



SAMPOERNA
UNIVERSITY

STRATEGIC PLAN

GOALS AND KEY PERFORMANCE



2025 - 2030

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Table of Contents

LETTER FROM THE PRESIDENT	1
TERMS AND ABRREVIATIONS	2
UNIVERSITY COUNCIL AND STRATEGIC PLANNING TASKFORCE	3
ORGANIZATION HISTORY & LEGAL BACKGROUND	4
VISION AND MISSION	4
STRATEGIC ISSUES AND TARGETS	5
Strategic Pillars 2025 - 2030	6
Pillar I: Become the University of Choice in Indonesia	7
Pillar II: Achieve Excellence by Design	8
Pillar III: Create a Sustainable University	9
THE UNIVERSITY PLANNING APPROACH	10
The Strategic Planning Framework (2025 - 2030)	11
GOALS AND KEY PERFORMANCE INDICATORS 2025 - 2030	12
PILLAR I: Become the University of Choice in Indonesia	12
PILLAR II: Achieve Excellence by Design	15
PILLAR III: Create a Sustainable University	23
THE UNIVERSITY STUDY PROGRAMS PORTFOLIO	29
THE QUALITY ASSURANCE AND ACCREDITATION STRATEGY	30
THE UNIVERSITY FUNDING STRATEGY	31
CONCLUSION	31

LETTER FROM THE PRESIDENT

Sampoerna University Strategic Plan 2025–2030

I am privileged to introduce the Sampoerna University 2025–2030 Strategic Plan on behalf of the Sampoerna University community. This document delineates the strategies that will guide Sampoerna University in pursuing its collective vision to cultivate future leaders who possess strong moral character and internationally competitive skills, thereby making a meaningful contribution to the improvement of Indonesia and the global community.



This strategic plan, guided by our missions, reaffirms our commitment to ensuring the success of our students' academic and leadership development. We provide affordable access to high-quality international education, offering a distinctive curriculum rooted in the American-style general education core and unique in Indonesia. We also create a full spectrum of co-curricular and pre-professional opportunities. Through this comprehensive approach, our students acquire skills indispensable to success in a globalized world.

This strategic plan expands upon our current strengths and weaknesses and takes on new opportunities and challenges as we progress. It ensures our endeavors are accountable and impactful by aligning our institutional vision and mission with distinct actions, practical priorities, and measurable outcomes. The three pillars underpinning this strategic direction are: Become the University of Choice in Indonesia; Achieve Excellence by Design; and Create a Sustainable University. These pillars indicate the University's dedication to providing an exceptional educational experience, fostering long-term growth and resilience through purposeful design, and continuously improving.

My heartfelt gratitude extends to the Strategic Plan Task Force members, University Executives, University Senates, University Council, Heads of Academic Units, Heads of Administrative Units, Faculty members, administrative personnel, and students. Your contributions have influenced a forward-thinking strategy that reflects our commitment and aspirations for the Sampoerna University community.

This strategic plan is not merely a roadmap but a collective dedication. We will continue to motivate positive change within ourselves, our communities, and the nation. As we continue to expand the influence of Sampoerna University in Indonesia and globally, let us embrace the next five years with assurance, unity, and a distinct sense of purpose.

Sincerely,
Dr. Marshall Schott

TERMS AND ABBREVIATIONS

AACSB	—	The Association to Advance Collegiate Schools of Business
ABET	—	The Accreditation Board for Engineering and Technology, that accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology at the associate, bachelor, and master's degree levels.
BAN-PT	—	Badan Akreditasi Nasional Perguruan Tinggi (National Higher Education Accreditation Body)
DIKTI	—	Direktorat Jenderal Pendidikan Tinggi (Directorate General of Higher Education - Indonesia)
EAP		English for Academic Purposes
FTE	—	Full-Time Equivalent
HR	—	Human Resources
IAB	—	Industry Advisory Board
IABEE	—	Indonesian Accreditation Board for Engineering Education
IQA	—	Internal Quality Assurance
KPT	—	Keputusan Menteri Pendidikan Tinggi (Decree of the Minister of Higher Education – Indonesia)
LAM	—	Lembaga Akreditasi Mandiri (Independent Accreditation Body, e.g., LAMEMBA, LAMDIK, LAMTEKNIK)
LMS	—	Learning Management System
MBA	—	Master of Business Administration
MLM	—	Master of Leadership Management
MOOC	—	Massive Open Online Course
NECHE	—	New England Commission of Higher Education
OBE	—	Outcome-Based Education
President	—	The chief executive officer of the University
QAIRP	—	Quality Assurance, Institutional Research, and Planning Unit
Rector	—	The highest rank in the academic hierarchy
RPS	—	Rencana Pembelajaran Semester (Semester Learning Plan)
SSS	—	Sampoerna Schools System
SWOT	—	Strengths, Weaknesses, Opportunities, Threats
TESOL	—	Teaching English to Speakers of Other Languages
University	—	Sampoerna University (SU)

UNIVERSITY COUNCIL AND STRATEGIC PLANNING TASKFORCE

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ORGANIZATION HISTORY & LEGAL BACKGROUND

Sampoerna University (previously known as Universitas Siswa Bangsa Internasional) was formally established on March 15, 2013, by Decree No. 66/E/O/2013 of the Minister of Education and Culture. Decree No. 122/KPT/I/2016, issued by the Minister of Research, Technology, and Higher Education on March 10, 2016, reaffirmed this decree. The university was established based on Pancasila, the national philosophy, the 1945 Constitution of the Republic of Indonesia, and national education laws and policies. The University was established as a higher education institution to facilitate Indonesia's social transformation by providing high-quality education.

