course-level learning outcomes, or Student Learning Outcomes (SLOs). Therefore, it is essential to standardize the development of SLOs based on the defined PLOs, ensuring that all study programs at Sampoerna University maintain consistent quality and standards in achieving the intended GPs.

The sections in this guide are organized sequentially to help readers follow the process – from developing the GPs, to formulating PLOs and SLOs, and understanding how these are measured. Section 2 outlines the steps to define the GPs of a study program. Section 3 describes the process of deriving PLOs. Section 4 details the development of SLOs for courses within the program. Section 5 describes the process of deriving SLOs and Section 6 lays out the method in measuring SLOs and PLOs using CANVAS.

2. Defining Graduate Profile of Study Program

2.1. Obtaining Market Needs

Information on market needs is essential for defining the Graduate Profile (GP) of a study program, as it ensures that graduates possess competencies aligned with industry demands. This relationship is illustrated in Figure 1. Market needs may take various forms, such as:

- a. Technological trends in the industry
- b. Skills that are highly sought after by employers
- c. Skills that are becoming obsolete
- d. Future career trends and other relevant insights

To gather this information effectively, study programs should engage in formal discussions with stakeholders including but not limited to faculty members, industrial and academic partners, current students, alumni, professional associations, and government body. Given the dynamic nature of industry and job market trends, these meetings should be conducted at least once a year to keep the curriculum relevant and future oriented.

The following guideline outlines how a study program should collect market needs information:

Guide 2.1 – Collecting Market Needs Information			
No	Action	Proof	Assessment
1	The study program must conduct at least one meeting per year with its stakeholders to gather information on market needs.	Minutes of Meeting with proper documentation	Faculty level assessment in the yearly report
2	The study program must conduct a stakeholder meeting prior to any curriculum revision.	Minutes of Meeting with proper documentation	Internal audit assessment prior to accreditation

2.2. Defining the Scientific Vision of a Study Program

Market needs are highly diverse, and not all of them can be addressed by a single study program. The particular segment of market needs that a program can meet depends on the body of knowledge it possesses. Therefore, it is essential for a study program to first articulate its scientific vision by answering two key questions:

1. What is the area of expertise of the study program? In other words, what is the core body of knowledge it holds?
2. What areas does the study program aim to contribute to in the future?

By responding to these questions, the study program can clearly define its scientific vision. This vision must be developed through internal discussions among faculty members, informed by insights gained from interactions with external institutions, such as through conferences, seminars, and symposiums.

To support this process, the following guideline ensures that the scientific vision is regularly reviewed and appropriately defined:

Guide 2.2 – Internal Discussion on the Scientific Vision of the Study Program			
No	Action	Proof	Assessment
1	The study program must conduct an internal meeting at least once a year to review its scientific vision.	Minutes of Meeting with proper documentation	Faculty level assessment in the yearly report
2	The study program must conduct an internal meeting to define or revise its scientific vision prior to any curriculum revision.	Minutes of Meeting with proper documentation	Internal audit assessment prior to accreditation

2.3. Benchmarking Graduate Profiles (GPs) of the Study Program

A study program's Graduate Profile (GP) must align with market needs. As outlined in Guide 2.1, information about these needs is gathered through regular discussions with the program's stakeholders. However, since a study program's stakeholders typically do not represent the full range of market sectors, it is unrealistic to expect complete coverage of all market needs.

To address this limitation, the study program should benchmark its Graduate Profiles against those of similar programs at other universities. The rationale behind this is that each university engages with a different set of stakeholders, and thus, their Graduate Profiles reflect a broader range of market needs.

As a general rule, the universities selected for benchmarking must be comparable to Sampoerna University (SU). The criteria and justification for selecting these institutions should be clearly documented in the curriculum document.

Below is the guideline for conducting Graduate Profile benchmarking:

Guide 2.3 – Benchmarking Graduate Profiles (GPs)			
No	Action	Proof	Assessment
1	The Study Program must select at least two comparable universities for the purpose of GP benchmarking.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The Study Program must benchmark its GPs with those of the selected universities and provide justification for the defined GPs.	Description in the curriculum document	Internal audit assessment prior to accreditation

3. Deriving Program Learning Outcomes (PLOs) of the Study Program

Once the Graduate Profiles (GPs) are established, the next step is to define the Program Learning Outcomes (PLOs). The study program must ensure that the achievement of its PLOs will lead to the realization of its GPs.

3.1. PLOs Recommended by Association

As a starting point, the study program is strongly encouraged to refer to PLOs recommended by reputable academic or professional associations relevant to the discipline. For instance:

- For engineering programs in general, PLOs recommended by ABET serve as a strong reference.
- For Mechanical Engineering, recommendations provided by BKS-TM (Badan Kerja Sama Teknik Mesin) are also widely recognized. Notably, BKS-TM's PLOs can be mapped to ABET's PLOs.

The advantage of using association-recommended PLOs is that these are typically developed with reference to national standards such as KKNi, SN DIKTI, and other applicable regulations. This means

the study program can focus on fine-tuning the PLOs to better fit its unique characteristics, rather than starting from scratch.

The following guide outlines the steps in determining PLOs:

Guide 3.1 – Determining Program Learning Outcomes (PLOs)			
No	Action	Proof	Assessment
1	The study program must select at least one relevant association as a reference for determining its PLOs.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The study program must define its PLOs based on the recommendations from the selected association, making adjustments where necessary to suit program characteristics.	Description in the curriculum document	Internal audit assessment prior to accreditation
3	The study program must ensure that the defined PLOs comply with applicable national standards (e.g., KKNl, SN DIKTl, and related regulations).	Description in the curriculum document	Internal audit assessment prior to accreditation

3.2. Mapping PLOs to the Graduate Profiles (GPs)

To ensure that the Program Learning Outcomes (PLOs) lead to the achievement of the Graduate Profiles (GPs), a clear mapping between the two must be established. As illustrated in Table 1, GPs typically encompass:

1. Hard skills unique to the discipline
2. General soft skills
3. Lifelong learning capabilities

Upon review, the study program's PLOs should address all three of these traits. Therefore, the mapping process should be straightforward. However, if difficulties arise in aligning PLOs to GPs, it may indicate a need to revise the PLOs to ensure they are properly designed to meet the intended graduate attributes.

The following guideline supports the mapping of PLOs to GPs:

Guide 3.2 – Mapping PLOs to Graduate Profiles			
No	Action	Proof	Assessment
1	The study program must classify each PLO according to the following categories: (i) hard skills unique to the study program, (ii) general soft skills, and (iii) lifelong learning capabilities.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The study program must develop a mapping table showing how each PLO contributes to the achievement of specific GPs.	Description in the curriculum document	Internal audit assessment prior to accreditation

3.3. Benchmarking of Program Learning Outcomes (PLOs)

The concept of PLO benchmarking mirrors that of GP benchmarking (as explained in Section 2). For study programs in the same discipline offered by comparable universities, their core PLOs typically align with similar categories:

1. Hard skills specific to the field
2. General soft skills
3. Lifelong learning competencies

Beyond these, a study program may define additional PLOs to highlight its distinctive characteristics. Benchmarking helps in two critical ways:

1. Ensures alignment with industry and academic standards
2. Helps identify and articulate the unique value proposition of the study program

The following guideline provides the steps for benchmarking PLO:

Guide 3.3 – Benchmarking PLOs			
No	Action	Proof	Assessment
1	Using the same universities selected for GP benchmarking (Guide 2.3), the study program must prepare a comparison table showing its PLOs alongside those of other universities.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The study program must provide a narrative analysis comparing its PLOs with those from other institutions. This should highlight both similarities and differences and clearly describe the unique elements of the program's PLOs.	Description in the curriculum document	Internal audit assessment prior to accreditation

3.4. PLOs Reassessment

PLOs should be formally reassessed every 3-5 years, aligning with typical curriculum review cycles. Annual reviews should be conducted to ensure PLOs remain relevant, with minor adjustments made if necessary. Major revisions to PLOs should coincide with major curriculum reviews or in response to substantial changes in industry or academic standards. The following events may trigger the need for unscheduled reassessments:

1. Significant changes in industry standards or practices.
2. New technological advancements relevant to the field.
3. Changes in accreditation requirements.
4. Consistent feedback from stakeholders indicating a misalignment between outcomes and needs.
5. Poor performance in achieving existing outcomes.

The following guideline provides the process in reviewing and revising PLOs:

Guide 3.4 – PLOs Reassessment			
No	Action	Proof	Assessment
1	The Study Program is required to conduct a formal reassessment of its Program Learning Outcomes (PLOs) on a 3 – 5 years cycle, aligned with scheduled curriculum reviews. All revisions to the PLOs must be based on comprehensive input from the Study Program's stakeholders.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The Study Program is required to conduct annual reviews of its Program Learning Outcomes (PLOs) and implement changes only when necessary, such as in cases of critical errors identified during the review. While stakeholder input may be considered during the review process, any changes to the PLOs must be communicated to all stakeholders.	1. Description in the curriculum document 2. Study Program's annual curriculum evaluation report	1. Internal audit assessment prior to accreditation 2. Faculty level assessment on yearly report

4. Development of Courses in the Study Program

To achieve the Program Learning Outcomes (PLOs), an undergraduate study program typically delivers a structured set of courses over a four-year period (eight semesters). The total number of courses usually ranges from 40 to 60, depending on the nature and focus of the study program.

While study programs have the theoretical flexibility to design their own curriculum—as long as it supports the attainment of PLOs and adequately covers the program's Body of Knowledge (BoK)—in practice, they must also consider several external and institutional constraints, including:

1. Minimum total credit hours required by national regulations
2. Specific credit hour allocations for courses such as mathematics and sciences (as required by accreditation bodies for some disciplines)
3. Recommended courses and credit hours by relevant professional associations
4. Mandatory courses imposed by the faculty or university

Hence, the development of courses must be done systematically, with careful review of both internal goals and external requirements. The following subsections outline the steps for developing courses within a study program.

4.1. Body of Knowledge (BoK) of the Study Program

The Body of Knowledge defines the core content, theories, skills, and competencies that characterize a specific discipline. A study program must refer to the BoK outlined by its professional or academic association to ensure national and global alignment.

If a study program is unable to deliver any area within the defined BoK – due to, for example, a lack of faculty expertise – it may face significant issues during accreditation, as the BoK fundamentally defines the identity of the program.

Following is the guideline in defining BoK of the study program:

Guide 4.1 – Defining the Body of Knowledge (BoK)			
No	Action	Proof	Assessment
1	The study program must review the BoK recommended by the relevant association and ensure that all components can be delivered through its courses.	Description in the curriculum document	Internal audit assessment prior to accreditation

4.2. Courses of Study Program

Each course must align with one specific area of the BoK; no course should belong to more than one BoK category. Furthermore, the entire set of courses must meet various structural and compliance constraints, in addition to effectively covering the program's PLOs.

Following is the guide in defining courses of the study program:

Guide 4.2 – Defining Courses of the Study Program			
No	Action	Proof	Assessment
1	The study program defines an initial list of courses based on recommendations from the relevant study program association.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The study program fine-tunes the course list and corresponding credit hours while reviewing the following constraints: i. Minimum credit hours as required by government regulations ii. Minimum credit hours for key course types (e.g., math, science) as required by accreditation bodies iii. Compulsory courses mandated by the university and its partner(s)	Description in the curriculum document	Internal audit assessment prior to accreditation

3	The study program must map each course to one or more PLOs and review the distribution to ensure a balanced and adequate contribution to each PLO.	Description in the curriculum document	Internal audit assessment prior to accreditation
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5. Development of SLOs in the Study Program

To achieve Graduate Profiles (GPs), a study program must ensure the attainment of Program Learning Outcomes (PLOs). At the course level, the achievement of PLOs depends on the attainment of Student Learning Outcomes (SLOs). SLOs are specific, measurable skills unique to each course. When these are achieved, they contribute—partially or fully—to the achievement of one or more PLOs. Therefore, SLOs are critical to the success of the study program and are typically demonstrated through weekly tasks such as homework, quizzes, examinations, and projects.

5.1. Scaffolding of Courses in the Study Program

The first step in developing SLOs is to construct a scaffolding chart that visualizes the structure of courses within the study program. This scaffolding is illustrated in the following figure:

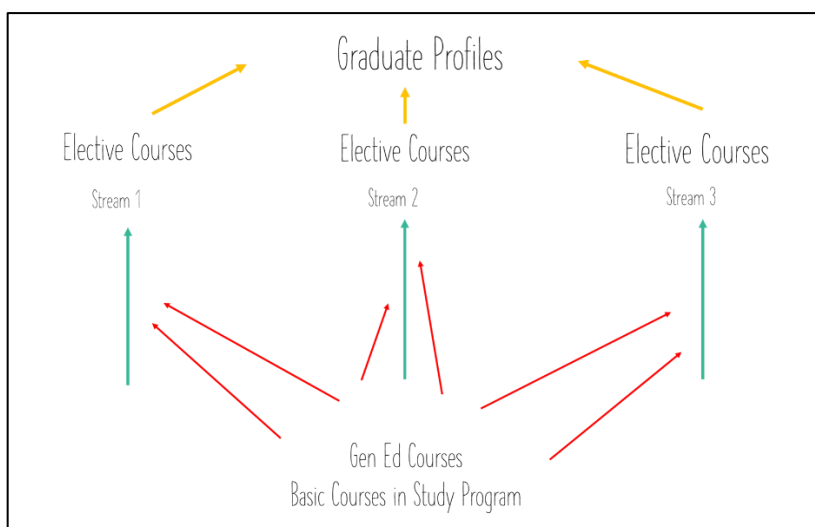


Figure 2. Scaffolding of Courses in the Study Program.

In Figure 2, the peak of the scaffolding represents the GPs. The “Stream” in the figure refers to areas of expertise within the study program, typically represented by elective courses. General Education and Basic Courses form the foundation of the structure. The scaffolding can be developed based on the study program’s prerequisite course chart.

This scaffolding serves several purposes:

1. To ensure alignment between courses and GPs.
2. To ensure alignment between courses and the program’s areas of expertise.
3. To serve as a basis for scaffolding SLOs (as elaborated in subsection 5.4).

Below is the guide for developing the course scaffolding structure:

Guide 5.1 – Scaffolding of Courses in the Study Program			
No	Action	Proof	Assessment
1	The Study Program develops a scaffolding of courses that includes: • General Education and Basic Courses as the foundation • GPs as the peak • Pillars representing streams of knowledge in the Study Program	Description in the curriculum document	Internal audit assessment prior to accreditation

It is important to note that this scaffolding is not a chronological listing of courses from Semester 1 to Semester 8. Instead, it visually illustrates how certain courses support others and how streams of knowledge are built from related groups of courses. It is possible that some upper-semester courses may appear near the bottom of the structure if they serve as foundational knowledge for higher-level courses in the same stream. The goal of this scaffolding is to provide a framework for evaluating and refining the course structure of the study program.

5.2. Defining the Primary Skill of Each Course

The second step in developing SLOs is to define the primary skill for each course within the study program. This primary skill must reflect the Program Learning Outcomes (PLOs) associated with the course. When integrated into the scaffolding of courses (as described in subsection 5.1), the primary skill acts as a gateway that enables students to progress to higher levels within the academic structure.

The primary skill can also be seen as the signature knowledge of a course. While this may vary slightly depending on the lecturer, the study program must ensure consistency in the intended learning outcome. Specifically, students who master the primary skill of lower-level courses should be well-prepared to succeed in the related higher-level courses.

Given this function, it is recommended that the study program complete the course scaffolding before defining the primary skills of all courses. This allows the program to verify whether the identified primary skill for each course supports student progression to the next level and ultimately contributes to the achievement of GPs.

Following is the guide in defining the primary skills of courses:

Guide 5.2 – Defining the Primary Skills of Courses			
No	Action	Proof	Assessment
1	The study program defines the primary skill of each course by referring to: • PLO(s) attributed to the course • The course scaffolding structure	Description in the curriculum document	Internal audit assessment prior to accreditation

5.3. Defining Micro Skills to Achieve the Primary Skills of a Course

At this stage, we are one step away from fully defining the Student Learning Outcomes (SLOs) of a course. Building on the primary skills defined in subsection 5.2, the study program must now identify the micro skills necessary to achieve those primary skills.

The primary skill represents the overarching competency of the course and reflects the associated Program Learning Outcomes (PLOs). Because of this broad scope, the primary skill is typically supported by several more specific skills. For example, in a Calculus course, the primary skill may be defined as the ability to evaluate integrals and derivatives of well-defined functions. However, students do not spend the entire semester solely evaluating integrals. Instead, they build up to this primary skill by acquiring various micro skills, such as:

- Evaluating limits and analysing the continuity of functions
- Applying rules of differentiation to compute derivatives
- Evaluating definite and indefinite integrals

Each of these micro skills contributes incrementally toward mastering the primary skill of the course.

Once all micro skills are clearly defined, they collectively form the SLOs for that course. This approach emphasizes that SLOs should not be derived from textbook chapters or lists of topics, but rather from the core skill the course is designed to build. By doing so, the study program ensures that the development of SLOs is purpose-driven and aligned with the desired graduate attributes.

Following is the guide in identifying the skills to reach the primary skills of each course:

Guide 5.3 – Defining Micro Skills to Achieve the Primary Skills of a Course			
No	Action	Proof	Assessment
1	Based on the primary skill of each course (as defined in Section 5.2), the Study Program identifies the micro skills required to achieve it.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	The Study Program records the identified micro skills as the SLOs of the respective course.	Description in the curriculum document	Internal audit assessment prior to accreditation

5.4. Scaffolding Check Across All Courses

The final step in developing course-level SLOs is to conduct a scaffolding check of SLOs across all courses. This process involves using the course scaffolding developed in Section 5.1 and replacing each course block with a micro-scaffolding structure. In this structure, the micro skills are placed at the bottom, and the corresponding primary skill is positioned at the top. An example of this concept is illustrated in the following figure:

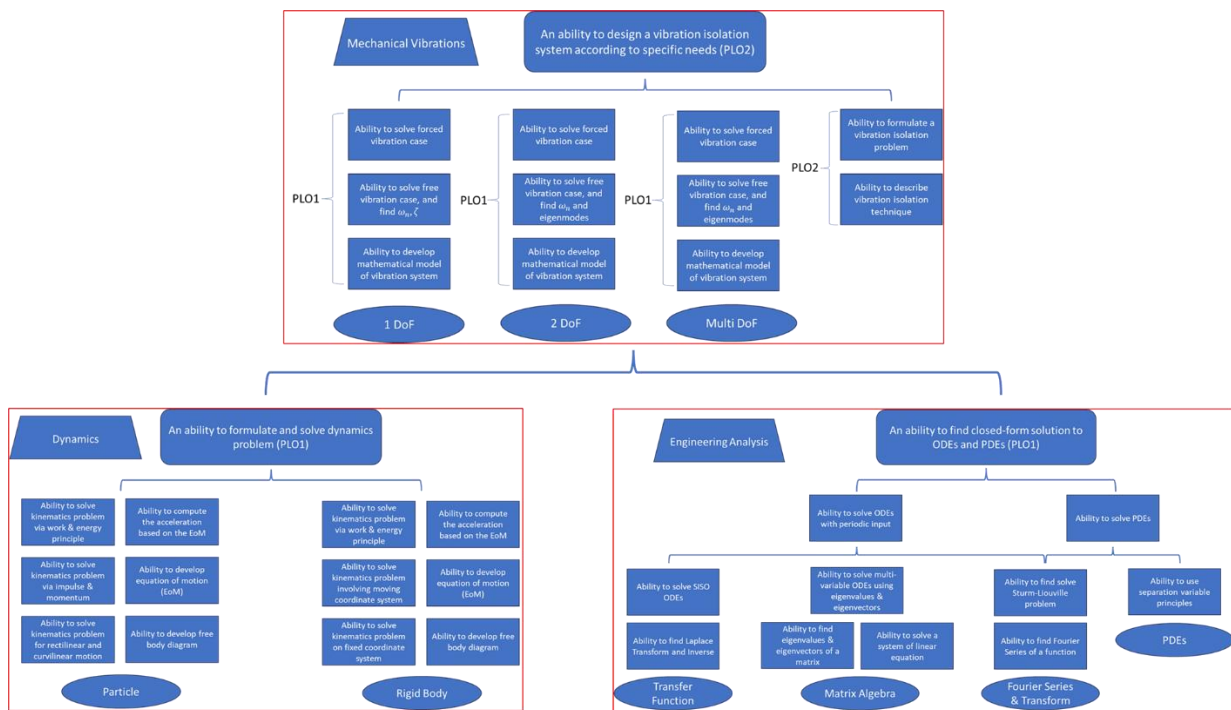


Figure 3. Example of Scaffolding of SLOs: Two Lower-Level Courses Supporting One Higher-Level Course.