In September 2013, Sampoerna University initiated its inaugural academic year by providing an International Transfer Pathway with international partner institutions integrated into Indonesian-accredited bachelor's degrees in ten (10) study programs. The university entered additional partnerships in 2014-2015 to introduce internationally accredited bachelor's degrees in business and engineering. The University's capacity to provide American-style academic programs with a robust general education core was significantly enhanced by these alliances, which were formative years.

Sampoerna implemented four new degree programs and eliminated five programs that were not successful during the previous Strategic Plan period (2015–2020). This institutional dedication to a comprehensive academic education is sustained through developing new programs and assessing fundamental competencies and learning outcomes. Between 2020 and 2025, Sampoerna University substantially expanded its educational offerings by introducing new programs. The Faculty of Arts & Sciences, which manages the Psychology study program and General Education unit, was established to provide a preeminent educational experience that reflects the U.S. model of higher education, addressing the present challenges, enabling the graduates to be the most competitive in Indonesia. Furthermore, SU initiated a Master's Degree Program, which provides concurrent degrees and flexible learning. The curriculum offers a distinctive two-degree program that enables students to obtain a Master of Business Administration (MBA) from Sampoerna University and a Master of Leadership Management (MLM) from a partner university in the US. These initiatives are supported by a strategic academic roadmap that includes world-class courses and practical experience.

The standards for faculty credentials have been raised to the level anticipated by U.S. accrediting agencies. Furthermore, the University has implemented new governance procedures that guarantee transparent policy-making guidelines and widespread stakeholder engagement. Annually, updated policy manuals are distributed to students, faculty, staff, and governance bodies.

VISION AND MISSION

Vision

Sampoerna University aspires to foster future leaders with strong moral character and internationally competitive skill sets, enabling them to actively participate in building a more prosperous, equitable, respected, and globally competitive Indonesia.

Mission

Sampoerna University aims to provide students with affordable access to education that meets the highest international standards. Sampoerna University offers a curriculum unique in Indonesia, built around an American general education core, successfully preparing students for credential completion at Sampoerna University or for recognized transfer abroad. We also provide a full spectrum of co-curricular and pre-professional opportunities that ensure student success, preparing leaders for a global society.

STRATEGIC ISSUES AND TARGETS



The Strategic Plan 2025-2030 was developed by meticulously examining critical institutional challenges and national education trends. Each pillar addresses urgent strategic concerns and establishes a distinct course for achieving long-term institutional objectives. These pillars, which include Become the University of Choice in Indonesia, Achieve Excellence by Design, and Create a Sustainable University, are a unified response to the university's dedication to providing high-quality, future-ready education and making a meaningful contribution to national development.

The first pillar, "Become the University of Choice in Indonesia," responds to the urgent need to enhance student recruitment and institutional positioning in a congested higher education environment. Sampoerna University must consistently demonstrate its relevance, value, and outcomes as Indonesian students and families become more selective. Under this pillar, strategic initiatives include enhancing front-line staff training to effectively communicate SU's value, demonstrating the career success of SU graduates, and increasing enrollment by promoting SU's dual-degree programs with U.S. partners.

The second pillar, "Achieve Excellence by Design", is predicated on the understanding that excellence must be intentionally and methodically fostered. This entails the enhancement of the university's internal systems of governance, planning, and quality assurance, in addition to the enhancement of academic standards. Sampoerna University acknowledges that institutional excellence results from a collaborative effort driven by the participation of faculty, staff, and students. The university is dedicated to the following objectives under this pillar: advancing academic excellence through quality teaching and talent development, enhancing student success through enhanced academic and support services, and attaining operational excellence through data-driven planning and inclusive governance.

The institution's long-term adaptability and resilience are the focus of the third pillar, "Create a Sustainable University." SU's sustainability extends beyond financial health to encompass the university's broader role in environmental and social responsibility, academic innovation, talent retention, and operational efficiency. In this domain, strategic priorities include the optimization of facility utilization for cost efficiency, diversifying revenue streams beyond tuition, and reinforcing budgeting practices to align with SU's long-term vision and mission.

These three pillars establish a strategic framework that reinforces Sampoerna University's fundamental vision and positions it for success in the years ahead. They indicate the lessons learned, the opportunities capitalized on, and a collective dedication to developing the next generation of Indonesian leaders in the globalized world.

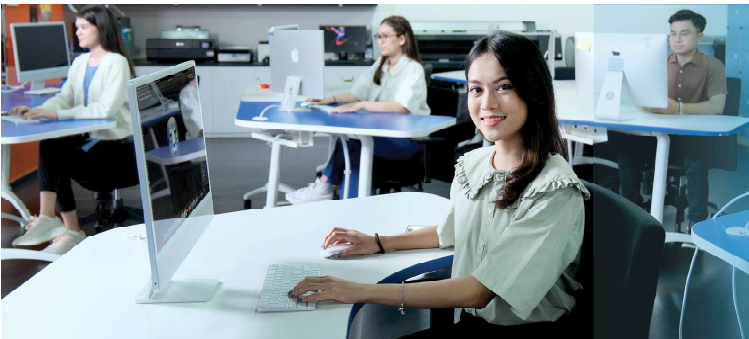
Strategic Pillars

2025 - 2030

**BECOME THE UNIVERSITY OF
CHOICE IN INDONESIA**



**ACHIEVE EXCELLENCE
BY DESIGN**



**CREATE A SUSTAINABLE
UNIVERSITY**



Pillar I:

BECOME THE UNIVERSITY OF CHOICE IN INDONESIA



- 1.A.** — Expand new student enrolment by integrating marketing and recruitment strategies to promote dual degree programs with US institutions in Indonesia.
- 1.B.** — Enhance front-liner training to communicate the advantages of SU better and assess effectiveness.
- 1.C.** — Feature the employment success of SU graduates.