In Figure 3, each course has a primary skill that reflects its attributed PLO. The first level of validation involves checking the relationship between courses. For instance, in the example, the Study Program must ask:

“Do the primary skills from Dynamics and Engineering Analysis sufficiently prepare students to learn Mechanical Vibrations?”

Alternatively, one may ask:

“Do the primary skills from Dynamics and Engineering Analysis adequately support the acquisition of the micro skills in Mechanical Vibrations?”

If the answer is yes, then the next step is to check the internal scaffolding of each course. The study program should ask:

“Do the identified micro skills in Dynamics ensure the student can formulate and solve dynamics problems?”

“Do the identified micro skills in Engineering Analysis enable the student to find closed-form solutions to ODEs and PDEs?”

If these checks also result in yes, the program is on the right track. It is recommended that the study program develops a clear visual chart from the identified micro skills to map the student learning path. This chart can help identify which micro skills are most difficult to master and pinpoint potential gaps when a student fails to fully achieve a course's primary skill.

The final step in the scaffolding check is to review the micro skills across all courses to identify redundancies. If similar micro skills appear in two or more different courses, it may be possible to merge or revise those courses to optimize the curriculum structure.

Following is the guide in performing scaffolding check across all courses:

Guide 5.4 – Performing Scaffolding Check Across All Courses			
No	Action	Proof	Assessment
1	Refer to the scaffolding of courses from Section 5.1. Replace each course block with a micro-scaffolding consisting of: • Micro skills at the bottom • Primary skill at the top.	Description in the curriculum document	Internal audit assessment prior to accreditation
2	Evaluate the resulting scaffolding of SLOs by checking the following: • Whether the primary skills in lower-level courses sufficiently support the micro skills in higher-level courses • Whether the micro skills reliably lead to achievement of the course's primary skill; also create a chart to visualize the learning path • Whether similar micro skills appear in different courses, indicating potential for curriculum revision or integration.	Description in the curriculum document	Internal audit assessment prior to accreditation

5.5. SLOs Reassessment

The Study Program shall conduct a review of Student Learning Outcomes (SLOs) at the conclusion of each semester in which the course is offered. Additionally, a comprehensive review of all course SLOs must be conducted on an annual basis to ensure ongoing alignment with the designated Program Learning Outcomes (PLOs). Major revisions to SLOs shall be considered every three to five years aligned with the scheduled curriculum review cycle, or when substantial modifications to the course content or delivery methods occur.

Typical grounds for revising SLOs include, but are not limited to:

1. Significant changes in industry standards or practices
2. New technological advancements relevant to the field
3. Changes in accreditation requirements
4. Consistent feedback from stakeholders indicating a misalignment between outcomes and needs
5. Persistent underperformance in achieving the course's intended primary skills
6. Change in course instructor

It is noted that revisions to SLOs do not necessarily require adjustments to the course's primary skill. Various combinations of SLOs may be structured to achieve the same primary skill. However, any proposed change to the primary skill of a course must undergo formal discussion and approval within the Study Program, given that such changes may impact the required mastery level for subsequent, higher-level courses.

The following guideline provides the process in reviewing and revising PLOs:

Guide 5.5 – SLOs Reassessment			
No	Action	Proof	Assessment
1	The Study Program is required to conduct SLOs review every semester.	Teaching reflection journal at the Academic Portal	CETL check every semester
2	The Study Program is required to conduct annual review of SLOs together with the PLOs (see Guide 3.4 No 2)	Study Program's annual curriculum evaluation report	Faculty level assessment on yearly report
3	The Study Program is required to conduct a formal reassessment of its Student Learning Outcomes (SLOs) on a 3 – 5 years cycle, aligned with scheduled curriculum reviews. All revisions to the SLOs must be based on comprehensive input from the Study Program's stakeholders.	Description in the curriculum document	Internal audit assessment prior to accreditation

6. Measurement of SLOs and PLOs

This section elaborates on the methodology for measuring all SLOs and PLOs attributed to a course. SLOs are grouped according to their corresponding PLOs, and the achievement of a PLO is determined by assessing the achievements of its associated SLOs.

6.1. Utilizing CANVAS to Measure SLOs and PLOs

The steps in this subsection refer to the micro scaffolding described in Subsection 5.4.

Case 1: A Single PLO is Attributed to the Course

In this case, the final grade of the course reflects the achievement of the associated PLO. For example, in the Engineering Analysis course (Figure 3), the micro scaffolding is illustrated in Figure 4.

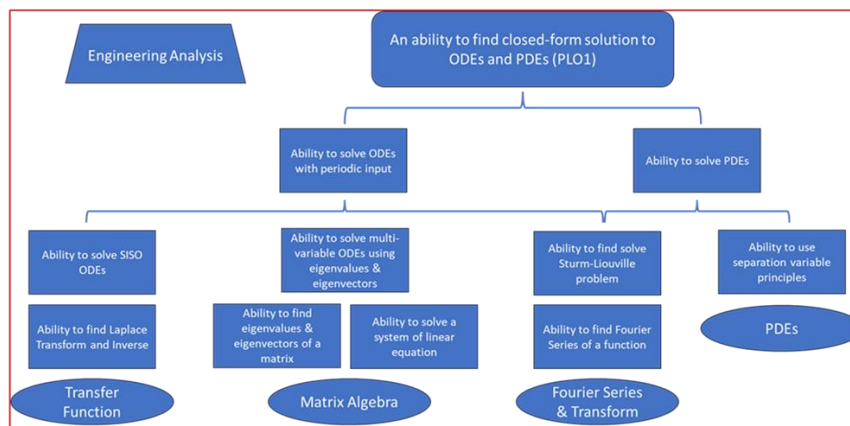


Figure 4. Micro Scaffolding of Engineering Analysis.

Steps to measure PLO1 of Engineering Analysis in CANVAS:

1. Create Assignment Groups:

In CANVAS, create several Assignment Groups titled *Transfer Function*, *Matrix Algebra*, *Fourier Series & Transforms*, and *PDEs*. Assign a percentage weight to each group based on the study program's requirements. Figure 5 shows these groups in CANVAS, each with a 25% grading weight.

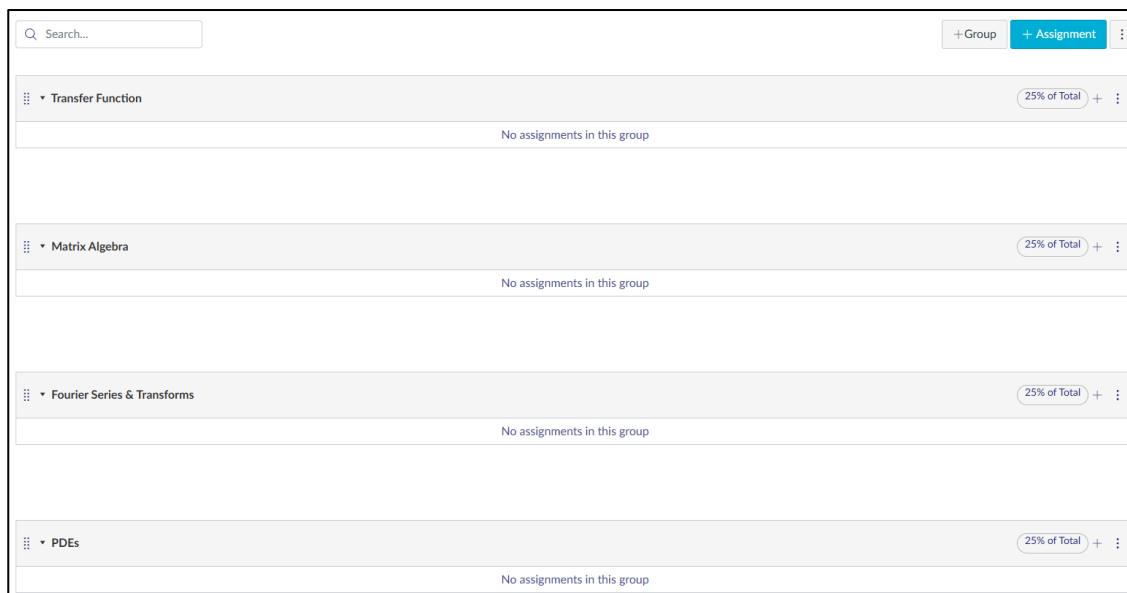


Figure 5. CANVAS' View for Setting Groups Based on Topics in SLOs Scaffolding.

2. Create Assignments Within Groups:

Within each Assignment Group, create assignments to measure specific micro skills. These assignments may take the form of homework, quizzes, exams, or projects. For instance, in the *Transfer Function* group (Figure 6),

- HW1 tests the ability to compute Laplace Transforms and their inverses,
- HW2 assesses solving SISO ODEs,
- Quiz 1 reviews both skills in preparation for Exam 1,
- Exam 1 evaluates both micro skills comprehensively.

Points should be adjusted based on assignment weight (see Section 6.2 for details).



Figure 6. CANVAS' View for Transfer Function Group Assignment.

3. Evaluate PLO Achievement:

After all assignments are created, the final course grade reflects the student's mastery of the attributed PLO.

Case 2: Multiple PLOs are Attributed to the Course

For example, the *Mechanical Vibrations* course (Figure 3) includes both PLO1 and PLO2. Use the following steps to assess each PLO in CANVAS:

a. Create Assignment Groups for Each PLO:

Create two groups named *PLO1* and *PLO2*.

b. Assign Grading Weights:

Allocate grading percentages to each PLO group. Note: These weights affect the course grade but not the measurement of PLO achievement. The Study Program should adjust the % of grading weight carefully.

c. **Create Assignments Within Each PLO Group:**

Add assignments for each PLO with appropriate point values. Figures 7 and 8 illustrate assignment setups for PLO1 and PLO2, where assignments are labeled sequentially and aligned with specific micro skills.

Assignment Name	Points	Status
HW1-1dof	5 pts	✓
HW2-1dof	5 pts	✓
HW3-2dof	5 pts	✓
HW4-2dof	5 pts	✓
HW5-mdof	10 pts	✓
Quiz 1-1dof	10 pts	✓
Quiz 2-2dof	10 pts	✓
Exam 1	50 pts	✓

Figure 7. CANVAS View for PLO1 Group Assignment.

Assignment Name	Points	Status
HW6-vibisol	10 pts	✓
HW7-vibisol	10 pts	✓
Quiz 3-vibisol	10 pts	✓
Project-vibisol	30 pts	✓
Exam 2	40 pts	✓

Figure 8. CANVAS' View for PLO2 Group Assignment.

d. **Check PLO Achievement via Gradebook:**

Use the CANVAS Gradebook (Figure 9) to track PLO achievement. For instance, PLO1 is shown with an 88.2% score (achieving competency), while PLO2 is at 90.4% (exceeding competency). Although the final grade is a 'B', students may exceed expectations in individual PLOs.

Student Name	Exam 1 Out of 50	HW6-vibisol Out of 10	HW7-vibisol Out of 10	Quiz 3-vibisol Out of 10	Project-vibisol Out of 30	Exam 2 Out of 40	PLO1 40% of g...	PLO2 60% of g...	Total
Test Student	45	8.4	6	9	28	39	88.2%	90.4%	89.52% B

Figure 9. Gradebook View in CANVAS to Check PLO1 and PLO2 Achievements.

Following is the guide for utilizing CANVAS to measure SLOs and PLOs:

Guide 6.1 – Utilizing CANVAS to Measure SLOs and PLOs			
No	Action	Proof	Assessment
1	Study program configures the Assignment tab in CANVAS following steps 1–3 (for a single PLO) or a–d (for multiple PLOs) as described in Subsection 6.1.	Description in the curriculum document and CANVAS Assignment page	1. CANVAS beginning and end checklist 2. Internal audit assessment prior to accreditation

2	Study program adjusts grading weights according to Subsection 6.2.	Description in the curriculum document	1. CANVAS beginning and end checklist 2. Internal audit assessment prior to accreditation
3	Study program uses the Gradebook to monitor PLO achievement per course and student.	Study Program's annual curriculum evaluation report	1. CANVAS beginning and end checklist 2. Faculty level assessment on yearly report

6.2. Conversion of Standard Grading Weight Parameters into Special Grading Weight Parameters

To illustrate the grading weight adjustment methodology described in Section 6.1, we use the grading weights from Figures 7 and 8 as examples.

From Figures 7 and 8, there are seven homework assignments. Based on PLO1, the total grade contribution from HW1 to HW5 is calculated as:

$$\frac{(5 + 5 + 5 + 5 + 10)}{100} \times 40\% = 12\%.$$

Meanwhile, the total grade contribution from HW6 and HW7 (under PLO2) is:

$$\frac{(10 + 10)}{100} \times 60\% = 12\%.$$

Thus, the total percentage contribution from all homework assignments is 24%.

To generalize this grading scheme, we introduce the following notations:

- $h_i^j \equiv$ points assigned to the i^{th} homework from the j^{th} PLO
- $p^j \equiv$ percentage assigned to the j^{th} PLO
- $p_{hw} \equiv$ grade percentage of homework assignments in standard grading weight parameters
- $m \equiv$ number of PLOs attributed to the course
- $n^j \equiv$ number of homework assignments at the j^{th} PLO

With these definitions, the relationship between these parameters can be expressed by the following equation:

$$p_{hw} = \sum_{j=1}^m \sum_{i=1}^{n^j} (h_i^j \times p_j) \quad (1)$$

Guidance for Study Programs:

Based on Equation (1), the study program should first determine the percentage weight p^j assigned to each PLO.

Then, to ensure the homework assignments contribute correctly to the overall grade percentage (p_{hw}), the study program can adjust the distribution of points h_i^j among assignments accordingly. For other types of assessments (such as quizzes, projects, or exams), the study program can apply a similar approach by modifying Equation (1) with the appropriate assignment labels.

Accountabilities				
Responsible Officer		Surya Danusaputro Liman, Ph.D. (Vice-Rector of Academic Affairs)		
Contact Officer		Ir. Djati Wibowo, Ph.D. (Leader of PLO/ SLO Taskforce)		
Supporting Information				
Parent Document (Policy and Procedure)		Include title and URLs of any Policy and Procedure that this Guideline supports. If none, insert 'Nil'.		
Supporting Documents		Include titles and URLs of templates or forms which directly support this Guideline. If none, insert 'Nil'.		
Related Documents		Include titles and URLs of any documents that relate to, but do not directly support, this Guideline. This may include other University Policies, Procedures and Guidelines, or non-University materials such as regulatory codes or standards. If none, insert 'Nil'.		
Superseded Documents		List all documents superseded by this Guideline. If none, insert 'Nil'.		
File Number		[For Governance Use]		
Definitions and Acronyms				
Insert Term		Insert definition of terms used within this Guideline and expand any acronyms used. Add extra rows below as required.		
Insert Term				
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	[to be completed]	[to be completed]	[to be completed]	[to be completed]

Further Information	
This section is not published on the final PDF document. It is for website purposes only	
Keywords for search engine	University-wide Guidelines will be housed within the Governance Repository. Include keywords to assist location using the 'search' function.
FAQs and answers	Include any Frequently Asked Questions and answers to be included with the Guideline (in a separate tab or section) in the Governance Policy Repository

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 3

Corresponding Agenda Item: New MBA Course Codes

Brief Description of Document:

This is to approve the new codes for MBA Courses.

Relevance of Document:

History of Document:

Suggested Action:

Approval

MBA Course Code

draft-3 v2025.04.24

Semester	SU Course Code	ASU Course Code	Plan of Study Course Name being fulfilled at SU	SU credit hours awarded
1	MBAS5301	TGM582	Communicating and Negotiating in a Dynamic World	3
	MBAS5302	TAM505	Navigating Global and Regional Business Environments	3
	MBAS5303	-	Green and Responsible Marketing	3
	MBAS5304	-	Sustainable Finance and Investment	3
Sub Total Credit				12
2	MBAS5305	TAM530	Data Analytics and Digital Transformation in a Global World	3
	MBAS5306	-	Environmental Issues and Regulatory Economics	3
	MBAS5307	-	Platform Ecosystem Strategy	3
			Elective Course #1	3
Sub Total Credit				12
Summer	MBAS6308	-	Professional Certification	3
Sub Total Credit				3
3	MBAS6309	TGM586	Global Entrepreneurship and Sustainable Business (Elective)	3
	MBAS6310	-	Digital Business and Marketing Evolution	3
	MBAS6311	-	Leadership Integrity, Responsibility, Good Governance in Business	3
			Elective Course #2	3
Sub Total Credit				12
4	MBAS6612	-	Final Project	6
	MBAS6313	TAM541	Strategy in a Competitive World	3
	MBAS6314	TGM507	Global Organizational Consulting (Elective)	3
	MBAS6315	-	Advance Methodology in Decision Making	3
Sub Total Credit				15
Total SU Credit Hours				54

SU Course Code	ASU Course Code	SU Elective Courses	Credits
MBAS5316	-	Corporate Social Innovation	3
MBAS5317	-	Managing Global Value Chains & Networks	3
MBAS6318	-	Global Operation in Digital Economy	3
MBAS6319	-	Marketing Communication and Corporate Reputation	3
MBAS6320	-	Financial Innovation and Contemporary Portfolio Analysis	3

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 4

Corresponding Agenda Item: Auxiliary Revenue Policy

Brief Description of Document:

The purpose of this policy is to establish a framework for the planning, execution, and management of auxiliary projects at the university. It aims to ensure that such initiatives align with the university's mission, enhance financial sustainability, and promote innovation while maintaining academic integrity and institutional values.

Relevance of Document:

History of Document:

Suggested Action:

Noting

AUXILIARY PROJECT INCENTIVE SCHEME POLICY

Policy Number		Date Approved	
Approving Authority	University Executive	Effective Date	
Responsible Executive	VRARO	Next Review	

REVISION HISTORY

Revision Number	Description of changes made	Date
Initial version	-	April 9, 2025

A. PURPOSE

The purpose of this policy is to establish a framework for the planning, execution, and management of auxiliary projects at the university. It aims to ensure that such initiatives align with the university's mission, enhance financial sustainability, and promote innovation while maintaining academic integrity and institutional values.

B. SCOPE

This policy applies to all departments, faculty, and staff involved in the initiation, management, and evaluation of auxiliary projects within Sampoerna University. It encompasses projects that generate income through various means, both internal and external initiatives, including but not limited to grants, professional development and certification programs, , consultancy services, partnerships, sponsored programs and others.