Pillar II: ACHIEVE EXCELLENCE BY DESIGN



- 2.A.** — Achieve Operational Excellence through inclusive Governance and Evidence-Based Planning.
- 2.B.** — Advance Academic Excellence through Quality Teaching, Learning, and Talent Development.
- 2.C.** — Improve Student Excellence by increasing support for student success.

Pillar III:

CREATE A SUSTAINABLE UNIVERSITY



- 3.A.** → Diversify Sampoerna University's revenue streams beyond tuition fees to reduce vulnerability to enrollment fluctuations and economic downturns.
- 3.B.** → Optimize facility utilization to enhance budget effectiveness.
- 3.C.** → Improve effective budgeting to support the university in achieving its vision and mission.
- 3.D.** → Increase financial sustainability by expanding the existing study programs through concentration and by opening new study programs that are relevant, competitive and aligned with national and global needs.

THE UNIVERSITY PLANNING APPROACH

The Strategic Plan 2025–2030 of Sampoerna University is founded on a structured, participatory, and mission-driven process. It is intended to facilitate the University's ongoing expansion, influence, and uniqueness within Indonesian higher education. The procedure is indicative of the University's fundamental dedication to three strategic pillars:

1. Become the University of Choice in Indonesia
2. Achieve Excellence by Design
3. Create a Sustainable University

Through eight integrated stages, a campus-wide planning initiative was implemented to transform these objectives into reality:

1 Establishing the Planning Framework

The planning initiative began by defining the scope, timeline, and principles guiding the process. This framework ensured the plan remained anchored in the University's mission, accreditation standards, and long-term vision. The process was initiated by establishing the planning initiative's scope, timeline, and principles.

This framework guaranteed the plan was firmly established in the University's mission, accreditation standards, and long-term vision.

2 Conducting Environmental Analysis

A thorough evaluation was conducted both internally and externally. This encompassed SWOT analyses, performance reviews, regulatory scans, and benchmarking to identify institutional requirements and strategic opportunities.

3 Engaging Stakeholders

The University conducted structured engagements with faculty, staff, students, alumni, and advisory boards to garner insights, recognizing that inclusivity is essential for ownership and success. This approach ensured that the plan aligned with the community's aspirations.

4 Defining Strategic Goals and Objectives

Strategic objectives were established for each pillar by applying contextual understanding and shared insight. These objectives convert vision into tangible and quantifiable institutional priorities.

5 Developing Action Plans

Units across the University formulated detailed action plans aligned with institutional goals. Each plan included timelines, resource needs, responsible parties, and success indicators to ensure operational alignment. Detailed action plans were developed by units throughout the University based on institutional objectives.

Each plan, which included resource requirements, responsible parties, success indicators, and timelines, guaranteed operational congruence.

6 Validating and Finalizing the Plan

All stakeholders reviewed drafts prepared by the strategic planning task forces before getting approval from the Executive Leadership, Senate Committees, and University Council. Feedback loops were established to refine the plan and ensure feasibility, clarity, and cohesion. All stakeholders reviewed the drafts of the strategic planning before they were approved. The plan was refined by establishing feedback channels to ensure feasibility, clarity, and cohesion.

7 Implementing the Plan

Implementation was initiated in academic and administrative units. Strategic objectives were incorporated into annual planning cycles to direct daily operations.

8 Monitoring and Evaluating Progress

A robust performance monitoring system will be implemented to evaluate the progress toward key performance indicators. Regular assessments, annual updates, and evidence-based adjustments maintain the plan's responsiveness and effectiveness.

The Strategic Plan 2025–2030 is not merely a document. This shared institutional roadmap affirms Sampoerna University's audacious aspirations to lead with purpose, design for excellence, and construct a future-ready, sustainable academic environment.

The Strategic Planning Framework 2025-2030



GOALS AND KEY PERFORMANCE INDICATORS 2025-2030

► PILLAR I: Become the University of Choice in Indonesia

Sampoerna University is committed to becoming a top destination for students, parents, and employers seeking a world-class education grounded in character development and academic excellence.

STRATEGIC GOAL 1.A: Expand new student enrolment by integrating marketing and recruitment strategies to promote dual degree programs with US institutions in Indonesia.

STRATEGIC OBJECTIVE:

- 1 Increase new student enrollment to 311 by 2030, with Cohort 2025-2026 treated as an anomaly and Cohort 2026 targeted for moderate 17% growth over Cohort 2024 which was 152, followed by accelerated growth in subsequent years.

Annual Targets for 1.A.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of students enrolled as targeted every academic year	120	125	178	223	258	311

Actionable Steps:

- 1 Enhance Marketing and Communication
 - Develop and implement enhanced marketing materials: Create high-quality marketing collateral (brochures, videos, social media content) highlighting program strengths, student success stories, and faculty expertise.
 - Utilize multiple platforms: Use social media, email marketing, and educational platforms to reach a wider audience of potential students.
 - Develop targeted/segmented marketing campaigns annually to attract applicants and committed students.
 - Track metrics: Continuously assess the effectiveness of marketing strategies and make data-driven adjustments to improve outreach efforts.
- 2 Comprehensive Recruitment Efforts
 - Increase the number of applicants and committed ones through direct, indirect, and marketing campaigns.
 - Well-targeted recruitment and follow-up: Set specific targets for staff participation in recruitment events and ensure consistent follow-up with potential leads to convert them into enrolled students.
 - Increase school access: Establish partnerships with local and international schools to facilitate recruitment activities, including school visits and workshops.
 - Refine our pricing strategy, including scholarships, to compete more effectively in the current market. This includes annual competitor pricing and a pricing strategy initiative.

3 Faculty and Alumni Engagement

- Engage faculty in recruitment: Involve faculty members through school visits, lab demonstrations, and on-campus workshops to showcase their expertise and the institution's strengths.
- Alumni engagement: Leverage alumni for school visits, testimonials, and success stories. Utilize alumni in marketing materials and campus demonstrations to attract new students.