C. DEFINITIONS

Approval	<i>To approve and authorize auxiliary revenue programs before they are launched, ensuring that they meet established standards .</i>
Auxiliary Project	<i>A specific, time-bound initiative outside the University's core program/project (undergraduate and graduate) designed to create financial return or generate revenue for the University.</i>
Compliance	<i>Adherence to laws, regulations and University policies that govern practices.</i>
Confidentiality	<i>The obligation to protect sensitive information from unauthorized access or disclosures, ensuring compliance with privacy regulations.</i>
Evaluation	<i>The process of analyzing the effectiveness and track progress of the auxiliary project via feedback and progress reports.</i>
Final Report	<i>A comprehensive summary of project activities and a financial report.</i>
Feedback	<i>Stakeholders input or responses regarding auxiliary program practices for continuous improvement and adaptation.</i>
Project Admin	<i>Administrative liaison that ensures timely handling of all project administrative matters.</i>

Project Donor	<i>An individual or organization that provides financial resources to support projects.</i>
Project Leader	<i>Individual responsible for the overall success of a project. This role includes acting as a liaison between the Project Donor, project team and the University.</i>
Stakeholders	<i>Individuals or organizations related to the University's auxiliary program practices, including leaders, managers, faculty, administrative support staff, students and external parties.</i>
Standard Operating Procedure (SOP)	<i>A set of written instructions that outline the steps to be followed for specific processes, ensuring consistency in program creation and management.</i>
Template	<i>A pre-designed format used to promote consistency in structure, layout, language and presentation.</i>

D. POLICY STATEMENT

Sampoerna University is committed to pursuing auxiliary projects that further its mission and strategic objectives. All revenue-generating projects must undergo a standardized review process to assess their financial viability, alignment with the University's goals and potential impact on stakeholders.

1. General Principles

Sampoerna University is profoundly committed to fostering a dynamic culture of partnership and innovation within its community. This commitment entails a proactive approach to auxiliary projects, ensuring that these initiatives are carried out with a high degree of accountability, transparency, and integrity. By prioritizing these values, Sampoerna University strives to create a supportive environment that encourages faculty, staff, and students to explore revenue-generating endeavors while upholding the institution's mission and values.

All projects must adhere to the following principles:

- *Align with University Mission:* It is essential that all initiatives undertaken as an auxiliary project align with or support and enhance the university's mission. This alignment ensures that the activities of Sampoerna University remain focused on its primary mission while enhancing its reputation and impact.
- *Foster Collaboration:* Sampoerna University recognizes the immense value of collaboration across various departments and disciplines. All auxiliary projects are encouraged to involve cross-departmental cooperation, to better leverage a diverse pool of expertise, perspectives, and resources. This spirit of teamwork not only enriches the projects themselves but also cultivates a sense of community and shared purpose among faculty and staff.
- *Maintain Ethical Standards:* Upholding the highest standards of integrity and ethical conduct is paramount in all activities involving auxiliary projects.
- *Assess Viability:* Before any project is initiated, it is crucial to conduct comprehensive feasibility studies and risk assessments. This process will help identify potential challenges, assess market opportunities, and evaluate the likelihood of success.
- *Monitor Performance:* Establishing clear metrics for assessing the financial and operational performance of auxiliary projects is vital. The ongoing assessment will allow



for adaptive management practices that enhance project effectiveness and align outcomes with institutional goals.

- *Ensure Compliance:* Sampoerna University is committed to adhering to all applicable laws, regulations, and university policies throughout the entire project lifecycle. This compliance not only safeguards the university's interests but also reinforces its responsibility as a credible and trustworthy institution.
- *Promote Community Benefit:* Wherever possible, auxiliary projects should be designed to deliver tangible benefits not only to Sampoerna University and its stakeholders but also to the broader community. This can involve engaging with local organizations, addressing community needs, and contributing to community development.

2. Project Timeline

The timeline for an auxiliary program project starts with the initiation and planning phases. During this period, the Project Owner conceptualizes the project, completes the Project Approval Form for submission to the University, and drafts a proposal for the Project Donor, if applicable. Once approved, a detailed project plan is created. The implementation phase then follows where the project is executed, resources are utilized, and, if required, marketing strategies are launched to attract customers or participants.

Similarly, for programs/projects initiated by internal faculty/units, a feasibility study should be submitted to and approved by the University before implementation. The feasibility study should include at least the following information: program description, market analysis, resource analysis, financial analysis, risks, and recommendations. After the feasibility study is approved, the project plan will be developed in detail and could involve more people as team members.

3. Roles and Responsibilities

a) Project Leader

The Project Leader is responsible for leading project planning and implementation, managing the team, mitigating risks, and ensuring the successful delivery of the program. The Project Leader must be a full-time employee, selected from within the University and is accountable for preparing and submitting the Project Proposal, Budget, Progress Report, and Final Report.

b) Project Admin

Project Admin provides essential administrative support to projects, including budget management, documentation handling, scheduling, and communication coordination.

c) Head of Department and Dean:

Heads of Departments and Deans are responsible for overseeing the planning and implementation of auxiliary projects that align with the University's policies and regulations. This responsibility includes setting strategic direction, appointing the Project Leader and Project Administrator(s), and ensuring compliance with all relevant policies and procedures.

d) President:



Auxiliary revenue projects valued at over IDR 250,000,000 require the approval of the President prior to their execution.

e) **VRARO**

The VRARO provides overall guidance and direction related to the development of potential auxiliary revenue projects. The VRARO collaborates with the Project Leader and his/her team to assess viability of projects, develop detailed project plans, and ensures regulatory compliance with the University's policies. The VRARO has the authority to approve potential projects valued at under 250,000,000.

4. Proposal Form

Prior to implementation, the Project Leader must submit a Proposal Form for review and approval to their respective Head of Department/Dean and the VRARO. The Proposal Form contains information on the title of the project, potential competitors, objectives of the project, implementation timelines, budget and an approval column.

5. Evaluation

During the implementation of the auxiliary project, Project Leader may conduct continuous evaluations throughout all activities. The evaluation process aims to analyze and monitor the effectiveness of the implementation through systematic feedback and comprehensive progress reports. The Project Leader will submit at least one Progress Report to the Head of Department/Dean and Project Donor, if required.

6. Final Report

Once the auxiliary project has been completed, it is the responsibility of the Project Leader to submit a detailed and comprehensive Final Report. This report should thoroughly outline the outcomes of the project, including the activities implemented, results achieved, an expense report detailing all financial expenditures incurred during the project, feedback gathered from participants, and a thorough evaluation of the overall project performance. It is important to ensure that this report is submitted in its entirety no later than 14 working days following the implementation of the project to allow for a timely review and assessment. If considered necessary, a post-project review may be implemented to analyze the project's overall impact, celebrate successes, and identify best practices for future initiatives.

7. FTE Involvement

The involvement of Full-Time Equivalent (FTE) personnel in these auxiliary projects will be addressed in a separate, dedicated policy document under HR policy.

8. Budget

To achieve the successful implementation of an auxiliary project, it is essential to adhere to a clear and structured budget arrangement. Project Leader is responsible for outlining the budget plan for the auxiliary project and calculating the total expenses to implement the project. The Project Leader will provide two budget documents, for internal and external purposes. These budget documents should be comprehensive, encompassing all the anticipated costs from beginning to completion. In instances where a bridging fund is necessary to cover project

expenses while awaiting donor funding, the Finance Department will step in to facilitate the process by providing a new Chart of Accounts (COA) to allocate these temporary funds accordingly. This support is vital for maintaining project momentum and ensuring that projects do not face delays due to funding gaps.

9. Profit

The Auxiliary Project ideally requires a profit margin to ensure its financial viability and sustainability. To achieve this, we will optimize resource allocation, enhance operational efficiency, and explore diverse revenue streams while upholding quality and ethical standards. An exception applies to projects funded by governance funds, which are not designed to generate profit but are essential for supporting regulatory compliance. A financial assessment will be necessary to monitor progress and make strategic adjustments as needed.

Profit and cost arrangements will be governed separately through an Internal Memo (IM) issued by HR department.

10. Delegation of Approval (DOA)

Value of Auxiliary Project	Approval	Acknowledgement
≤ IDR 250.000.000	VRARO CFO	President
≥ IDR 250.000.001	VRARO CFO President	-

11. Project Evaluation & Progress Report

Projects should be monitored and evaluated on a regular basis to ensure a high level of accountability and transparency throughout their duration. This ongoing assessment is crucial for confirming that all activities comply with relevant regulatory standards and guidelines. It is necessary to have at least one Progress Report. Additionally, it serves to track the progress of the projects in relation to the achievement of projected outcomes, allowing for timely adjustments and interventions if necessary.

12. Compliance with SU Policy and Regulations

The implementation of auxiliary program or project must adhere to our policy and business process regulations. If an incident occurs outside these guidelines, the Project Owner must prepare an exception approval and submit to the President.

13. Conflict of Interest

All employees and stakeholders involved in auxiliary projects must disclose any actual, potential, or perceived conflicts of interest. This includes, but is not limited to, financial interests, familial relationships, or any other personal connections that could influence or appear to influence their professional judgment in implementation of the program/project.

By adhering to these guiding principles, Sampoerna University aims to create a sustainable and supportive environment that fosters innovation and entrepreneurship. This approach will enable the



institution to navigate the complexities of revenue generation while remaining committed to its educational and research missions, ultimately benefiting both the university and the community.

E. RELATED POLICIES AND PROCEDURES

- Policy Manual Volume I: University Governance and Administration
- HR Internal Memo on Project Profit, Cost, and Incentives Guidelines

PROJECT FORM APPROVAL

Project Title	
Project Owner (PIC)	
Project Donor	
Counterpart/Partner	
Overview	
Objective	
Estimated Budget (budget file is attached)	
Timeline	
Man Power Plan (including FTE)	

Proposed by,

Approved by,

Approved by,

Approved by,

*Acknowledged/
approved by,*

[Name]
[Title]

[Name]
Head of Dept.

VRARO

CFO

PRESIDENT



 L'avenue Office Building
 Jln. Raya Pasar Minggu,
 Kav. 16 Pancoran,
 Jakarta Selatan 12780

 (021) 5022 22 34

 info@sampoernauniversity.ac.id

PROJECT REPORT FORM

Project Title	
Project Owner (PIC)	
Project Donor	
Counterpart/Partner	
Project Implementation	
Achieved Goals	
Budget Actual	
Feedback	
Project Evaluation	

*Proposed by,**Approved by,**Approved by,**Approved by,**Acknowledged/
approved by,*

[Name]
[Title]

[Name]
Head of Dept.

VRARO**CFO****President**



Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 5

Corresponding Agenda Item: Introduction to College Life Pilot Program

Brief Description of Document:

The Student Success Unit has observed that many students entering Sampoerna University are not well-prepared to handle the rigors of college life. To address this situation, the Standing Committee for Student Affairs proposes a pilot program to begin during the Fall 2025 semester called Introduction to College Life.

Relevance of Document:

History of Document:

Suggested Action:

Approval

Introduction to College Life Pilot Program

Program Rationale: The Student Success Unit has observed that many students entering Sampoerna University are not well-prepared to handle the rigors of college life. Entering students, while they may possess appropriate academic skills, they often lack basic study and organizational skills required to succeed at SU. When assessing students who perform poorly and end up on academic probation, Student Success has found that these students do not possess basic academic and life skills.

In addition, faculty has expressed concern that some students have difficulty adjusting to the standards of behavior required in an advanced academic setting and are often unaware of or indifferent to Sampoerna University norms. This disconnect often creates a sub-optimal classroom environment which can disrupt or impede learning.

To address this situation, the Standing Committee for Student Affairs proposes a pilot program to begin during the Fall 2025 semester called Introduction to College Life. The program content is outlined below. There are eleven proposed modules: two would be delivered to all students during New Student Orientation and the remaining nine would be integrated into the Introduction to Engineering class offered to Mechanical Engineering and Computer Science students this fall.

New Student Orientation currently does provide some basic instruction to students on skills designed to enhance their personal and academic success. However, the NSO schedule is filled and there is limited time to provide instruction in many of the topic areas that potentially contribute to student success. Furthermore, NSO contains so much material that students are overloaded with information and often don't retain important concepts transmitted at that time. This proposed Pilot Program would spread the dissemination of these topics over the course of one semester and would be integrated into the Introduction to Engineering class making the topics more relevant, with a greater chance for information retention. The College Life topics would be created and delivered by Reynold Hutabarat and Erik Krauss in consultation with Dr. Budi Sutanto Hadisujoto. At the end of the semester, the program will be evaluated for effectiveness with the potential to recommend integration of this curriculum into the appropriate introductory classes for each of the other three SU faculties for implementation in Fall 2026.

Topic	Learning Goals
Distractions and Discipline – Setting Priorities	• Identify common distractions in a university environment (digital, social, environmental). • Apply strategies to reduce distractions and maintain focus during study time. • Reflect on personal goals to inform decision-making and task prioritization. • Track self-discipline habits and evaluate improvement over time.

Creating a Study Timetable	• Assess personal weekly schedule to allocate appropriate study time. • Develop a balanced timetable that accounts for academic, personal, and rest needs • Use planning methods such as time-blocking and Pomodoro Technique • Adjust and refine the timetable weekly based on experience and reflection. • Utilize digital or physical tools for consistent schedule management.
Managing Procrastination	• Recognize personal procrastination habits and triggers. • Understand the psychological factors behind procrastination (e.g., avoidance, perfectionism). • Apply effective techniques (e.g., 2-Minute Rule, implementation intentions) to reduce delay. • Set specific, achievable (SMART) goals for tasks to build momentum. • Use habit trackers or accountability systems to monitor progress.
Getting Help & Support <i>(Delivered during NSO)</i>	• Identify available academic, mental health, and career support services at the university. • Understand when and how to seek academic support from instructors, tutors, and peers. • Recognize the importance of asking for help early and effectively. • Build confidence in initiating communication with support services and faculty. • Reflect on past help-seeking behavior and set goals for proactive engagement.
Group Work in Higher Education	• Understand the value of collaboration in academic settings. • Identify effective communication strategies in group projects. • Explore conflict resolution techniques for handling disagreements. • Develop awareness of individual roles and responsibilities in a team context. • Practice giving and receiving constructive feedback within group settings.
Managing Stress	• Recognize common sources and symptoms of academic stress. • Differentiate between healthy and unhealthy coping mechanisms. • Learn and apply practical stress-management techniques (e.g., breathing exercises, time management, positive reframing). • Understand the connection between physical well-being and stress levels. • Create a personal stress-reduction plan with goals and strategies.
Improving Focus and Concentration	• Identify personal and environmental factors that impact concentration. • Practice techniques to reduce internal and external distractions.

	• Set and track goals to improve sustained attention during study sessions. • Evaluate effectiveness of strategies and make adjustments
Academic Reading Strategies	• Utilize organizational structures of textbooks • Strategies for reading textbooks effectively • Develop improved reading comprehension skills • Use the SQ3R reading method
Maximizing Individual Learning Styles	• Explore the seven types of learning styles • Identify one's personal individual learning style • Learning to use multisensory strategies in personal studies • How to become self-reflective and adaptable in applying individual learning styles to assignments
Sampoerna University Cultural Expectations (Delivered During NSO)	• Learn expectations for SU community standards of behavior • Understanding classroom etiquette • Establish appropriate and effective relationships with instructors • Maintaining academic and personal integrity
Test-taking Strategies	• Enhance ability to strengthen memory and retain material • Discover effective methods for test preparation • Reduce test-taking anxiety • Utilize one's time effectively during an exam • Develop successful strategies for essay examinations

Course Outline

Please note that all pilot program offerings are in bold font.

PART 1

<i>Week Zero, New Student Orientation:</i>	1.1. Getting Help and Support 1.2. Sampoerna University Cultural Expectations
--	--

PART 2

<i>Week One</i>	1. What Is Engineering? – Definitions, types of engineering, and the role of engineers in society. 2. History and Evolution of Engineering – From ancient innovations to modern technology.
<i>Week Two</i>	1. Creating a Study Timetable 2. Branches of Engineering and Their Applications – Civil, mechanical, electrical, chemical, computer, etc.
<i>Week Three</i>	1. Basic math and algebra/matrices 2. Distraction and Discipline—Setting Priorities
<i>Week Four</i>	1. The Engineering Design Process – Steps: Define, research, brainstorm, prototype, test, improve. 2. Academic Reading Strategies
<i>Week Five</i>	1. Problem-Solving in Engineering – How engineers approach real-world problems with logic and creativity. 2. Engineering Ethics and Professional Responsibility – Case studies (e.g., bridges, medical devices, AI bias), safety, and integrity.
<i>Week Six</i>	1. Managing Stress 2. Simple Differential Equations and Integrals
<i>Week Seven</i>	1. Test-taking Strategies 2. Exam
<i>Week Eight</i>	1. Sustainable Engineering and Environmental Impact – Green tech, renewable energy, and eco-friendly design. 2. Managing Procrastination
<i>Week Nine</i>	1. Basic Physics: units, dimension, Newton's laws 2. Group Work in Higher Education

<i>Week Ten</i>	1. Communication Skills for Engineers – Reports, presentations, teamwork, and explaining technical ideas simply. 2. Improving Focus and Concentration
<i>Week Eleven</i>	1. Diversity and Inclusion in Engineering – The importance of representation and equity in the engineering field. 2. Maximizing your Learning Style
<i>Week Twelve</i>	1. Basic Physics II: Electrical Circuits, Temperature, Energy Power, Computer Computation 2. Engineering and Emerging Technologies – AI, robotics, biotechnology, 3D printing, space tech.
<i>Week Thirteen</i>	1. Engineering in Everyday Life – Examples of engineering in phones, transportation, buildings, etc. Future Trends in Engineering – Smart cities, sustainable infrastructure, quantum computing, etc. 2. How to Think Like an Engineer – Systems thinking, critical thinking, creativity under constraints.
<i>Week Fourteen</i>	1. Engineering Failures and What We Learn From Them – Famous cases (e.g., Tacoma Narrows Bridge, Challenger disaster). 2. Career Paths in Engineering – Research, design, entrepreneurship, industry vs. academia.

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 6

Corresponding Agenda Item: Student Activity and Achievement Credit System

Brief Description of Document:

To boost student motivation and encourage greater participation in campus activities, the Student and Alumni Affairs (SAA), under the Vice Rector for Student Success, plans to implement a Student Activity and Achievement Credit System.

Relevance of Document:

History of Document:

Suggested Action:

Approval

Student Activity and Achievement Credit System

Student and Alumni Affairs

1. Background

Students' interest in joining co- and extracurricular activities has been declining due to a lack of appreciation for their involvement for their academic journey at the university. After listening to students' aspirations, many expressed that their efforts and participation in student activities often felt unnoticed and underappreciated—especially while they are trying to maintain strong academic performance for scholarships and other purposes. In student organizations, students can invest 10 to 30 hours in various activities, including event planning, regular club meetings, and ongoing practices. These activities span student clubs, student government, and volunteer work in student-led projects.

The presence of these activities is vital for developing Sampoerna University's six core competencies: critical thinking, effective communication, ethical reasoning, global learning, information literacy, and quantitative literacy. Through student organization involvement, students are exposed to real-life challenges such as conflict resolution and people management, which require thoughtful, practical solutions. These experiences play a crucial role in complementing their academic knowledge and preparing them for the professional world after graduation.

To boost student motivation and encourage greater participation in campus activities, the Student and Alumni Affairs (SAA), under the Vice Rector for Student Success, plans to implement a Student Activity and Achievement Credit System. This system will encourage students to engage in both extra- and co-curricular activities. The initiative aims to cultivate a more vibrant and dynamic campus environment, while also supporting the development of leadership, teamwork, and other essential skills—ultimately helping students become more career-ready upon completing their academic journey.

2. The platform and credit system

The system will utilize the existing features in the Academic Portal (under Student Activity and Achievement) with several minor enhancements. Previously, students used the platform primarily to create the *Surat Keterangan Pendamping Ijazah* (Diploma Supplement), which serves as official documentation of their extracurricular involvement, awards, and other non-academic activities upon graduation.

Moving forward, the platform will not only measure students' involvement in organizations but will also record their co-curricular activities and achievements, such as presenting at conferences, winning academic awards, and publishing journals. This

platform is intended to become a comprehensive, one-stop system for tracking students' extra- and co-curricular participation and accomplishments.

Figure 1 Student activity and achievement menu on student academic portal

On this page, students are required to fill in data to specify their involvement in non-academic activities. This information will serve as the basis for scoring within the credit system to be implemented. Since students' involvement in non-academic activities can vary widely, thirteen data entries will be required to accurately assess and grade each activity:

Figure 2 Example of data filled by students

The data include:

- a) *Category:*
 - Certification of competency and training

- Achievement and award
 - Organizational activities and event committee
 - Internship and work activities
 - Business and entrepreneurial activities
- b) *Sub-category (internal or external campus activity)*
- c) *Scope,*
- d) *Activity information (role in the organization/ activity),*
- e) *Activity name,*
- f) *Type (individual/ group),*
- g) *Semester (where the project occurs),*
- h) *Period (for leadership or membership in organization),*
- i) *Institution,*
- j) *URL,*
- k) *Remark (to put some additional notes on the activity),*
- l) *File attachment (as proof of participation)*
- m) *File description*

3. Differences from the current system

a. Reward system

The issue with the current system is how student activities and achievements listed will only result in non-academic rewards like vouchers and acknowledgement from the university. This is seen as less appealing to trigger students to get involved in outside of classroom activities – as they will not have any impact to students' academic performance. Through this proposal, we are proposing to **require students to have at least two different activities (for year 1 – 3), and at least one activity for final year students** per academic year. The categories will be:

- 1) Certification of competency and training,
- 2) Achievement and award,
- 3) Organizational activities and event committee,
- 4) Internship and work activities, and
- 5) Business and entrepreneurial activities.

b. Approval

This system will require annual approval by the Student and Alumni Affairs team to verify student activities in every academic year.

c. Threshold

The categories will serve as the threshold that students are expected to meet each academic year. The threshold will be determined by the year they're in during their study:

- *Year 1 – 3 students*: two categories from the approved list
- *Year 4 students (final year)*: one category from the approved list

To support implementation, we recommend making **activity submissions on the platform a prerequisite for course registration**. This system will be integrated with students' study plans in ACADIS, allowing them to track their co- and extra-curricular activities throughout each semester. An automatic reminder will be sent during the summer semester to notify students who have not yet met the minimum threshold, ensuring they join any necessary activity before registering for courses in the upcoming Fall semester.

d. Effective implementation

This initiative can be introduced at the start of the Fall 2025 semester, giving students ample time to prepare and plan their involvement throughout the academic year. For new students, the socialization can start during New Student Orientation in the Fall 2025 semester. For existing students, the system can be introduced during the advisory session.

e. Report

Previously, students received their Diploma Supplement from the Academic Registry only at the end of their studies. With the new system, students will be able to generate reports at any time, should the document be needed. The Student and Alumni Affairs (SAA) office will be responsible for legalizing each report by affixing the official university stamp.

f. Details of the Category

List of activities per category:

Category	List of possible activities
Certification of competency and training	• Participating in a training/ workshop related to self-development • Participation in a scientific seminar/ workshop/ training in related/ unrelated field • Creating scientific work related/ unrelated to the field of study • Creating an innovative tool/ work or the prototype with patent
Achievement and award	• Achievement in a sports/ arts/ journalistic/ physical/ entrepreneurial/ business/ language competition • Achievement in academic journal competition/ innovation/ creativity/ critical thinking • Presenting a poster in scientific gathering/ event/ seminar/ conference • Becoming the most outstanding student (<i>mahasiswa berprestasi</i>)

Organizational activities and event committee	• Being a member of a student government (BEM or BPM) • Being an active member of a student club (with a minimum attendance of 70%) • Officially representing the university at an external event • Actively involved in an internal campus program/ event by student organization (BEM, BPM, or club) or other internal SU parties (as a volunteer/ intern) • Participating in a community service program
Internship and work activities	• Internship (additional to the curriculum/ course) • Involvement in a field work/ interview
Business and entrepreneurial activities	• Running a business/ entrepreneurial activity

4. Closing

The implementation of the Student Activity and Achievement Credit System marks a significant step toward building a more supportive and inclusive environment for students who actively contribute to campus life outside of academics. By formalizing recognition through a structured point-based system, this initiative not only encourages transparency and consistency in acknowledging student efforts but also reinforces the value of holistic education.

It is our hope that this system will reignite students' enthusiasm and motivation to participate in student organizations and other developmental activities. With clearer pathways to recognition, tangible rewards, and the potential integration of these achievements into their academic and professional portfolios, students will be more driven to engage, lead, and grow through their campus experiences. Ultimately, this platform will help cultivate well-rounded graduates who are not only academically competent but also socially responsible and actively engaged in their communities.

Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 7

Corresponding Agenda Item: QAIRP Report on Flexible Working Arrangement

Brief Description of Document:

This report evaluates the implementation of the Flexible Work Arrangements (FWA) policy at Sampoerna University, introduced in 2023 to provide staff with greater flexibility in work schedules and locations.

Relevance of Document:

History of Document:

Suggested Action:

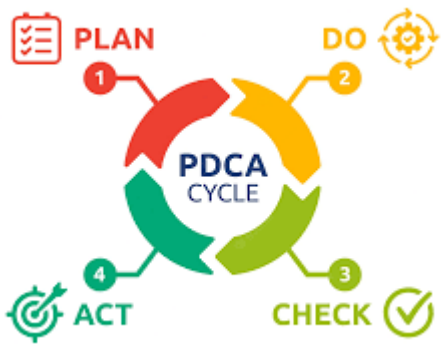
Noting

The Implementation of Flexible Work Arrangements (FWA) at Sampoerna University An Evaluation Report

An Institutional Research by
QAIRP & HR Unit



University Executive Meeting, 8th May 2025



Introduction



- Rector Decree No. 046/2023 offers flexible schedules and work locations in line with institutional goals.
- After one year of implementation, HR and QAIRP evaluated the policy
- The report highlights key insights on:
 - Awareness,
 - Preferences,
 - Performance, and
 - Areas for improvement.

Methodology

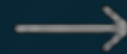


A Mix Method Approach

Survey and Focus Group Discussions (FGDs) with SU's full-time academic and non-academic staff and managers, using stratified sampling.



Likert-scale, multiple-choice questions to identify trends; responses grouped for comparison between staff and managers

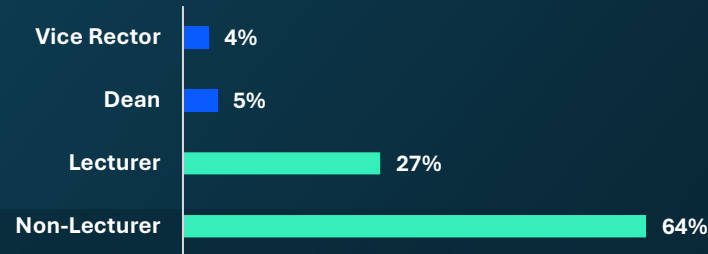


FGDs provided deeper insights into challenges, benefits, and gaps in policy implementation to complete the quantitative findings.

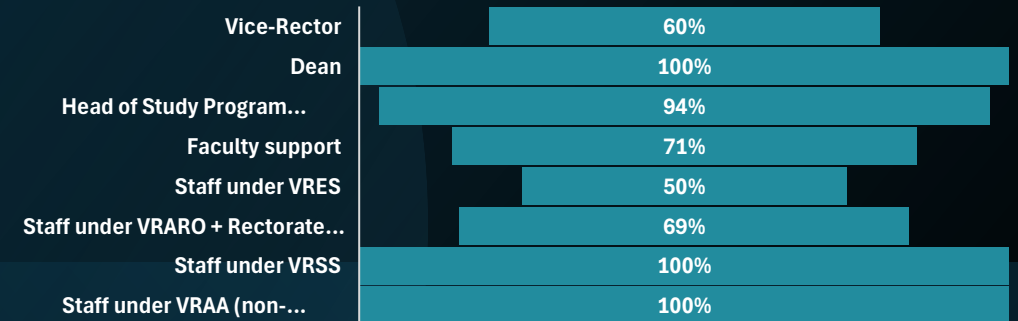
Results and Analysis

1. Demographic Overview

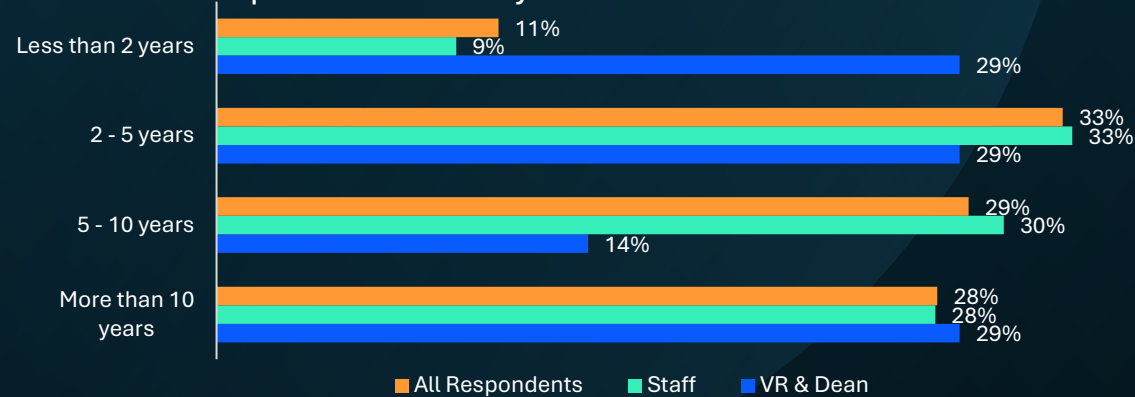
Respondents' Roles



Participation Rate



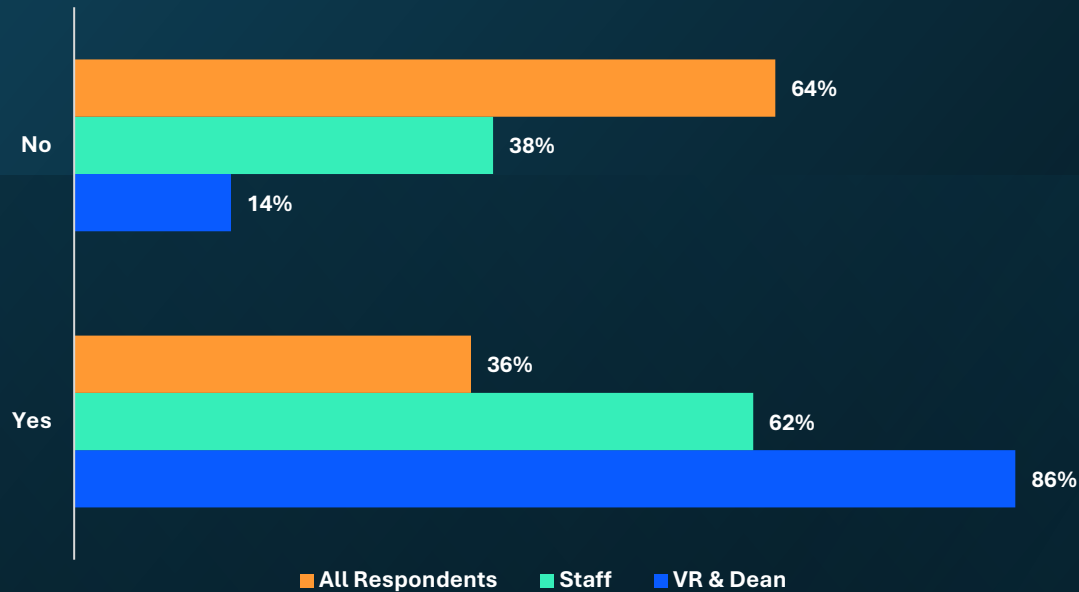
Tenure at Sampoerna University



Results and Analysis

2. Perception of FWA Policy: Awareness and Understanding

a. Participation in HR Socialization on FWA Policy



FWA Policy Awareness: Supervisors vs. Staff

Supervisors:

- o Indicate high awareness and engagement at the leadership level

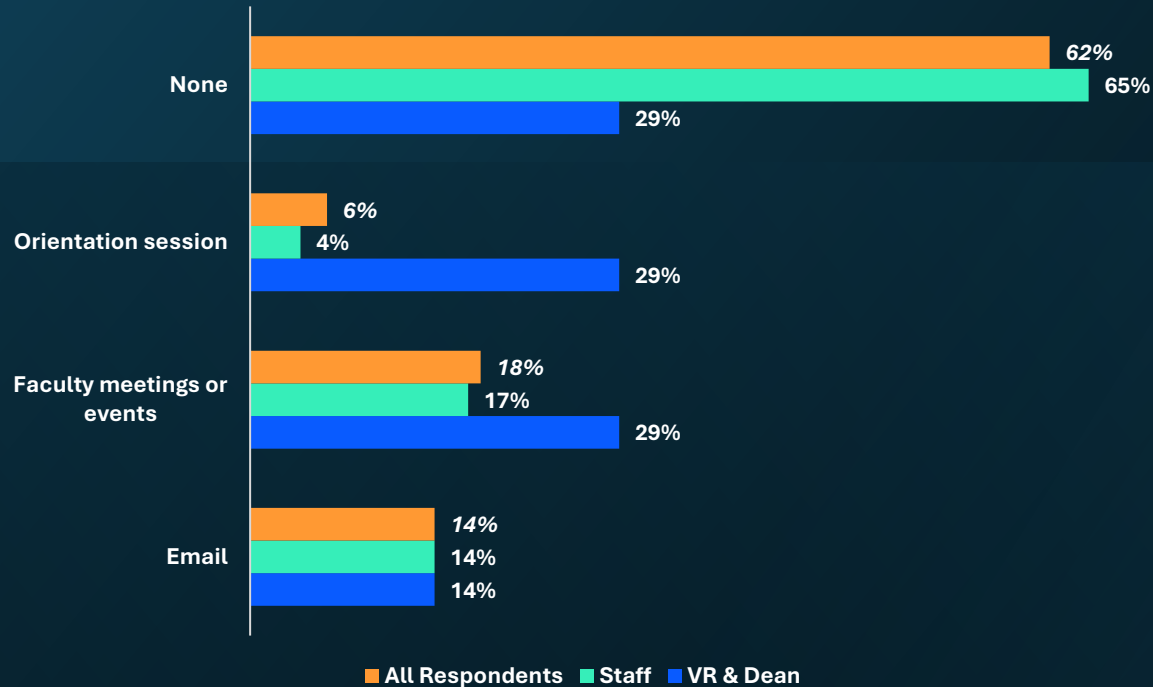
Staff:

- o Suggests moderate awareness and potential communication gaps among non-managers
- o Staff discussions revealed confusion and limited understanding of FWA
- o Many associated FWA only with flexible hours or WFH

Results and Analysis

2. Perception of FWA Policy: Awareness and Understanding

b. HR Socialization Media: Channels for Policy Dissemination



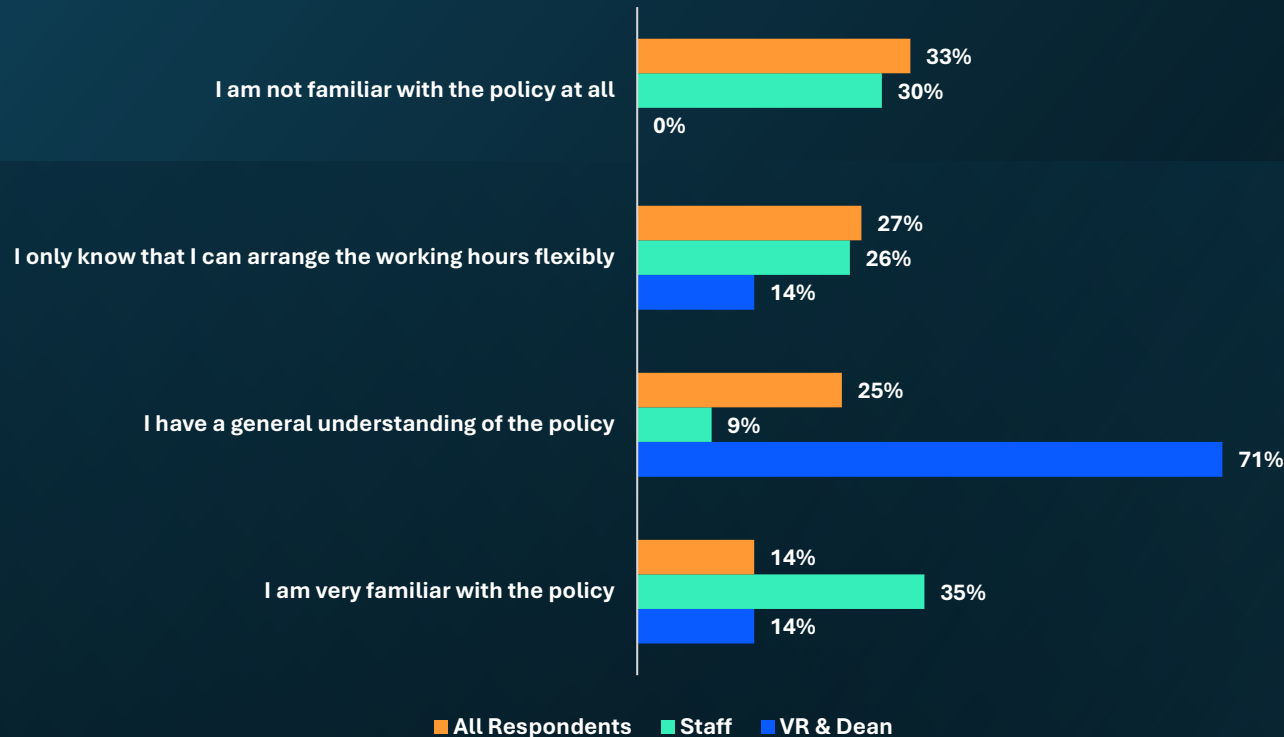
Gaps in HR Communication on FWA Policy

- o Socialization efforts have not been consistently effective
- o Faculty meetings work well for supervisors, but are underused for staff
- o Current channels (especially email) are not reaching the objective.

Results and Analysis

2. Perception of FWA Policy: Awareness and Understanding

c. Understanding of FWA Policy: A Contrast between Leadership and Staff



Awareness of the FWA policy varied across groups: while all supervisors had some familiarity, only a small portion (14%) were very familiar.

Staff showed a wider range—35% very familiar, but 30% not familiar at all—indicating inconsistent communication.

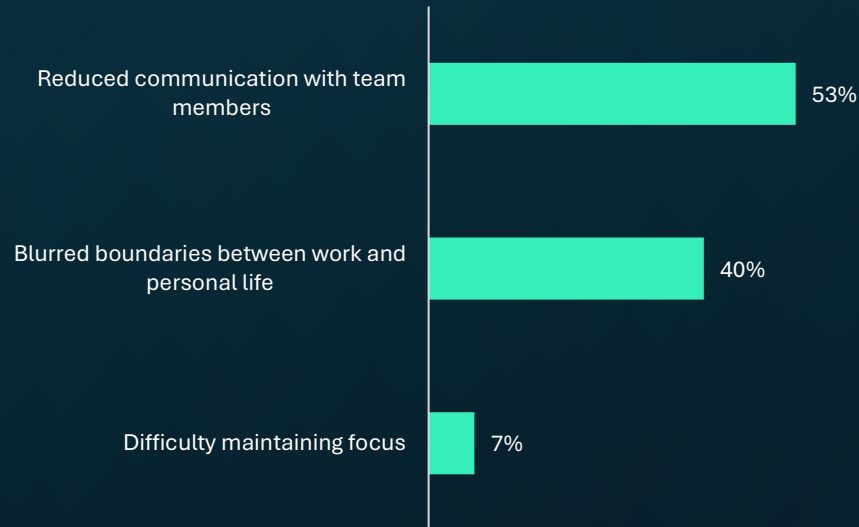
FGDs confirmed confusion and mixed interpretations, highlighting the need for clearer, more inclusive policy socialization.