4 Industry Partnership and Practical Experience

- Forge industry partnerships: Establish and maintain partnerships with industry leaders to provide practical experiences for students, such as internships, projects, and guest lectures. Use these partnerships for recruitment and to enhance the institution's offerings.
- Leverage partnerships for funding and resources: Utilize industry connections to secure student funding, resources, and opportunities.
- Partner with high schools, education agents, and government officials to promote dual degree options.

5 Innovative Program Development

- Develop certificate programs: Create and promote new certificate programs, such as TESOL, Faculty of Business, and summer schools, to attract a diverse range of students.
- Expand English for Academic Purposes (EAP) programs: Offer standalone and short-term EAP programs to meet the needs of various learners and improve language proficiency.

STRATEGIC GOAL 1.B: Enhance front-liner training to communicate the advantages of SU better and assess effectiveness.

STRATEGIC OBJECTIVE:

- 1 Deliver SU communication training to all front-liners, with 80% of participants achieving 90-100 assessment scores and surveys.

Annual Targets for 1.B.1:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of Student Recruitment Officers (SROs) and other front-liners who complete the training program	N/A	Training module development	25%	50%	75%	100%

Actionable Steps:

- Create a structured training program for front-line recruiters based on a needs analysis to identify communication gaps in promoting SU advantages
- Design and pilot digital kits of training modules on SU's advantages and front-line communication skills
- Monitor and assess the effectiveness of training

Operational Considerations

- Manpower planning regarding who should conduct training and assess mastery.
- Allocating training time so it doesn't conflict with recruitment duties.
- Budget for developing digital kits
- Resources to conduct assessments and surveys.

2. Increase prospective students' and parents' satisfaction with front-line communication minimum by 5% annually.

Annual Targets for 1.B.2:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of prospective students' and parents' satisfaction with front-line communication	N/A	Baseline Survey, 60%	70%	80%	90%	100%

Actionable Steps:

- Collect and analyze feedback on recruitment from prospective and incoming students.

Operational Considerations:

- Manpower Planning at Quality Assurance, Institutional Research, and Planning
- Budget for the survey

STRATEGIC GOAL 1.C: Feature and showcase the achievements and success stories of SU graduates, students, and faculty to strengthen the university's reputation and appeal.

STRATEGIC OBJECTIVE:

1. Implement a digital marketing campaign on graduate employment success from the last three years, reaching 50,000 online users each academic year.

Annual Targets for 1.C.1:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of online users who reach graduate employment stories published online every year	N/A	50.000	50.000	50.000	50.000	50.000

Actionable Steps:

- Develop and publish promotional materials highlighting the employment rates of graduates.
- Analyze engagement and feedback on featured graduate employment stories and produce a report with recommendations
- Leverage digital platforms to expand the reach of SU promotion.
- Engage the Alumni Association to participate in outreach to prospective applicants through targeted events.

Operational Considerations:

- The commitment of the Student and Alumni Affairs (SAA) & Marketing Unit to update regular employment reports
- Since the Marketing Unit's KPI is directed to Putera Sampoerna Foundation (PSF), there should be a transparent business process for this goal.
- The allocated budget for these goals.

2. Showcase SU students' and faculty's achievements and success stories through marketing materials each academic year.

Annual Targets for 1.C.2:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of students' and faculty's stories published in the marketing materials in each academic year	N/A	4	6	9	12	12

Actionable Steps:

- Collaborate with students and faculty champions to showcase their outstanding achievements in marketing materials.
- Integrate academic and research-based faculty achievements (e.g., publications, IP, awards) into communication materials to reinforce SU's academic brand

Operational Considerations:

- The commitment of the Student and Alumni Affairs (SAA) & Marketing Unit to update regular employment reports
- Since the Marketing Unit's KPI is directed to Putera Sampoerna Foundation (PSF), there should be a transparent business process for this goal.
- The allocated budget for these goals.

► PILLAR II: Achieve Excellence by Design

Excellence at Sampoerna University is intentional and data-driven, fostering governance and planning structures supporting its missions. This pillar emphasizes continuous quality improvement through evidence-based planning, assessment, and innovation. The goal is to embed a culture of excellence across teaching, research, operations, and student services.

STRATEGIC GOAL 2.A: Achieve Operational Excellence through inclusive Governance and Evidence-Based Planning.

STRATEGIC OBJECTIVE:

1. Establish clear, transparent, and inclusive decision-making processes, ensuring 100% of study programs have active Industrial Advisory Boards (IAB) providing documented stakeholder input to guide continuous program improvement and alignment with industry needs by 2030.

Annual Targets for 2.A.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of study programs with Industrial Advisory Board (IAB)	50%	60%	70%	80%	90%	100%

Actionable Steps:

- Develop a university-level IAB policy and guidelines (composition, roles, meeting frequency, documentation standards).
- Define standard operating procedures (SOPs) for decision-making involving industry input.
- Use institutional and alumni networks to recruit diverse industry representatives.
- Conduct annual IAB impact assessments (how input shaped program changes).
- Collect feedback from IAB members to continually improve processes and relevance.

Operational Considerations:

- Budget for IAB activities.

2. By 2030, fully implement robust Internal Quality Assurance (IQA) systems institution-wide, achieving national accreditation ratings of 'Excellent' for at least 30% of academic programs, and securing international accreditation for at least 20% of programs to enhance institutional reputation and educational quality.

Annual Targets for 2.A.2:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
30% of programs achieve "Excellent" local accreditation	10%	10%	10%	20%	20%	30%
20% of programs achieve professional accreditation (IABEE)	0%	0%	0%	10%	10%	20%

Actionable Steps:

- Develop and adopt a comprehensive IQA policy aligned with national (e.g., BAN-PT/LAM) and international standards (e.g., ABET, AACSB).
- Assign certified Quality Assurance Coordinators in every faculty.