Results and Analysis

3. Challenges and Barriers

a. Challenges in Implementing FWA: Communication and Team Coordination

Challenges Employees Faced in FWA



Additional Challenges revealed by Staff :

Fairness & Policy Application
o inequity in FWA approvals
o Lack of clarity
o tension and jealousy among staff

Challenges Faced by Managers

1. Availability and Responsiveness
2. Technical Limitations
3. Work-Life Boundaries and Productivity Risks
4. Task Fit and Performance Management
5. Trust and Team Productivity

Results and Analysis

3. Challenges and Barriers

b. Communication and Team Coordination

1. Communication & Team Coordination

- o 53% of staff reported reduced communication as a key challenge
- o Supervisors also noted issues with availability and responsiveness
- o FGD insights: Team coordination suffers during spontaneous/urgent meetings, especially in hybrid setups

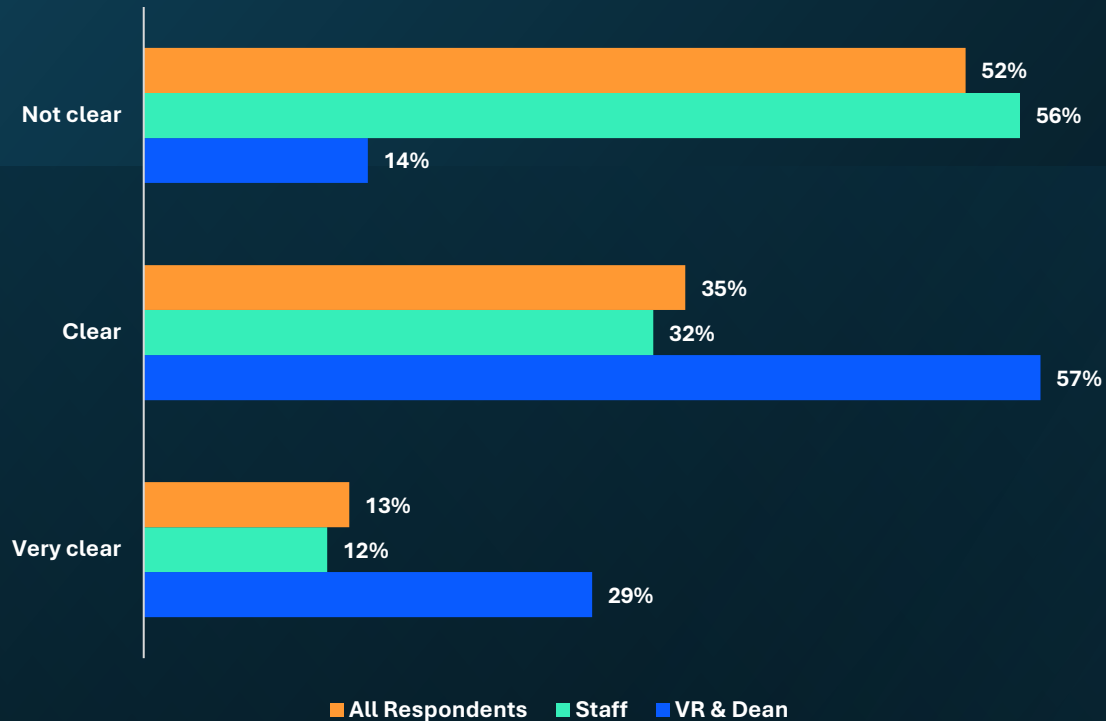
2. Work-Life Balance & Focus

- o 40% of staff experienced blurred work-life boundaries
- o Home distractions and lack of structure impacted focus (FGD)
- o Only 7% reported focus issues in the survey—but FGDs suggest this may be **underreported**, depending on job type and home setup

Results and Analysis

3. Challenges and Barriers

b. Clarity of FWA Policy Objectives



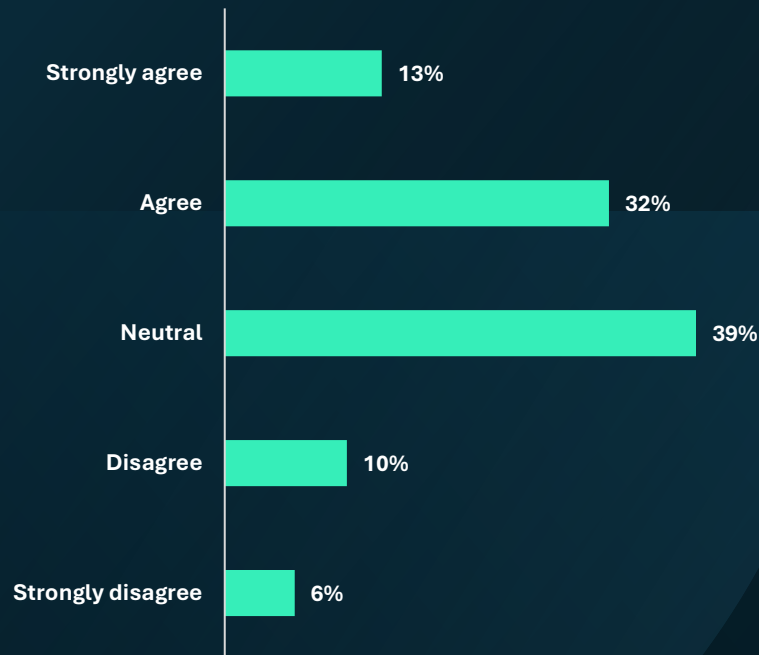
Many staff and some supervisors lack clarity on the FWA policy, with over half of the staff finding it unclear.

Limited communication and low participation in HR-led sessions contributed to widespread confusion, highlighting the need for improved policy outreach.

Results and Analysis

3. Challenges and Barriers

c. Ease of PWA Request Process (Employees)



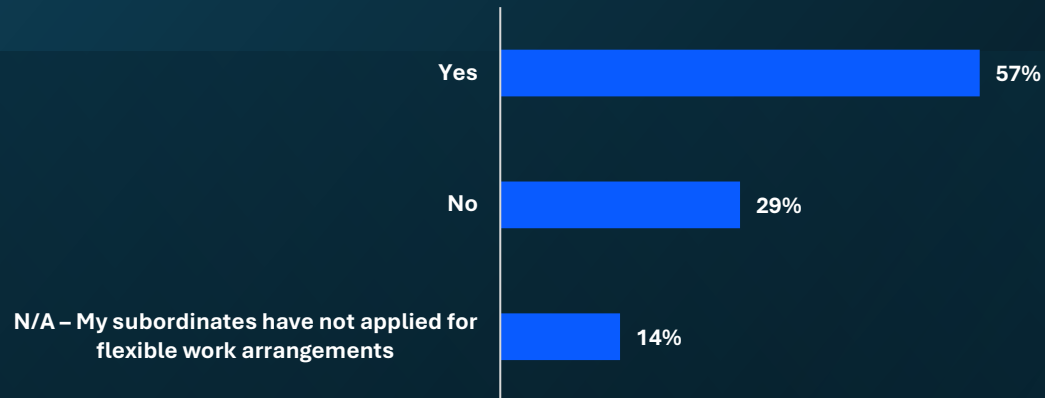
Employee feedback on the FWA request process was mixed: 45% found it easy, but 39% were neutral and 16% found it difficult. This suggests the need for clearer instructions, better communication, and support tools to ensure all staff can navigate the process confidently.

Results and Analysis

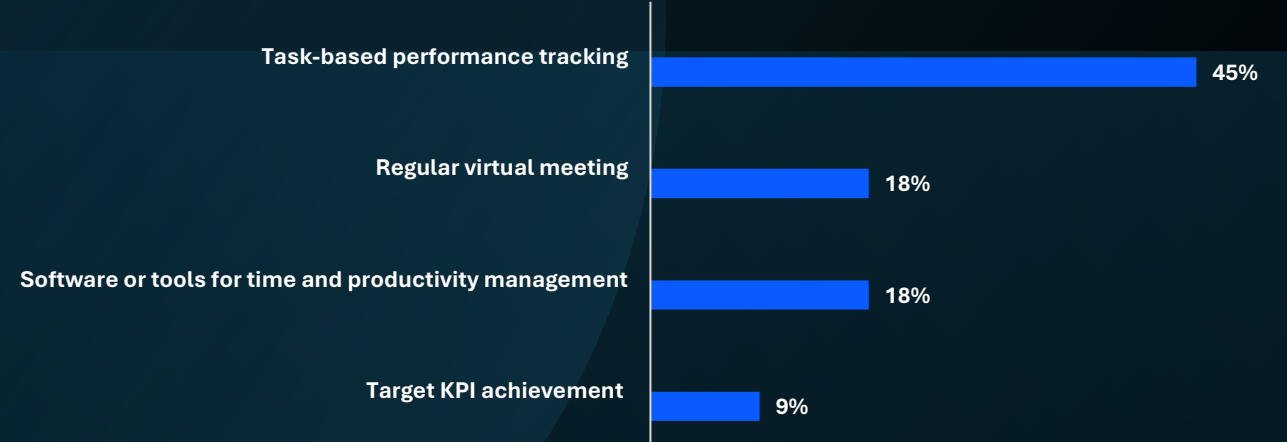
4. Effectiveness and Improvement

Monitoring

Monitoring Employee Performance (Supervisors)



Performance Monitoring Methods (Supervisors)



Results and Analysis

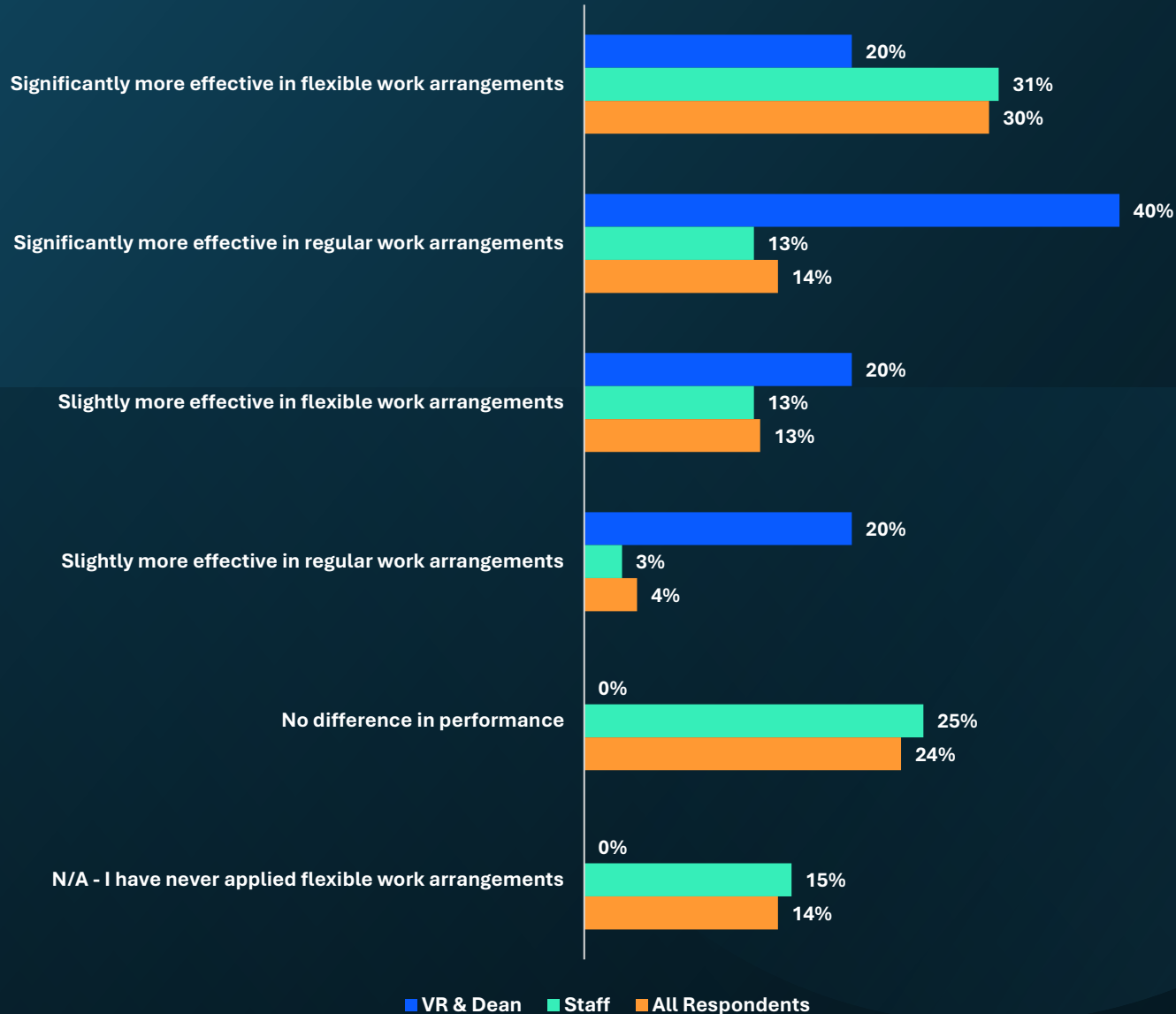
4. Effectiveness and Improvement

Monitoring

1. Supervisor Monitoring:
57% can monitor remote work well; 29% face challenges, and 14% haven't applied FWA—indicating uneven implementation.
2. Monitoring Methods:
Mostly task-based tracking (45%), with some using meetings, tools, or WhatsApp; only 9% use formal KPIs—standardization needed.
3. Challenges:
Internet issues, coordination gaps, and role mismatches limit FWA effectiveness.
4. Staff Perception:
44% feel more productive under FWA; 16% prefer on-site—FWA can boost performance if well-managed.
5. Supervisor Perception:
Split views: 40% prefer regular settings, 40% see FWA as more effective—highlighting the need for clear performance metrics.

Results and Analysis

Perceived Effectiveness of FWA vs. Regular Work



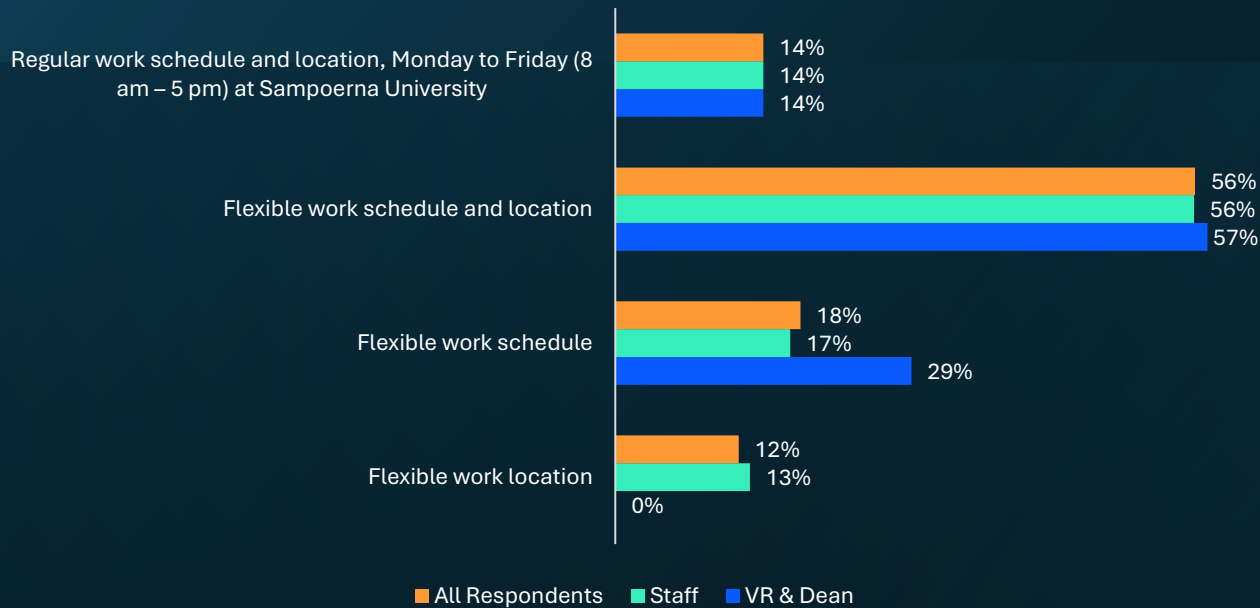
1. Staff Productivity Up
44% of staff felt more productive with FWA; 31% significantly so.
2. Supervisor Support Emerging
40% of supervisors noted performance gains (20% significant, 20% slight), showing FWA's potential when managed well.

Results and Analysis

5. Institutional and Policy Considerations

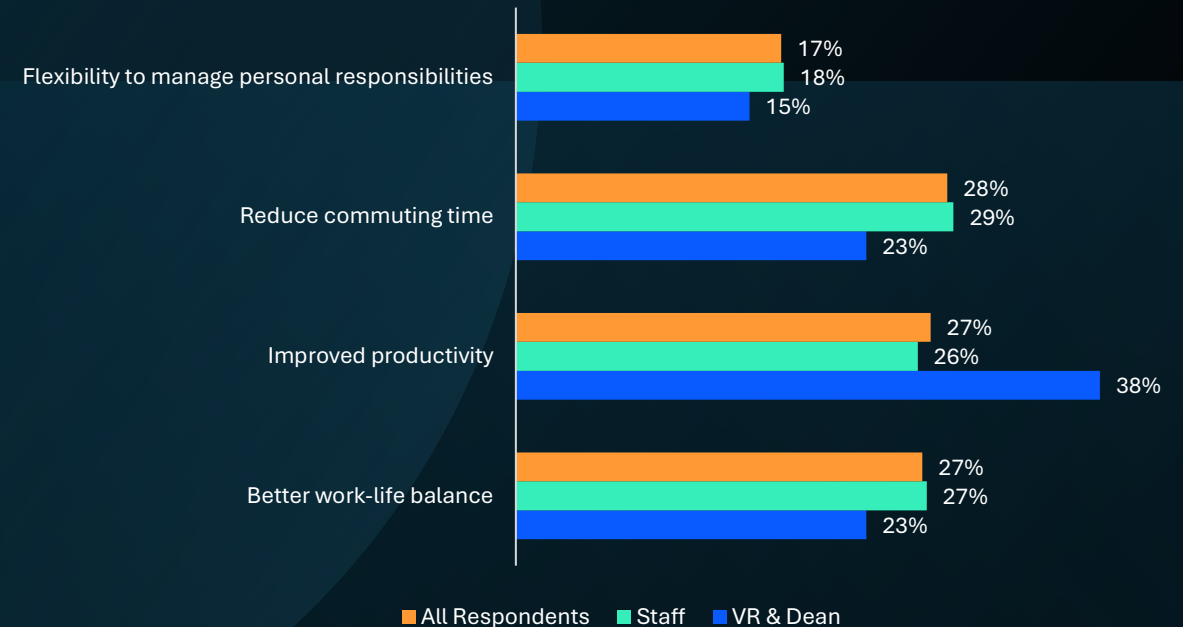
a. Preferred Work Arrangement

Preferred Work Arrangement



Hybrid Model Favored. A hybrid model with clear rules is widely supported.