- Conduct annual self-assessments with standard rubrics.
- Monitor KPIs via integrated dashboards.
- Benchmark against national and global peer institutions for continuous improvement.

Operational Considerations:

- Allocated resources and budget

3. Foster partnerships with international institutions and industries to increase global recognition. By 2030, each program will have at least two active Memoranda of Understanding (MOUs)/Memoranda of Agreement (MOAs) with international institutions and at least two active MOUs/MOAs with multi-national industries.

Annual Targets for 2.A.3:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
% of programs having at least two active MOUs/MOAs with international institutions, and at least two active MOUs/MOAs with multi-national companies.	30%	60%	70%	80%	90%	100%
% of international partners with a satisfaction score of at least 80%.	0%	60%	70%	80%	90%	100%

Actionable Steps:

- Map key international partners across education and industry.
- Sign MOUs/MOAs with clear mutual objectives and deliverables.
- Form advisory boards at the faculty level with external international stakeholders.
- Monitor and evaluate the impacts of collaborations for continued partnerships.

Operational Considerations:

- Event budget

STRATEGIC GOAL 2.B: Advance Academic Excellence through Quality Teaching, Learning, and Talent Development

STRATEGIC OBJECTIVE:

1. By 2030, at least 30% of all courses will adopt online or blended modalities, supported by lecturers' professional development programs focusing on effective digital pedagogy practices.

Annual Targets for 2.B.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of courses adopting online or blended modalities	0%	10%	15%	20%	25%	30%

Actionable Steps:

- 1 Need analysis:
 - Identify the current percentage of online and blended courses.
 - Map faculty readiness and digital teaching competencies.
 - Identify infrastructure readiness and training needs.
- 2 Development of Institutional Guidelines:
 - Establish clear guidelines and standards for implementing institution-wide online and/or blended learning models.
 - Set program-level targets for online and or blended course adoption.
 - Identify priority courses for conversion to online/blended delivery.
- 3 Conduct professional development programs on:
 - Asynchronous content creation
 - Flipped classrooms
 - Hybrid learning strategies
 - LMS utilization and student engagement online
- 4 Curriculum Redesign and Integration:
 - Redesign targeted courses systematically to adopt online and/or blended modalities by incorporating effective digital pedagogy practices, such as flipped-classroom methodologies, project-based assignments, and experiential learning components.
- 5 Pilot and Scale-up
 - Run pilot online/blended courses in each study program.
 - Evaluate success and gradually scale to meet the 30% target.
- 6 Monitoring and Evaluation (Evaluation & Control): Regularly monitor the effectiveness of online and or blended learning courses using student and faculty feedback, engagement analytics, and learning outcome assessments.
- 7 Continuous Improvement Cycle (Continuous Improvement): Establish annual reviews of online and blended learning practices to refine methodologies, expand successful practices, and ensure ongoing alignment with institutional quality and efficiency goals.

Operational Considerations:

- Digital Learning Infrastructure
- Enhanced CANVAS LMS capabilities, content storage, and accessibility tools.
- Training & Workshop Budget: Funding for internal and external digital pedagogy workshops and online certifications.
- Instructional Design Support.
- Human resources and tools to help lecturers convert courses into high-quality online or blended formats.
- Monitoring Tools:
- Analytics dashboards for course delivery mode, student engagement, and learning outcomes.

2. By 2030, the number of faculty with doctoral degrees should increase to 80%, and at least of eligible faculty should be promoted to Associate Professor (Lektor Kepala) and/ or Professor (Guru Besar).

Annual Targets for 2.B.2:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of faculty members with doctoral degrees	60%	60%	65%	70%	75%	80%
Number of Associate Professors & Professors	2,5%	5%	10%	15%	20%	25%

Actionable Steps:

- Facilitate faculty applications to external doctoral scholarships (e.g., DIKTI/LPDP).
- Conduct weekly internal workshops and/or writing clinics, focused on reputable journal publications.
- Support faculty to participate in international online professional development programs such as MOOCs, virtual conferences, or joint research collaborations.
- Strengthen promotion to Associate Professor (Lektor Kepala) and/or Professor (Guru Besar) by establishing a dedicated support team or a Person In Charge (PIC) to assist prospective faculty in preparing application documents, reviewing academic portfolios, and navigating the promotion process.

Operational Considerations:

- Budget for internal workshops and international Professional Development programs; Manpower Planning: mentors; Tech: HR tracking system

3. By 2030, 100% of study programs will implement flexible and inclusive learning environments—supported by accessible digital tools and academic support systems — so that all students have equitable opportunities to succeed regardless of their backgrounds or learning needs.

Annual Targets for 2.B.3:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of study programs implementing the flexible & inclusive framework	0%	20%	40%	60%	80%	100%

Actionable Steps:

- Develop a minimum standard framework for flexible and inclusive learning across all programs.
- Develop guidelines for implementing flexible and inclusive learning across all programs.
- Provide in-house training on inclusive and flexible teaching.
- Encourage faculty and students to use accessible digital tools (e.g., Google, Microsoft, Canvas LMS, YouTube, etc.).
- Ensure all students can access essential technology tools (laptop loan, internet access, etc.).

Operational Considerations:

- Budget for infrastructure (smart classrooms, improved Wi-Fi) and LMS; Manpower Planning; tech: subscriptions to digital tools.

4. By 2030, all program curricula will be aligned with OBE principles, and constructive alignment and continuous curriculum review processes will be implemented annually.

Annual Targets for 2.B.4:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of programs fully aligned with OBE	60%	60%	80%	100%	100%	100%

Actionable Steps:

- Conduct faculty training on curricula with OBE principles
- Review and align all curricula with OBE principles and international benchmarks.
- Implement constructive alignment and continuous curriculum review cycles.
- Digitize curriculum mapping and OBE tracking systems.
- Institutionalize OBE-based assessment and reporting practices.