Reasons for Preference

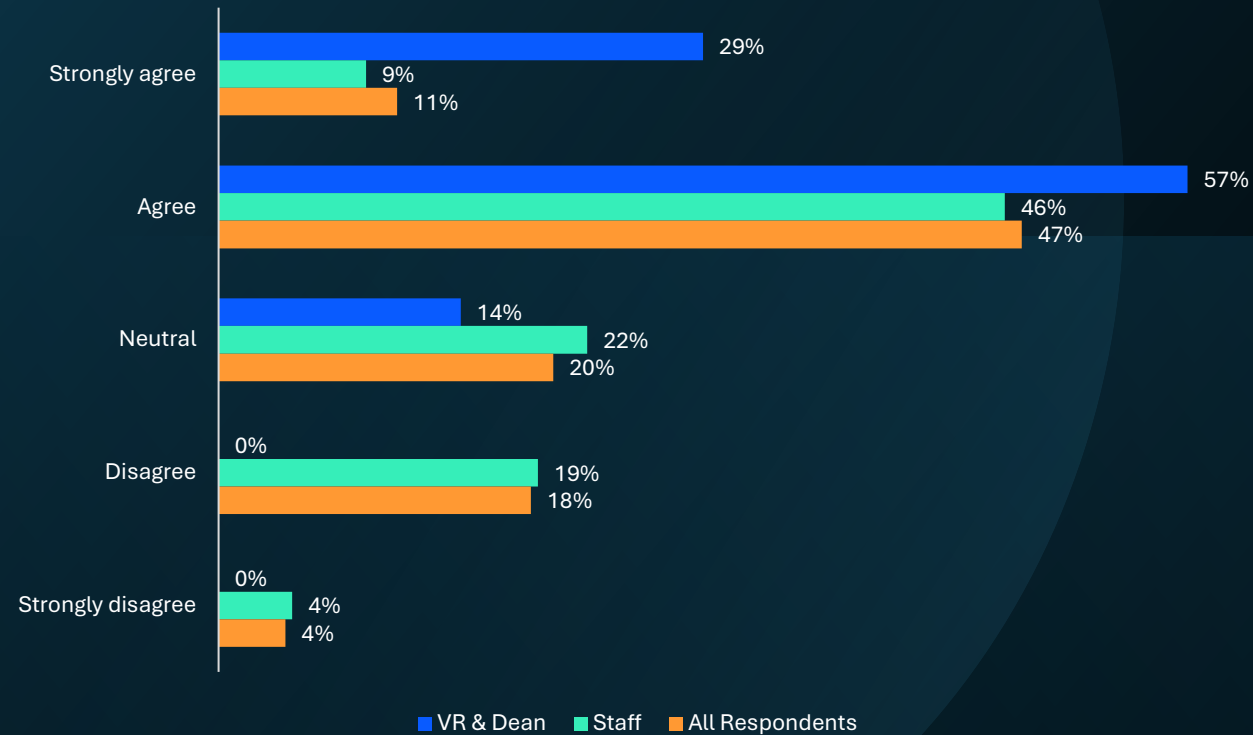


Improved performance and better work-life balance are widely agreed.

Results and Analysis

5. Institutional and Policy Considerations

b. Agreement that FWA is Not Suitable for All Employees

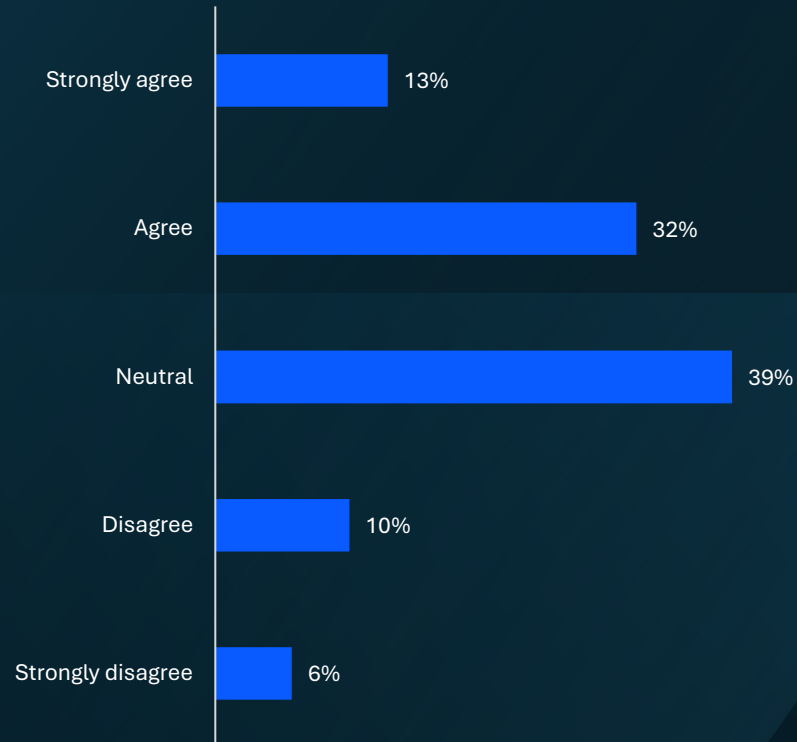


57% of supervisors believe FWA shouldn't apply to all roles; 29% strongly agree. Among staff, 46% share this view, though opinions are more mixed—23% believe FWA should be universally available.

Results and Analysis

5. Institutional and Policy Considerations

c. Employee Perception on Eligibility Criterion: "Meets Expectations" or Higher Performance Rating for Flexible Work Arrangements



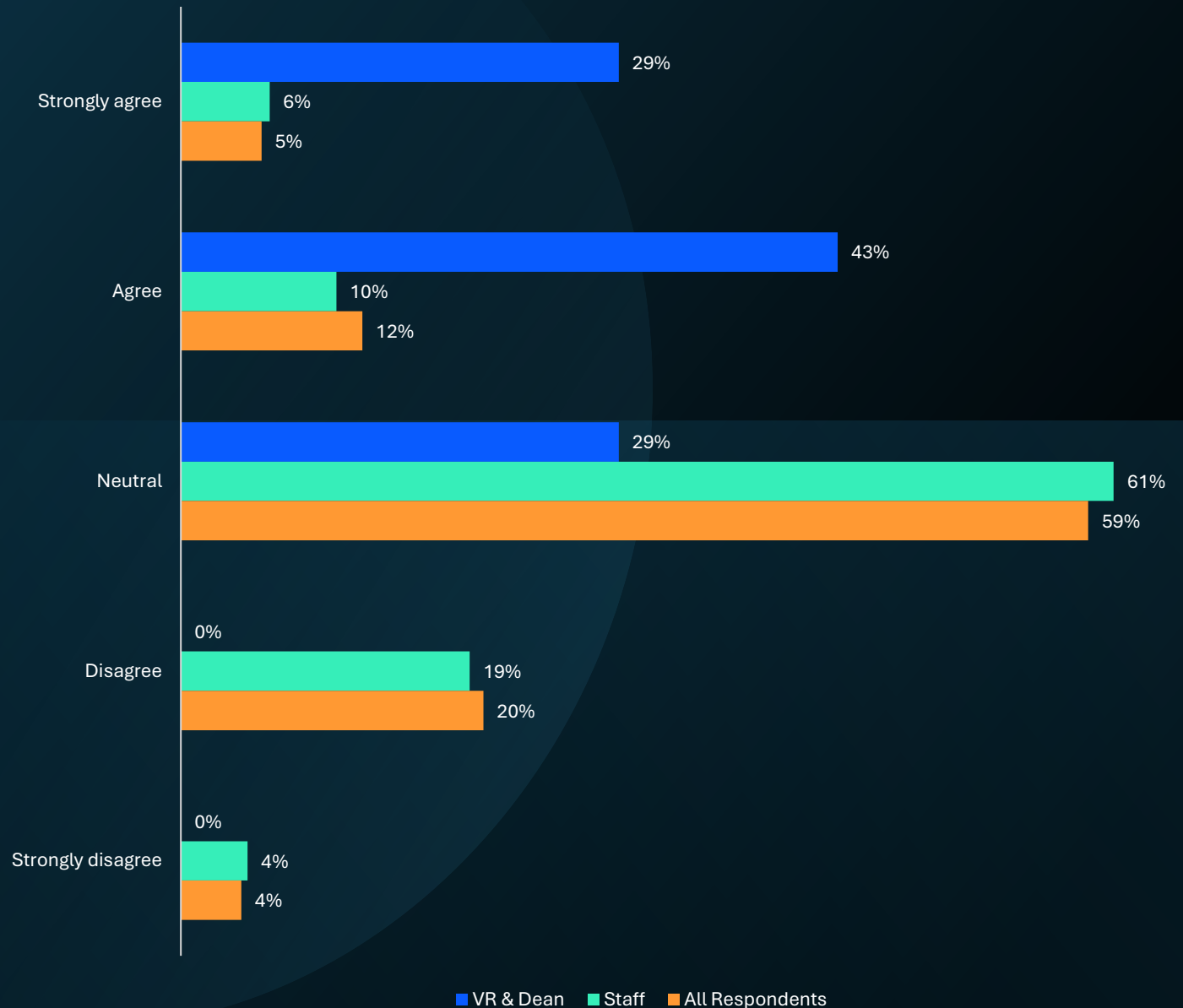
45% of employees support performance-based FWA eligibility, while 16% oppose it and 39% are unsure—highlighting the need for clearer, fairer guidelines.

Results and Analysis

5. Overall Perception

"The FWA Policy Has Been Effectively Implemented."

- FWA is not widely opposed; it has yet to gain strong support or be perceived as fully effective.
- The high neutrality rates could indicate a lack of awareness, insufficient clarity in implementation, or mixed experiences depending on individual roles and responsibilities.
- Addressing concerns such as communication, monitoring, and policy clarity may help improve overall perceptions and acceptance of the FWA policy.



Underlying Discussion

a) Correlation between Participation in HR Socialization on FWA Policy and Understanding of FWA Policy

Supervisors' participation and understanding

Correlations

		Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements ?	How well do you understand the HR policy related to flexible work arrangements ?
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	1	.764*
	Sig. (2-tailed)		.046
	N	8	7
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	.764*	1
	Sig. (2-tailed)	.046	
	N	7	7

*. Correlation is significant at the 0.05 level (2-tailed).

There is a strong and statistically significant positive correlation ($r = 0.764$, $p = 0.046$) between Having attended an HR socialization or presentation, and The level of understanding of the HR policy related to flexible work arrangements.

Staff' participation and understanding

Correlations

		How well do you understand the HR policy related to flexible work arrangements ?	Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements ?
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	77	77
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	77	83

**. Correlation is significant at the 0.01 level (2-tailed).

There is a moderate, statistically significant positive correlation ($r = .542$, $p < .001$) between attending HR socialization sessions and understanding of the FWA policy. This suggests that employees who participated in dissemination session are more likely to have a good understanding of the policy.

Underlying Discussion

b) Correlation between the Tenure and Staff's participation in the socialization

Correlations			
		Tenure at Sampoerna University:	Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements ?
Tenure at Sampoerna University:	Pearson Correlation	1	-.271 [*]
	Sig. (2-tailed)		.014
	N	85	82
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	-.271 [*]	1
	Sig. (2-tailed)	.014	
	N	82	83

*. Correlation is significant at the 0.05 level (2-tailed).

The table shows that there is a statistically significant negative correlation ($r = -0.271$, $p = .014$) between how long someone has worked at Sampoerna University and whether they have attended a session related to the HR policy on flexible work arrangements, meaning that employees with longer tenure are slightly less likely to have attended a socialization or presentation about the flexible work policy.

This could suggest:

- Newer employees might be more exposed to the current HR communication efforts.
- Or earlier hires may not have access to the same sessions, especially if the policy or communication strategy is relatively new.

Underlying Discussion

c) Correlation between the Tenure and Staff's Understanding

Correlations			
		Tenure at Sampoerna University:	How well do you understand the HR policy related to flexible work arrangements ?
Tenure at Sampoerna University:	Pearson Correlation	1	-.147
	Sig. (2-tailed)		.202
	N	85	77
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	-.147	1
	Sig. (2-tailed)	.202	
	N	77	77

There is a very weak negative correlation ($r = -0.147$) between how long someone has worked at Sampoerna University and how well they understand the HR policy on flexible work arrangements.

However, since the p-value is 0.202, which is greater than 0.05, this correlation is not statistically significant. It means that there's no meaningful relationship between tenure and understanding of the policy. That means employees' length of service at the university does not significantly influence how well they understand the flexible work arrangements policy.

Underlying Discussion

d) Comparative analysis of FWA perceptions across organizational roles

Group Statistics

Supervisors Vs Staff's Perception on FWA		N	Mean	Std. Deviation	Std. Error Mean
Do you think Sampoerna University has implemented its flexible work arrangements very well?	Supervisors	7	3.0000	.81650	.30861
	Staff	69	3.0580	.83814	.10090

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Do you think Sampoerna University has implemented its flexible work arrangements very well?	Equal variances assumed	.035	.852	-.175	74	.862	-.05797	.33178	-.71905	.6031
	Equal variances not assumed			-.179	7.344	.863	-.05797	.32468	-.81849	.7025

Results indicated **no significant difference** in perceptions between the two groups, **$t(74) = -0.175$, $p = .862$** . Supervisors ($M = 3.00$, $SD = 0.82$) and staff ($M = 3.06$, $SD = 0.84$) reported **very similar levels of agreement** with the statement that the university has implemented flexible work arrangements very well. The mean difference was minimal (M difference = -0.06), and the 95% confidence interval $[-0.719, 0.603]$ included zero, further supporting the conclusion that the groups did not differ significantly in their views.

Key Insights of the FWA Policy Evaluation

- The Critical role of socialization and policy clarity in Policy understanding.
- Fairness and eligibility transparency
- Organization role and perceived effectiveness
- Inconsistent implementation and performance monitoring
- Diverse work preferences and team needs
- Role-specific limitations and technical barriers
- Shifting toward a results-oriented work culture

Conclusion

- Employee understanding of the FWA policy is strongly influenced by structured communication efforts, particularly HR-led socialization sessions.
- Tenure was shown to have little impact on understanding, emphasizing that exposure, rather than experience, is the primary driver of policy awareness.
- Policy clarity emerged as a critical factor in fostering understanding and acceptance, reinforcing the need for straightforward guidelines and context-specific examples.
- FWA with a straightforward guiding process is highly supported.
- The research also identified inconsistencies in policy implementation across departments, unclear eligibility criteria, and monitoring.

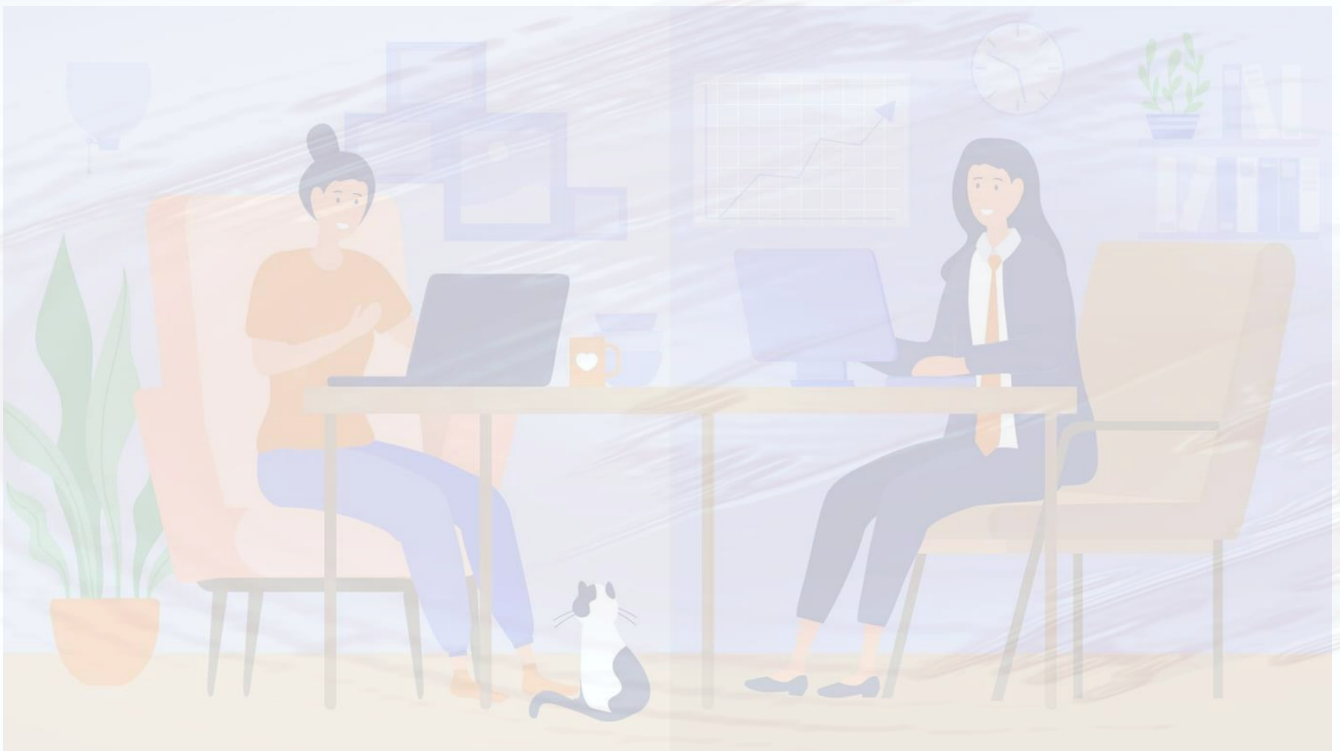
Recommendations

- Strengthen Socialization: Conduct mandatory FWA orientation for all staff using varied channels (webinars, infographics, Q&A), including periodic refreshers.
- Clarify Policy: Create a simple, visual FWA guidebook outlining key points, forms, templates, illustrations, and examples.
- Ensure Fairness: Provide transparent eligibility criteria (Meet Expectation?)
- Clarify Roles & Process: Use standard forms, timelines, and clear communication for approvals.
- Standardize Implementation: Develop consistent practices and monitoring tools.
- Align with Roles & Infrastructure: Match FWA models with job types and tech readiness.
- Promote Results Culture: Focus on outcomes over physical presence.



SAMPOERNA
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The Implementation of Flexible Work Arrangements (FWA) at Sampoerna University An Evaluation Report



**Quality Assurance, Institutional Research, and Planning
Sampoerna University
2025**

ABSTRACT

This report evaluates the implementation of the Flexible Work Arrangements (FWA) policy at Sampoerna University, introduced in 2023 to provide staff with greater flexibility in work schedules and locations. Using a mixed-methods approach—comprising surveys of academic and non-academic staff and supervisors, as well as focus group discussions—the study assessed awareness, perceived effectiveness, implementation challenges, and areas for improvement. Key findings reveal a strong preference for flexible arrangements among both staff and supervisors, with enhanced productivity, better work-life balance, and reduced commuting time cited as major benefits. However, significant gaps in communication, understanding of the policy, and performance monitoring were identified. Statistical analysis showed a positive correlation between HR socialization attendance and policy comprehension. Challenges included inconsistent application, blurred work-life boundaries, and unequal access to FWA. Despite these barriers, 44% of staff reported improved performance under FWA, while supervisor views were more divided. The report recommends enhanced communication strategies, clearer eligibility criteria, standardized monitoring tools, and the adoption of a structured hybrid model to optimize policy effectiveness and promote institutional equity and productivity.

Keywords: *Flexible Work Arrangements (FWA), hybrid work, remote work, work-life balance*

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01 INTRODUCTION

Sampoerna University (SU) implements a Flexible Work Arrangements (FWA) policy under Rector Decree No. 046/046/R/SK/RO-dm/XI/2023, point 3.10. The policy aims to provide employees with options for flexible work schedules and work locations, considering alignment with the university's mission and operational needs. After one year of implementation, the HR Unit and Quality Assurance, Institutional Research, and Planning (QAIRP) unit conducted institutional research to evaluate the implementation of the policy from the perspective of employees and managers.

This report presents key findings from the survey results, highlighting awareness levels, employee preferences, performance perceptions, and areas for improvement. Two kinds of surveys captured responses from a diverse group of university stakeholders, including Vice-Rectors, Deans, Lecturers, and Non-Lecturer staff, ensuring a well-rounded evaluation of the FWA.

The research used a mixed-method approach to get a well-rounded understanding of how flexible work arrangements (FWA) are perceived and implemented at Sampoerna University. The research comprised SU full-time employees and managers, categorized into academic and non-academic. The sample was stratified based on the work category and unit.

The quantitative method consisted of a survey developed for employees and managers. Both surveys used similar sets of questions with a five-point Likert scale (ranging from “strongly agree” to “strongly disagree”) along with some multiple-choice options. The percentage of responses for each option was then calculated to help understand trends and patterns. For Likert-scale items (e.g., opinions on policy clarity, ease of the request process, and eligibility for FWA), responses were grouped into categories like “Strongly Agree/Agree,” “Neutral,” and “Disagree/Strongly Disagree.” This allowed us to identify trends across both groups and to compare supervisors’ views with those of staff. Open-ended responses and additional comments were also reviewed to add context to the quantitative data.

The qualitative methods included Focus Group Discussions (FGD) conducted with employees and managers to gather in-depth insights into the perceived benefits and challenges in implementing the policy. Insights from this discussion helped validate and elaborate on the survey results, especially in understanding nuanced experiences and practical implementation gaps.

The survey results revealed the descriptive results of the survey findings and FGD grouped in key themes as follows.

1. Demographic Overview

a. Respondent Distribution

64% of the total survey respondents were non-lecturer staff. Lecturers comprised the second-largest group at 27%, while Deans and Vice Rectors accounted for a smaller share, at 5% and 4% respectively. This distribution suggests that the survey captured a wide range of perspectives, with a strong representation from administrative staff.

Survey Participation Rates and Sample Size Analysis

Respondents	Sample Size			
	Participation Rates	Population (N)	Required Sample (n)	Sample Obtained
Faculty and Full Time Staff data from the Human Resources Department	84%	111	87	93
Vice-Rectors and Deans	78%	9	9	7
Lecturers and Non-Lecturers (Faculty and Staff)	84%	102	81	86

** with a 95% confidence level and a 5% margin of error*

The overall participation rate was satisfactory, with faculty and staff exceeding the required sample size, ensuring the data represented a reliable reflection of employee perspectives.

The survey collected responses from various employee categories at Sampoerna University, achieving strong representation across different roles. Of the total population of 111 employees, 93 responded, resulting in an overall participation rate of 84%, which was a robust response rate for institutional research.

Vice Rectors and Deans had lower participation (78%), falling slightly below the required sample size 9, with only seven responses. Lecturers and non-lecturers had a strong participation rate (84%), meeting and exceeding the required sample size, indicating high interest or concern about the FWA policy.

b. Tenure at Sampoerna University:

The survey respondents exhibited diverse tenures at Sampoerna University, with a relatively balanced distribution across different experience levels. Among Supervisors, 29% had been with the institution for more than 10 years, reflecting strong institutional knowledge and leadership continuity. However, there was also a notable representation of newer leaders, with 29% having a tenure of less than 2 years, indicating recent leadership transitions or new hires.

The tenure distribution for staff members followed a similar pattern. 33% had been at the university for 2-5 years, forming the largest group, followed by 30% with 5-10 years of experience, suggesting a steady workforce with mid-level experience. Meanwhile, 28% had been at Sampoerna University for more than 10 years, demonstrating long-term commitment, while 9% had less than 2 years of tenure, representing recent hires or newcomers.

This tenure distribution suggested a mix of experienced and new employees in both managerial and staff roles, which could impact perspectives on the flexible work arrangement (FWA) policy. Longer-tenured employees might have different expectations about workplace flexibility compared to newer hires, who might be more adaptable to remote or flexible working models. Understanding how tenure influenced perceptions of FWA could provide further insights into policy effectiveness and areas for improvement.

2. Perception of FWA Policy: Awareness and Understanding

a. Participation in HR Socialization on FWA Policy

The data revealed a gap in awareness and participation in HR policy sessions on Flexible Work Arrangements (FWA) between supervisors and staff. The survey did not specifically assess depth of policy understanding, but attendance rates serve as a proxy indicator of potential exposure and comprehension.

The survey and FGD results both point to a disconnect in awareness and understanding of the Flexible Work Arrangement (FWA) policy, especially between supervisory and non-supervisory staff.

- Supervisors: 86% of supervisors (6 out of 7) reported attending HR policy sessions, indicating strong engagement at the managerial level. Only 14% (1 out of 7) did not attend, suggesting that most decision-makers are well-informed about FWA policies. High attendance among supervisors suggests that leaders are well-informed about FWA policies, which is crucial for effective implementation. Lower attendance among staff (38% did not attend) could indicate challenges in communication, scheduling conflicts, or a lack of perceived importance.

- Staff: Among staff members, 62% (47 out of 76) attended HR policy sessions, indicating moderate awareness. However, 38% (29 out of 76) did not attend, pointing to a potential gap in policy dissemination among non-supervisory employees. This indicates that staff, particularly in non-managerial roles, risk being left out of critical policy communications. This results in varied interpretations, inconsistent implementation, and unequal access to FWA benefits.
- This quantitative gap is echoed in the discussions, in which many participants, especially staff, admitted to being unaware or only vaguely familiar with the existence and scope of the FWA policy. Several expressed confusion, associating FWA only with flexible working hours or work-from-home setups without understanding the full framework or formal procedures.

b. HR Socialization Media: Channels for Policy Dissemination

The data suggested that HR socialization efforts on Flexible Work Arrangements (FWA) had limited reach, particularly among staff. A significant proportion of supervisors and staff indicated they had not received policy information through formal channels.

- Supervisors: Only 71% of supervisors reported receiving any information about the FWA policy, mainly through faculty meetings (29%), orientation sessions (29%), and emails (14%). Meanwhile, 29% received no information at all, highlighting gaps even at the leadership level. Faculty meetings and events are effective for supervisors but underutilized for staff. HR could expand its use to improve its reach.
- Staff: A striking 65% of staff said they never received any FWA-related communication; those who did mainly heard about it via faculty meetings (17%) or emails (14%), indicating current channels aren't effectively reaching the majority. The high percentage (65%) of staff who did not receive socialization indicates a major communication gap that could lead to misunderstandings or low engagement with the FWA policy. Email communication, although convenient, has not been highly effective (only 14% engagement for both supervisors and staff). Alternative approaches, such as interactive Q&A sessions, online modules, or video briefings, may be more effective. Hence, a structured, multi-channel communication strategy is needed to ensure policy awareness reaches all employees.

c. Understanding of FWA Policy: A Contrast between Leadership and Staff

The data reveals a notable contrast in the depth of understanding of the FWA policy between university leadership (Vice Rectors and Deans) and staff:

- Supervisors (Vice Rectors & Deans): While all supervisors reported at least some level of familiarity with the policy, only 14% were *very familiar* with it. The majority (71%) had a *general understanding*, and 14% only recognized that flexible working hours are possible. Importantly, none reported being completely unfamiliar. This indicates that while policy awareness exists among leaders, in-depth understanding remains limited, highlighting the need for more targeted and detailed guidance for those responsible for implementation and oversight.
- Staff: The range of understanding was more varied. A higher proportion (35%) reported being *very familiar* with the FWA policy, more than double the percentage among supervisors. However, this is counterbalanced by the fact that 30% of staff reported *no familiarity* with the policy, and another 26% had only a basic understanding that flexible hours are allowed. Only 9% had a general understanding of the broader policy framework. This suggests a fragmented understanding among staff, with significant portions either highly informed or largely unaware, pointing to inconsistency in policy communication and the need for more inclusive, structured socialization efforts.
- During the FGD discussion, it is confirmed that understanding varied: some associated FWA with flexible hours and work-from-home (WFH), while others were confused or had incomplete notions.

3. Challenges and Barriers

Implementing Flexible Work Arrangements (FWA) across Sampoerna University has sparked a mix of practical challenges and perceived benefits. Based on survey responses and qualitative inputs from Focus Group Discussions (FGD), both staff and supervisors shared detailed perspectives reflecting their lived experiences. Below is a synthesis of those themes:

a. *Challenges in Implementing FWA*

1) Communication and Team Coordination

- 53% of staff reported reduced communication with team members as a top challenge, reflecting difficulties in collaboration and real-time coordination in a hybrid setup.
- Supervisors shared similar concerns, especially around availability and responsiveness: for example, being unable to reach team members during work hours, especially during urgent or unscheduled meetings.
- FGD participants highlighted that team coordination became more difficult, especially during spontaneous or urgent meetings when not all members were on-site.

2) Work-Life Balance and Focus

- 40% of staff reported blurred boundaries between work and personal life, a recurring theme that was echoed by supervisors as a risk to long-term productivity and well-being.
- Distractions at home and a lack of structured planning during WFH days also emerged from FGDs as critical issues affecting focus and efficiency.
- While only 7% of staff said they had trouble staying focused, the FGD discussions showed that this number might be higher. It depends on the type of work they do and their home setup.

3) Fairness and Policy Application

- FGD feedback revealed concerns over jealousy and perceived inequity, especially when some staff received FWA approval while others did not, without a clear rationale.
- Inconsistent understanding of the FWA policy (as detailed in previous sections) may contribute to uneven implementation.

4) Planning, Structure, and Performance Measurement

- Some supervisors noted unstructured or last-minute WFH schedules, which disrupted planned activities and team synergy.
- There were also concerns about "fitting tasks and competencies"—whether specific jobs are compatible with remote or flexible settings.
- Both staff and supervisors expressed difficulty in evaluating performance remotely, raising questions about productivity measurement.

5) Perceived Benefits of FWA

Despite the challenges, employees across levels acknowledged clear advantages of flexible work:

- Time Efficiency: Saving on commute time enabled more focused and productive work.
- Personalized Productivity: Staff could align work schedules with personal peak periods of productivity.
- Cost Savings: Especially noted by staff who typically face high transport or fuel costs.
- Job Satisfaction & Trust: Autonomy in work location and schedule led to increased morale and perceived trust from management.
- Work-Life Balance: The flexibility helped many juggles personal and professional commitments more easily.

6) Negative Impacts Identified

- Team Dynamics: Not spending as much time together in person makes it harder to build strong work relationships and team spirit.

- Communication Delays: Because people weren't always working at the same time, it sometimes took longer to make decisions or get responses.
- Unclear Work-Life Boundaries: Some employees found it hard to "switch off" after work, which led to feeling tired or stressed.

b. Clarity of FWA Policy Objectives

The data indicated significant confusion and a lack of clarity regarding the purposes of Flexible Work Arrangements (FWA) in HR policy, particularly among staff.

- Supervisors' Perceptions: Most supervisors understand the Flexible Work Arrangement (FWA) policy reasonably well. About 29% (2 out of 7) said the policy was very clear, showing that some leaders strongly grasp its purpose. A larger portion, 57% (4 out of 7), felt the policy was clear, indicating general comprehension. However, 14% (1 out of 7) found the policy unclear, which, although a small group, still points to a communication gap at the leadership level that needs to be addressed—especially since these individuals play a key role in policy implementation. 29% (2 out of 7) found the policy's purposes very clear, suggesting that some leadership members have a strong grasp of FWA objectives.\
- Staff Perceptions: Among staff members, clarity on the FWA policy was considerably lower. Only 12% (9 out of 77) felt the policy was very clear, and 32% (25 out of 77) found it clear, meaning less than half of the staff have a solid grasp of it. Most concerning, 56% (43 out of 77) reported that the policy was unclear. This aligns with findings from the FGD discussion, where many staff participants shared that they were either unaware or only partially informed about the policy. Some confused FWA with general work-from-home privileges, indicating a lack of clarity on what the policy truly entails.
- The lack of understanding among staff appears closely tied to limited exposure: 38% of staff (29 out of 76) reported not attending the HR-led socialization sessions. Moreover, a striking 65% of staff said they had not received any FWA-related communication at all. These data points highlight a serious gap in policy dissemination, emphasizing the need for more inclusive, structured, and accessible communication strategies targeted at all employee levels.

Ease of PWA Request Process (Employees)

Employee feedback on the process of submitting Flexible Work Arrangement (FWA) requests at Sampoerna University shows a generally positive but mixed experience:

- 45% of staff (combining those who *strongly agree* and *agree*) said the process was easy to follow, suggesting that nearly half found the system user-friendly and accessible.
- However, 39% chose a neutral stance, indicating uncertainty or ambivalence, likely stemming from limited exposure to the process or unclear instructions.
- 16% of staff (combining *disagree* and *strongly disagree*) found the request process difficult, pointing to challenges in navigating the system, which could include technical barriers, unclear procedures, or a lack of consistent guidance.
- These findings suggest that while the request process works well for some, there is room to improve clarity and communication, particularly for those unfamiliar or hesitant to initiate requests. Standardizing instructions, offering brief walkthroughs or visual guides, and reinforcing policy support could help ensure a more inclusive and confident employee experience.

4. Effectiveness and Improvement

Both supervisors and staff at Sampoerna University shared valuable feedback about how Flexible Work Arrangements (FWA) are functioning on the ground. While there are many reported benefits, some key areas still need attention to ensure the system works well for everyone involved.

(1) Monitoring Employee Performance (Supervisors' Perspective)

One of the main concerns among supervisors was how to effectively monitor performance when team members are working remotely. 57% of supervisors said they were able to monitor team performance effectively under FWA, showing that many have found workable strategies. However, 29% said they struggled with this, highlighting gaps in supervision tools or challenges in managing remote workflows. 14% noted that FWA hadn't yet been applied in their teams, which could point to inconsistent implementation across departments.

This data shows that while more than half of supervisors have adjusted well, a significant portion still faces barriers in tracking performance remotely.

(2) Methods Used for Performance Monitoring

Supervisors reported using a variety of methods to monitor performance. 45% use task-based performance tracking — focusing on deliverables and results, not just time spent. 18% hold regular virtual meetings, and another 18% use software or digital tools to manage time and productivity. Only 9% use formal KPIs to assess performance, which may reflect a lack of structured metrics tailored for flexible work. Interestingly, 9% rely on WhatsApp for updates, signaling that informal methods are still widely used, and a more standardized monitoring approach may be needed.

(3) Technical and Structural Challenges

Across both surveys and FGDs, staff highlighted technical issues like poor internet connectivity as barriers to smooth communication and participation during remote work. Supervisors also raised concerns about unavailability during spontaneous meetings and the difficulty of coordinating when team members aren't in the same place.

Additionally, both groups agreed that not all roles are well-suited to flexible work — some tasks require being on-site. These challenges underline the importance of evaluating which roles and responsibilities can effectively adapt to remote or hybrid setups.

(4) Employee Views on Their Performance

Staff were also asked to reflect on how flexible work affected their performance. 31% said they were significantly more effective under FWA, and another 13% said they were slightly more effective — 44% felt that flexible arrangements boosted their productivity. Only 16% felt it was more effective in regular on-site work. 25% said there was no difference in performance, and 15% said they hadn't applied for flexible work. This suggests that, for many employees, FWA may support or improve productivity. However, it also signals the need for clearer communication and access to ensure all staff can benefit if eligible

(5) Supervisor Views on Employee Performance

When supervisors were asked how employee performance compared under flexible versus regular work, 20% said flexible work was significantly more effective, and another 20% saw a slight improvement. On the other hand, 40% preferred regular work settings, with 20% saying they were significantly more effective in a structured, in-person environment. Notably, no supervisors said there was "no difference" indicating that flexible work arrangements impact performance perceptions, positively or negatively.

The data collected from staff and supervisors indicates that One of the strongest indicators of FWA effectiveness comes from the employees themselves. Nearly half of the staff (44%) said they feel more productive under flexible work arrangements, with 31% reporting they're *significantly* more effective. This suggests that flexibility can support better performance, especially when employees have more control over their schedules and working environments.

Effectiveness of FWA Implementation

1) Supervisors Are Finding Workable Ways to Monitor Performance.

Encouragingly, 57% of supervisors said they have been able to monitor team performance effectively while using FWA. Many used task-based tracking

(45%), focusing on results rather than just hours worked. Others relied on virtual check-ins or software tools (36%). This shows supervisors are adapting, but it also hints at a lack of consistency in how performance is tracked.

2) Monitoring Still Varies—and Needs Better Tools

Despite some success, 29% of supervisors said they struggle to monitor remote work performance. Only 9% reported using formal KPIs, while some rely on informal tools like WhatsApp, which may not be ideal for accountability. This suggests a clear need for more structured tools and guidelines to help supervisors assess performance fairly and consistently.

From the FGDs, participants suggested using performance matrices or scorecards and setting clear work targets to make remote evaluations more objective and transparent.

3) Clearer Guidelines and Standardized Processes Are Needed

One recurring theme across surveys and FGDs is the lack of clarity around who is eligible for FWA, how to apply, how often, and what's expected. Some staff haven't used FWA simply because the process isn't well communicated. Similarly, 14% of supervisors said FWA hasn't been used in their teams, possibly due to uncertainty or uneven rollout.

Participants recommended standardizing the process and creating transparent, semester-based planning, so everyone is clear on how FWA works and when it's available. This would also help avoid miscommunication and ensure fairness.

4) Tech Challenges and Role Suitability Are Common Concerns

Both staff and supervisors pointed to technical issues, like poor internet or communication delays, as obstacles to smooth FWA implementation. Being physically apart can make teamwork harder in spontaneous meetings or quick coordination tasks.

More importantly, not all jobs fit FWA equally well. Roles that require on-site presence or close coordination simply don't translate to remote work. This means FWA policies must include guidelines based on job function, not just a one-size-fits-all approach.

5) A Balanced, Hybrid Model May Be the Best Path Forward

While many staff prefer flexible arrangements, 40% of supervisors still believe regular on-site work is more effective. Yet, another 40% of supervisors said FWA has improved or slightly improved team performance. This contrast shows that there's no single correct answer—but that a hybrid approach may offer the best of both worlds.

FGD participants strongly supported this idea. They suggested allowing schedule flexibility, but within a clear approval structure that helps maintain order and accountability. Hybrid working, where employees combine remote and in-person work, was considered an ideal solution for performance, balance, and retention.

(1) Supervisors' Ability to Monitor Performance

Over half of supervisors (57%) reported that they can effectively monitor performance under FWA. This suggests that many supervisors have adapted by using suitable tracking methods, primarily task-based performance tracking (45%) and virtual meetings or productivity tools (36% combined). These methods show that supervisors can maintain accountability even in remote settings.

(2) Staff Perceived Increase in Productivity

Nearly half of the staff (44%) felt more productive working under FWA, with 31% reporting they are significantly more effective. This indicates that flexible work can support or even enhance staff performance, especially when tasks are well-suited to remote work.

(3) Supervisor Acknowledgement of Some Benefits

While supervisors overall leaned toward preferring regular on-site work, 40% still recognized improved performance under FWA (20% significantly, 20% slightly). This points to some alignment with staff experiences, suggesting flexible work has positive potential when properly managed.

5. Institutional and Policy Considerations

Preferred Work Arrangements

The data highlighted distinct preferences for work arrangements among supervisors and staff, with a strong tendency toward flexible schedules and locations.

Supervisors' Preferences:

Most supervisors favored flexibility in work schedule and location, with 57% (4 out of 7) supporting a fully flexible arrangement. Another 29% (2 out of 7) preferred just a flexible schedule while maintaining on-site work, indicating partial openness to flexibility. Only 14% (1 out of 7) preferred the traditional Monday–Friday, 8 AM–5 PM structure, and notably, none preferred flexibility in location alone, suggesting that schedule flexibility is more important than location for leadership.