Operational Considerations:

- Faculty training, curriculum consultants, and platform development.

5. Enhance excellence in research and community service by ensuring that at least 50% of courses integrate high-impact research and/or community service outcomes into the teaching and learning process by 2030.

Annual Targets for 2.B.5:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of courses that integrate faculty research and/or community service outcomes into the teaching and learning process (research-informed teaching)	0%	5%	10%	30%	40%	50%
Number of faculty who incorporate their high-impact research and/or community service outcomes into the RPS and Post Teaching Report in every study program.	0%	1	1	2	2	3

Actionable Steps:

- Create guidelines for integrating research and community service outcomes into syllabi and teaching materials.
- Organize workshops to showcase best practices in research-informed teaching and community-based learning.
- Require faculty to include a section in their course (explicitly written in RPS) that links relevant research or community projects.
- Include integration of research/service into teaching as a criterion in lecturer performance appraisal and Tridarma reports.
- Monitor and report annually the proportion of research and service projects reflected in course delivery.

Operational Consideration:

- Budget for Training & Workshops, Policy Alignment (Ensure Tridarma activities reports, and lecturers' KPI reflect this strategy), Documentation (updated RPS or course materials in Canvas LMS to document classroom integration of research/service), faculty report forms or Canvas LMS integration logs for simple tracking.

6. Enhance professional development and personal wellness for all staff members by promoting staff-focused programs and activities that acknowledge their contributions to achieving the university's goals.

Annual Targets for 2.B.6:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of staff participation and engagement in implementing high-impact programs, activities, and events.	N/A	60%	70%	75%	80%	85%

Actionable Steps:

- Allocate professional staff development to promote career advancement, ongoing learning, and skill-building opportunities, such as in-house training, workshops, and off-campus conferences.
- Conduct a survey to address key needs identified by staff appropriately, and based on the survey results, create various professional development and wellness programs.
- Develop a policy that governs the staff's right to participate in professional and personal development activities and programs.
- Create events to improve staff teamwork, physical and mental health.
- Create opportunities for staff to be more connected (and therefore less isolated), including opportunities for interaction with staff from across the campus.
- Optimize current communication tools and develop innovative communication channels and methods to share information and collect ideas and feedback to ensure staff Concerns, including Focus Group discussions and town halls, are readily communicated and acted upon.

- Create an annual staff recognition event, such as the Staff Innovation Award, to reward staff who improve the unit's business process.
- Develop a staff mentoring program where senior staff act as career coaches to new staff, with pairings occurring across units.
- Foster staff participation and engagement through the implementation of high-impact activities.

Operational Consideration:

- Budget for staff-focused professional development programs, activities, and events.

STRATEGIC GOAL 2.C: Improve Student Excellence by increasing support for student success.

STRATEGIC OBJECTIVES:

1. By 2030, at least 80% of students actively participate in structured co-curricular and pre-professional development activities, supported by a monitoring system that tracks student engagement, progress, and outcomes to strengthen student success.

Annual Targets for 2.C.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of undergraduate students participating in at least one structured co-curricular or pre-professional activity annually	30%	40%	50%	60%	70%	80%

Actionable Steps:

- Map and offer various co-curricular and pre-professional activities relevant to students' interests and majors.
- Promote student participation through orientation, academic advising, and peer-to-peer engagement.
- Create or adopt a simple monitoring system (e.g., student portfolio, co-curricular transcript, Canvas badge system).
- Analyze participation data and student reflections annually to identify impact and areas for improvement.

Operational Consideration:

- Activity Offering: Use student clubs, student organizations, alumni talks, and partnerships for low-cost implementation. Monitoring System: Use Google Forms, co-curricular portfolios, or Canvas LMS to track engagement. Provide certificate, recognition, or transcript notations to motivate student participation.
2. Strengthening the SU Alumni Association through regular communication, networking events, and collaborative academic and career initiatives will increase active alumni engagement to at least 50% by 2030.

Annual Targets for 2.C.2:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of active alumni engaged (event participation, mentoring, feedback)	5%	10%	20%	30%	40%	50%
Number of alumni-led initiatives (career talks, mentorships, internships)	0	1	2	2	3	3

Actionable Steps:

- Establish an active alumni association.
- Establish and maintain an updated digital alumni database (including contact info and status).
- Develop a yearly alumni engagement calendar (webinars, reunions, career talks, mentoring).
- Launch a quarterly alumni e-newsletter and regular social media updates.
- Facilitate alumni involvement in career preparation activities (e.g., talks, internships, job boards).
- Conduct an annual alumni feedback survey to evaluate satisfaction and suggestions for engagement.

Operational Considerations:

- Communication Tools: Use free/low-cost platforms (Email, WhatsApp, LinkedIn, Instagram, SU Portal).
- Event Delivery: Mix online and offline events to reduce costs and broaden reach (e.g., virtual reunions).
- Database Management: Integrate with Student Information System (SIS) or create a simple form-based registration + tracking system (e.g., Google Sheets or SU portal).
- Acknowledgement for Involvement: Certificates, spotlights in newsletters, and alumni awards.

► PILLAR III: Create a Sustainable University

Implementing long-term sustainability in all aspects of university operations is a critical priority. The university aims to build a resilient, future-ready institution by doing so.

STRATEGIC GOAL 3.A: Strengthen Sampoerna University's financial sustainability by diversifying revenue streams beyond tuition fees, reducing vulnerability to enrollment fluctuations and economic downturns.

STRATEGIC OBJECTIVES:

1. Design, develop, and implement a portfolio of external revenue-generating projects, supported by standardized SOPs, effective implementation, and continuous monitoring to achieve a total margin of IDR 1 billion in the first year with a sustained 10% year-on-year growth.

Annual Targets for 3.A.1:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
10% of nett margin growth year-on-year through efficient implementation	1 billion	1 billion	1.10 billion	1.1 billion	1.33 billion	1.46 billion

Actionable Steps:

- Define the potential developed programs
- Acquire and implement the developed programs regularly.

Operational Considerations:

- Approved policy and incentive scheme
- The establishment of a dedicated unit responsible for generating auxiliary revenues
- Approved business process and Organization Structure
- Feasibility study or needs analysis of the potential programs to be developed.
- Potential partners
- Program development
- Pricing Strategy (Early bird, waiver, other schemes)
- Marketing and Promotion Plan
- Resource utilization plan: Manpower Planning, Finance

2. Increase active self-paying student participation in study abroad programs at SU's university partners through summer and/or regular semester programs. (Outbound program)

Annual Targets for 3.A.2:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of Students	1 self-paying student	1 student body	2 student body	3 student body	4 student body	5 student body

Actionable Steps:

- Define International Student Center
- Recruit students for study abroad programs

Operational Considerations:

- Policy, Business Process, and organizational structure
- Marketing and Promotion Plan
- Resource utilization plan: Manpower Planning, Finance

3. Implement one elective course per year in collaboration with a partner university abroad, tailored specifically for students of Visual Communication Design (VCD), Accounting, and English Language Education (ELED), with a target of enrolling a minimum of 9 students in the AY 2029-2030

Annual Targets for 3.A.3:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of Students	N/A	Program Establishment: Development of one elective program/study program	3 student body	6 student body	9 student body	9 student body

Actionable Steps:

- Determine the transferable elective courses
- Acquire student enrollment for the elective course abroad program

Operational Considerations:

- Policy and Business Process
- Curriculum alignment with the University partner
- Feasibility Study of the potential courses and university partners
- Marketing and Promotion Plan
- Resource utilization plan: Finance

4. Offer a study abroad program (Non-Degree Seeker - NDS) for international students at SU, targeting 50% growth in 5 years. (inbound program).

Annual Targets for 3.A.4:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
50 % growth y-o-y of student enrollment in the program	0	Program Establishment 15 Tokyo Tech students	2 sb	50%, 4 sb	50%, 6 sb	50%, 9 sb

Actionable Steps:

- Determine the NDS program
- Recruit international students for enrollment in the NDS program

Operational Considerations:

- Policy and Business Process
- Curriculum alignment with the University partner
- Feasibility Study of the potential courses and university partners
- Marketing and Promotion Plan
- Resource utilization plan: Finance
- A new unit dedicated to the Auxiliary Revenue Program will be established.
- International Student Center

- Offer an honors program for high school students at Sampoerna University.

Annual Targets for 3.A.5:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
35% growth y-o-y of student enrollment in the program	0	20 sb	54 sb	73 sb	98 sb	133 sb

Actionable Steps:

- Determine the honors program.
- Recruit high school students to enroll in the program

Operational Considerations:

- Policy and Business Process
- Resource utilization plan: Financial, Manpower Planning
- Define school targets.

STRATEGIC GOAL 3. B: Optimize facility utilization to enhance budget effectiveness

STRATEGIC OBJECTIVES:

- Deliver 70% of the classroom Use for regular classes (teaching courses).

Annual Targets for 3.B.1:

KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
70% of the classrooms are used for regular classes (teaching courses)	50% - Fall 2023 Assumptions: • 16 classrooms • 30% hybrid	70%	70%	70%	70%	70%
Ensure 100% of lecturers (FTE+Part Timer) are qualified in online teaching in AY 2027-2028	10% of total lecturers (part-time and full-time)	50% of the lecturers	75%	100%	100%	100%

Actionable Steps:

- Apply the hybrid learning mode in classes
- Prepare lecturers with online teaching and learning skills

Operational Considerations:

- Teaching and Learning Technology
- Potential Course option for hybrid learning mode
- Learning mode approval and monitoring system
- Technology
- Budget/ Certification

2. Target 30% classroom utilization for non-regular classes (e.g., events, student activities, make-up classes, meetings, revenue-generating activities, etc.).

Annual Targets for 3.B.2:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
30 % classrooms are used for non-regular classes	20 % for regular classes and non-regular class activities. Data Fall 2023.	30%	30%	30%	30%	30%

Actionable Steps:

- Increase the effectiveness of class utilization for teaching and learning activities
- Facilitate 100% of classroom requests for non-regular activities in the allotted time.

Operational Considerations:

- Revisit Policy and Business Process
- Minimum student enrollment requirements for each course
- Class utilization and monitoring system

STRATEGIC GOAL 3. C: Improve effective budgeting to support the university in achieving its vision and mission

STRATEGIC OBJECTIVES:

1. Maintain 55% instructional budget annually by revisiting budget allocation for learning resources, research & and community services.

Annual Targets for 3.C.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Learning resources budget allocation increased 0,5 % by managing the research & community services budget	1% budget is allocated for teaching resources of the total cost	0.5% growth	0.5% growth	0.5% growth	0.5% growth	0.5% growth

Actionable Steps:

- Prioritize the budget allocation to supporting teaching-learning activities, particularly fulfilling the requirement for learning software and WIFI, and revise the budget allocation for research and community services.

Operational Considerations:

- Research and community services budget
- Learning resources budget: subscriptions, software, and wifi.

STRATEGIC GOAL 3. D: Increase financial sustainability by expanding the existing study programs through concentration and by opening new study programs that are relevant, competitive, and aligned with national and global needs.

STRATEGIC OBJECTIVES:

- 1 Offer 4 (four) new concentration areas, subject to resource mapping and market demand, under existing study programs by 2030.