Staff Preferences:

Staff responses echoed those of supervisors, with 56% (43 out of 77) choosing both flexible schedules and locations as their preferred setup. An additional 17% (13 out of 77) favored only schedule flexibility, while 14% (11 out of 77) preferred the traditional on-site structure. Interestingly, 13% (10 out of 77) opted for only a

flexible location, showing a slightly stronger desire among staff for remote work options compared to supervisors.

Here's a brief data that captured the key motivators for choosing flexible work arrangements from both perspectives.

Supervisors' Motivation:

Supervisors mainly value flexible work arrangements for boosting productivity, with 38% highlighting improved efficiency as their top reason. They also appreciate better work-life balance and reduced commuting time, each cited by 23%, while only 15% favor flexibility mainly to manage personal responsibilities.

Staff Motivations:

For staff, reduced commuting time is the primary driver, with 29% choosing flexibility for this reason, followed closely by better work-life balance (27%) and improved productivity (26%). Managing personal responsibilities is less of a factor for staff, at 18%, but still plays a role in their preference for flexible arrangements. These reasons were also confirmed during the FGD session.

Agreement that FWA is Not Suitable for All Employees

Supervisors' Perceptions:

Most supervisors (57%) agreed that flexible work arrangements (FWA) shouldn't be available to all employees, with 29% strongly holding this view—emphasizing that some roles require on-site presence. Only 14% of supervisors disagreed, suggesting a small minority favors a more inclusive approach to flexibility.

Staff Perceptions:

Among staff, 46% agreed that FWA isn't suitable for every role, while 9% strongly agreed. However, opinions were more mixed among staff, 22% remaining neutral and 23% (combining 19% disagreeing and 4% strongly disagreeing) believing that flexible arrangements should be available to everyone.

Employee Perception on Eligibility Criterion: "Meets Expectations" or Higher Performance Rating for Flexible Work Arrangements

Nearly half of the employees (49%) either strongly agreed or agreed that performance should be a significant factor in deciding who qualifies for flexible work. This indicates that a large group believes that outcomes and productivity are essential markers for eligibility. At the same time, 26% of respondents stayed neutral, which might mean they weren't sure about the proposal or didn't have enough information to form a strong opinion. Meanwhile, 25% (those who disagreed or strongly disagreed) opposed using performance as the main eligibility

requirement, suggesting that a quarter of employees are concerned about its fairness, transparency, or consistency. Overall, while a majority supports linking performance to eligibility, a significant portion is either uncertain or against the idea, pointing to the need for clearer guidelines and further dialogue on this criterion.

6. Overall Perception

The overall perception of the implementation of the Flexible Work Arrangements (FWA) policy at Sampoerna University reflects a predominantly neutral stance among supervisors and staff, with a considerable portion expressing uncertainty about its effectiveness.

Among supervisors, 59% remained neutral, suggesting that while they do not strongly oppose the policy, they may not have experienced significant benefits or challenges that would lead them to take a definitive stance. Only 5% strongly agreed and 12% agreed that the implementation was effective, indicating that positive perceptions are limited. Meanwhile, 20% disagreed and 4% strongly disagreed, implying some dissatisfaction, possibly due to challenges in monitoring or managing flexible work.

Similarly, among staff members, 61% expressed a neutral stance, reinforcing the idea that the policy's impact is not strongly felt, either positively or negatively. Only 6% strongly agreed and 10% agreed, showing limited strong approval. In contrast, 19% disagreed and 4% strongly disagreed, highlighting a segment of employees who find the FWA policy implementation inadequate or ineffective.

This data suggests that while FWA is not widely opposed, it has yet to gain strong support or be perceived as fully effective. The high neutrality rates could indicate a lack of awareness, insufficient clarity in implementation, or mixed experiences depending on individual roles and responsibilities. Addressing concerns such as communication, monitoring, and policy clarity may help improve overall perceptions and acceptance of the FWA policy.

Based on the above findings, it is essential to examine the underlying relationships among the observed patterns. Statistical tools such as correlation and t-tests provide deeper insight into whether variables such as policy socialization, tenure, and role clarity significantly influence understanding and perceived effectiveness of the policy. The following section presents this analytical layer, helping to explain not just *what* participants experienced, but *why* certain trends emerged.

a. Correlation between Participation in HR Socialization on FWA Policy and Understanding of FWA Policy

While the survey results provide a general overview of respondents' awareness and understanding of FWA Policy they do not fully capture the nature of the relationship

between these two variables. This analysis helps determine whether a significant relationship exists between the variables, providing more concrete evidence to support or challenge the initial findings. Here is the results for both Supervisors and Staff.

Supervisors' participation and understanding

Correlations			
		Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements ?	How well do you understand the HR policy related to flexible work arrangements ?
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	1	.764*
	Sig. (2-tailed)		.046
	N	8	7
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	.764*	1
	Sig. (2-tailed)	.046	
	N	7	7

*. Correlation is significant at the 0.05 level (2-tailed).

There is a strong and statistically significant positive correlation ($r = 0.764$, $p = 0.046$) between Having attended an HR socialization or presentation and the understanding of the HR policy related to flexible work arrangements. People who have attended HR socialization or presentations tend to have a higher understanding of the policy, and this result is statistically meaningful.

Staff's participation and understanding

Correlations			
		How well do you understand the HR policy related to flexible work arrangements ?	Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements ?
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	77	77
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	77	83

** Correlation is significant at the 0.01 level (2-tailed).

There is a moderate, statistically significant positive correlation ($r = .542$, $p < .001$) between attending HR socialization sessions and understanding of the FWA policy.

This suggests that employees who participated in the dissemination session are more likely to understand the policy better. It highlights the importance of consistent communication and orientation efforts to improve policy awareness.

b. Correlation between the tenure and staff’s participation in the socialization & comprehension on the Policy

To better understand the factors influencing staff engagement with the Flexible Work Arrangements (FWA) policy, it is important to examine whether employee tenure plays a role in their participation in HR-led socialization sessions. Tenure may affect employees’ exposure to recent policy updates, with newer staff potentially receiving more targeted orientation efforts, while longer-serving staff might have missed these initiatives due to timing or assumptions of familiarity. By analyzing the correlation between length of service at Sampoerna University and participation in FWA socialization activities, this section seeks to identify whether differences in exposure are linked to how long employees have been with the institution—providing valuable insight for improving future policy communication strategies.

Correlations			
		Tenure at Sampoerna University:	Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?
Tenure at Sampoerna University:	Pearson Correlation	1	-.271*
	Sig. (2-tailed)		.014
	N	85	82
Have you ever attended a socialization, dissemination, or presentation about HR policy related to flexible work arrangements?	Pearson Correlation	-.271*	1
	Sig. (2-tailed)	.014	
	N	82	83

*. Correlation is significant at the 0.05 level (2-tailed).

The table shows a statistically significant negative correlation ($r = -0.271$, $p = .014$) between the length of time someone has worked at Sampoerna University and whether they have attended a session related to the HR policy on flexible work arrangements. This means that employees with longer tenure are slightly less likely to have attended a socialization or presentation about the flexible work policy.

This could suggest:

- Newer employees might be more exposed to the current HR communication efforts.
- Or earlier hires may not have access to the same sessions, especially if the policy or communication strategy is relatively new.

In correlation to the staff's understanding, the analysis shows as follows:

Correlations			
		Tenure at Sampoerna University:	How well do you understand the HR policy related to flexible work arrangements ?
Tenure at Sampoerna University:	Pearson Correlation	1	-.147
	Sig. (2-tailed)		.202
	N	85	77
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	-.147	1
	Sig. (2-tailed)	.202	
	N	77	77

A very weak negative correlation ($r = -0.147$) exists between how long someone has worked at Sampoerna University and how well they understand the HR policy on flexible work arrangements.

However, this correlation is not statistically significant. It means there's no meaningful relationship between tenure and understanding of the policy. That means employees' university service length does not significantly influence how well they understand the flexible work arrangements policy.

c. Correlation between the clarity of the HR policy and staff's comprehension on the Policy

To support this, a statistical analysis was conducted using SPSS to examine the Clarity of the HR policy's purpose (how clear and easy it is to understand the purpose of flexible work arrangements) and Understanding of the HR policy, particularly for the Staff level.

Correlations			
		How clear and easy to understand are the purposes of flexible work arrangements as outlined in HR policy?	How well do you understand the HR policy related to flexible work arrangements ?
How clear and easy to understand are the purposes of flexible work arrangements as outlined in HR policy?	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.000
	N	76	76
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	.836**	1
	Sig. (2-tailed)	.000	
	N	76	77

** . Correlation is significant at the 0.01 level (2-tailed).

The table indicates that there is a very strong and highly significant positive correlation:

($r = 0.836$, $p = .000$) between the clarity of the purpose of flexible work arrangements in HR policy and the Staff's understanding of the HR policy. In simple words, when the policy's purpose is perceived as clear and easy to understand, people are much more likely to have a strong understanding of the policy itself.

The statistical analysis for the Supervisors' levels also revealed the same results: There is a very strong and statistically significant positive correlation ($r = 0.837$, $p = .019$) between these two variables.

Correlations			
		How well do you understand the HR policy related to flexible work arrangements ?	How clear and easy to understand are the purposes of flexible work arrangements as outlined in HR policy?
How well do you understand the HR policy related to flexible work arrangements?	Pearson Correlation	1	.837*
	Sig. (2-tailed)		.019
	N	7	7
How clear and easy to understand are the purposes of flexible work arrangements as outlined in HR policy?	Pearson Correlation	.837*	1
	Sig. (2-tailed)	.019	
	N	7	7

*. Correlation is significant at the 0.05 level (2-tailed).

This suggests that clarity in the communication of policy goals strongly influences how well employees comprehend the policy.

d. Comparative analysis of FWA perceptions across organizational roles

To gain a more nuanced understanding of how flexible work arrangements (FWA) are perceived within the university, it is essential to consider whether perceptions vary across different organizational roles. Specifically, exploring the perspectives of supervisors and staff provides insight into potential gaps or alignment in how FWA policies are experienced and evaluated by those in managerial versus non-managerial positions. By comparing their responses, this analysis seeks to determine whether supervisors and staff differ significantly in their assessment of the university's effectiveness in implementing flexible work arrangements. The following statistical analysis addresses this question using an independent samples t-test.

Group Statistics

	Supervisors Vs Staff's Perception on FWA	N	Mean	Std. Deviation	Std. Error Mean
Do you think Sampoerna University has implemented its flexible work arrangements very well?	Supervisors	7	3.0000	.81650	.30861
	Staff	69	3.0580	.83814	.10090

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Do you think Sampoerna University has implemented its flexible work arrangements very well?	Equal variances assumed	.035	.852	-.175	74	.862	-.05797	.33178	-.71905	.60311
	Equal variances not assumed			-.179	7.344	.863	-.05797	.32468	-.81849	.70255

Results indicated no significant difference in perceptions between the two groups, $t(74) = -0.175$, $p = .862$. Supervisors ($M = 3.00$, $SD = 0.82$) and staff ($M = 3.06$, $SD = 0.84$) reported very similar levels of agreement with the statement that the university has implemented flexible work arrangements very well. The mean difference was minimal (M difference = -0.06), and the 95% confidence interval $[-0.719, 0.603]$ included zero, further supporting the conclusion that the groups did not differ significantly in their views.

The implementation of Flexible Work Arrangements (FWA) at Sampoerna University presents both promising outcomes and critical challenges. This discussion synthesizes the study's analytical results and practical insights to explore how the policy has been perceived and implemented across different employee groups, and what institutional improvement are necessary for sustained success.

1. The Critical Role of Socialization in Policy Understanding

Statistical analysis confirms that participation in HR-led socialization significantly enhances understanding of the FWA policy. Among supervisors, a strong positive correlation ($r = 0.764$, $p = 0.046$) suggests that formal exposure to policy presentations directly contributes to comprehension. A similarly meaningful correlation was observed among staff ($r = 0.542$, $p < .001$). These findings reinforce the need for inclusive and consistent communication mechanisms, especially for non-supervisory employees, who are at higher risk of being under-informed.

Additionally, recent research by Nguyen et al. (2023) found that structured onboarding and policy communication significantly improved remote work effectiveness in hybrid institutions.

2. Tenure and Policy Communication Exposure

An interesting contrast emerged in the relationship between tenure and policy exposure. A weak but significant negative correlation ($r = -0.271$, $p = .014$) was found between employee tenure and participation in socialization sessions, indicating that longer-serving staff are less likely to have attended briefings. However, tenure did not significantly influence understanding of the policy ($r = -0.147$, $p = 0.202$). This suggests that exposure—not experience alone—is the determining factor in policy comprehension.

3. Policy Clarity as a Determinant of Understanding

Among all variables analyzed, policy clarity emerged as the strongest predictor of understanding. For both staff ($r = 0.836$, $p < .001$) and supervisors ($r = 0.837$, $p = .019$), clear articulation of policy goals significantly improved comprehension. This finding points to the importance of simplifying policy language and providing context-driven examples to ensure all employees—regardless of role—can grasp the policy's intent and application.

This is in line with Giorgi and colleagues (2022) stating that when hybrid work policies are clearly explained, employees are more likely to feel that the system is fair and to trust their organization—especially in workplaces where people rely heavily on knowledge and information to do their jobs.

4. Enhancing Policy Fairness and Eligibility Transparency

Survey results showed differing views on who should have access to FWA, with supervisors favoring selective eligibility and some staff advocating universal access. Lack of transparency has led to confusion and perceived unfairness.

Wang and Hall (2023), moreover, highlights that people are more likely to see hybrid work policies as fair and trustworthy when there are clear, role-based reasons for who gets access—and when those rules are applied consistently.

5. Organizational Role and Perceived Effectiveness

The analysis found no significant difference in perceptions of FWA implementation between supervisors and staff ($t(74) = -0.175$, $p = .862$). Both groups expressed similar, generally neutral views, suggesting either consistent implementation or a shared lack of clarity in how the policy functions.

6. Addressing Inconsistent Implementation and Performance Monitoring

FWA has not been evenly applied across units. The inconsistent application of FWA across departments (reported by 14% of supervisors and 15% of staff) raises concerns about policy standardization. This inconsistency undermines equity and reduces the visibility of FWA's institutional benefits.

Moreover, the monitoring of employee performance under flexible arrangements remains a significant challenge. While 57% of supervisors claim to effectively monitor performance, only 9% use structured KPIs. Many rely on informal methods such as WhatsApp, which compromise consistency and accountability.

A structured hybrid framework—combining remote flexibility with designated on-site days—could balance operational needs with employee autonomy. To ensure effectiveness, teams should coordinate shared availability hours, maintain synchronized calendars, and organize periodic in-person or virtual team-building sessions to preserve collaboration and cohesion. This hybrid framework that includes designated in-person days, coordinated schedules, and synchronized calendars is supported by recent HR models like Smart Working (CIPD, 2023), which prioritize autonomy, collaboration, and trust.

7. Adapting to Diverse Work Preferences and Team Needs and Managing Role-Specific Limitations and Technical Barriers

While most employees prefer hybrid models (flexible time and location), some still favor traditional work arrangements. Supervisors also show lower support for remote work than staff. Not all roles are equally compatible with flexible arrangements. Both supervisors and staff acknowledged this constraint, highlighting the need for a role-based analysis to distinguish between positions suitable for hybrid models and those requiring physical presence.

Additionally, recurring technical and communication barriers—such as poor internet connectivity and delayed coordination—signal the importance of investing in digital infrastructure and clear remote work protocols. These investments are essential to support equitable participation in FWA and to ensure that work effectiveness is not hindered by avoidable disruptions that hinder productivity.

8. Shifting Toward an Outcome/Results-Oriented Work Culture

Survey responses indicate a disconnect between traditional notions of productivity (time spent on-site) and actual performance outcomes. Staff generally feel more productive under FWA, while many supervisors remain skeptical.

To bridge this perception gap, promoting a performance culture that focuses on deliverables rather than hours spent at a desk would be beneficial. Training supervisors in results-based evaluation and ensuring tasks are appropriate for flexible work contexts will help normalize outcome-focused performance standards.

Conclusion

This study examined the implementation and perception of Flexible Work Arrangements (FWA) at Sampoerna University, revealing a mix of promising outcomes and key areas for improvement. The findings highlight that employee understanding of the FWA policy is strongly influenced by structured communication efforts, particularly HR-led socialization sessions. Both staff and supervisors demonstrated significantly better comprehension when exposed to clear and accessible policy information.

Tenure was shown to have little impact on understanding, emphasizing that exposure—rather than experience—is the primary driver of policy awareness. Furthermore, policy clarity emerged as a critical factor in fostering understanding and acceptance, reinforcing the need for straightforward guidelines and context-specific examples. However, the study also identified inconsistencies in policy implementation across departments, unclear eligibility criteria.

Recommendations:

1. Strengthen and Institutionalize Socialization Programs by conducting mandatory FWA orientation sessions for all employees, especially targeting newly hired and non-supervisory staff, using multiple communication channels (e.g., webinars, infographics, Q&A forums) to ensure broad accessibility and periodically refresh socialization efforts to re-engage long-tenured employees who may have missed recent updates.
2. Re-Engage Long-Tenured Employees by conducting refresher briefings or workshops for longer-serving staff to bridge exposure gaps.
3. Improve Clarity and Accessibility, by creating a clear, simple, and accessible FWA Policy Guidebook and developing a concise, easy-to-understand guidebook (digital and print) summarizing key elements of the policy, including definitions, eligibility, approval process, and examples of FWA models (e.g., flexible hours vs. remote work). Use visuals and real-life scenarios to aid understanding.
4. Ensure Fairness and Transparency in Eligibility by providing more transparent guidelines on eligibility criteria, possibly with real-life examples to improve understanding and acceptance among staff
5. Clarify Roles in FWA Implementation by making the Approval Process Fair and Transparent for example by using clear, consistent criteria for who gets approved for flexible work and why, creating a simple, standard form for FWA requests and give people a clear timeline for responses and ensuring managers explain approval decisions to avoid misunderstandings or favoritism.
6. Standardize Implementation and Strengthen Performance Monitoring

7. Align FWA with Role-Specific Needs and Infrastructure Support
8. Promote a Results-Oriented Work Culture

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Document Name: Meeting Agenda UE024 – AY 24/25

Date: May 8th, 2025

Appendix No: 8

Corresponding Agenda Item: FET Partnership Proposal with ASEAN Center for Energy (ACE)

Brief Description of Document:

Partnership proposal between FET and ACE. This collaboration offers several benefits to SU, including student internships and capstone projects, joint research initiatives, community service activities, as well as guest lectures and exchange programs.

Relevance of Document:

History of Document:

Suggested Action:

Approval

Template for Partnership Proposals

Proposed by (name, unit)	Farid Triawan, Faculty of Engineering and Technology
Partner institution/organization:	ASEAN Centre for Energy (ACE)
What type of entity is partner?	Intergovernmental organization
Partner PIC:	
Programmatic details:	
Benefits to SU:	Student internship and capstone project.
	Joint research and community service activities
	Guest lecture and exchange program.
Staff time commitment(s):	
Budget considerations:	-
Duration (list year range):	5 years
Goals of partnership:	Implement visiting program from and to the partner's office for study and research
	Implement joint research activities
	Co-organize meetings, exchange programs, workshops, courses, and/or conferences
Level of initial commitment (Letter of Intent, MOA, MOU, Contract, etc.):	Memorandum of Understanding (MoU)
Risk assessment – any liability?	-
Requires Legal Review and/or STSI signatory?	Yes
Partner website:	http://www.aseanenergy.org/

Narrative description: please attach pages as necessary

Proposal checklist:

- University (UE) review of proposal. Date _____
- Recommendation of Committee: _____
- Partnership status: _____
- Legal review, if necessary: _____
- SU Signatory: _____
- Dates and duration of partnership: _____