Annual Targets for 3.D.1:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of concentrations in the study program	NA	Identify potential study programs and additional resources needed to offer new concentrations.	Launch 1 new concentration	Launch 1 new concentration	Launch 1 new concentration	Launch 1 new concentration

Actionable Steps:

- Determine specific concentration curriculum.
- Allocate resources needed for each concentration.
- Develop policy and business process updates.
- Implement marketing and promotion plans.

Operational Considerations:

- Policy and Business Process
- Marketing and promotion plan.
- Manpower Planning

- 2 Open two new study programs by 2030.

Annual Targets for 3.D.2:						
KPI	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of new study programs	10 study programs	Conduct feasibility studies for new programs	Prepare to open one new study program.	Open 1 new study program	Preparation to open 1 additional study program	Open 1 new study program

Actionable Steps:

- Conduct feasibility studies to determine the potential study program.
- Develop curriculum.
- Allocate resources (faculty, facilities, budget).

Operational Considerations:

- Study the most current regulations on the process of opening a new study program to ensure compliance with the Ministry requirements and regulations.
- Prepare and execute marketing and promotion plans.
- Manpower planning.

THE UNIVERSITY STUDY PROGRAMS PORTFOLIO

Sampoerna University continues to develop its academic portfolio, focusing on educational quality, relevance to national and global needs, and operational efficiency. The University’s key strategy remains to consolidate and cluster study programs to ensure a streamlined structure. The performance metrics for each program include student learning outcomes, graduate employability, and alignment with required standards.

To meet the regulatory requirements of its operational license and to remain responsive to Indonesia’s need for qualified graduates in high-demand sectors, the University has reviewed and adjusted its study program portfolio over the past strategic planning periods. Programs no longer aligned with SU’s academic vision have been phased out. In contrast, new programs have been added to support strategic growth, such as the launch of the Faculty of Arts and Science (FAS) and the MBA program, both of which reflect the university’s commitment to an American-style liberal arts education and global business leadership as envisioned in the Strategic Plan 2025 - 2030.

Approved Study Programs 2013		Envisioned Study Programs 2020 - 2025		New Study Programs Added 2025 onward.	
1	Applied Mathematics	1	Visual Communication Design	1	Visual Communication Design
2	Applied Physics	2	Industrial Engineering	2	Industrial Engineering
3	Games Technology (D4)	3	Mechanical Engineering	3	Mechanical Engineering
4	Information Security (D4)	4	Computer Science	4	Computer Science
5	Mobile Communication Technology (D4)	5	Information Systems	5	Information Systems
6	Visual Communication Design	6	Accounting	6	Accounting
7	Accounting	7	English Language Education	7	English Language Education
8	Management	8	Management	8	Management
9	English Language Education	9	Psychology (to be open)	9	Psychology
10	Mathematics Education	10	MBA (to be open)	10	MBA

All undergraduate students at Sampoerna University must complete a General Education core, ensuring a broad, interdisciplinary foundation consistent with an American-style curriculum. This approach allows students from all majors to engage in shared learning experiences and benefit from diverse faculty expertise across the university.

Looking ahead, the development of new academic programs will continue to be guided by market research, student interest, and national workforce needs. With the increasing recognition of U.S.-based education in Indonesia and growing opportunities for collaboration, Sampoerna University will continue to pursue dual-degree pathways with its international partner while maintaining single-degree options for nationally regulated fields such as English Language Education, Visual Communication Design, and Accounting.

By focusing on a targeted portfolio of high-quality programs and responding strategically to demand, SU is strengthening its role as a leading institution for globally recognized, future-ready education. The addition of the Faculty of Arts and Science (FAS) and the MBA program reflects the university’s commitment to expanding undergraduate and graduate offerings in line with its mission and long-term vision.

THE QUALITY ASSURANCE AND ACCREDITATION STRATEGY

The primary focus of the university's Quality Assurance and Accreditation Strategy is to ensure that all academic and non-academic processes are implemented in compliance with established standards, to develop and implement a comprehensive internal quality assurance system, and to complete U.S. accreditation. The development and delivery of university programs are aligned with both Indonesian national standards, including those set by BAN-PT, and relevant LAM professional accrediting bodies, and the standards of U.S. regional and international accrediting agencies, such as NECHE, AACSB, and IABEE. This alignment is to ensure the practical completion of the accreditation processes.

In addition, Sampoerna University has articulation agreements with Keiser University and the University of Arizona, which are accredited by American and international bodies.

SU's lower division (Freshman and Sophomore) curriculum is co-developed with Keiser University, which is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The first two years of study at Sampoerna University can lead to academic credit from Keiser University toward an associate degree and are transferable to four-year programs in the U.S. and many other countries.

At the upper division (years 3 and 4), Sampoerna University offers the opportunity to earn two degrees through its partnership with the University of Arizona. This collaboration allows students to complete an Indonesian Sarjana and a bachelor's degree from the University of Arizona without leaving Indonesia. The University of Arizona is accredited by the Higher Learning Commission and the American Association of Colleges and Schools of Business (AACSB). Graduates of the two-degree programs available in Business and Engineering receive diplomas and transcripts from both institutions. In addition to that, Sampoerna University is legally acknowledged by the Ministry of Higher Education, Research, Science, and Technology of the Republic of Indonesia.

The next five years will also experience a shift from the primary focus on the system and institutional development to strengthening internal quality assurance and enhancement. While institutional sustainability will remain among the highest priorities (as outlined below in The University Funding Strategy), as revenue and spending gaps continue to close, the university will emphasize maintaining the delivery of its key value proposition in the eyes of our students, partners, and accrediting agencies through the quality of the university's individual degree programs and the success of the university graduates.

THE UNIVERSITY FUNDING STRATEGY

Sampoerna University is committed to strengthening its financial foundation through a diversified funding strategy in pursuit of long-term sustainability. While tuition fees remain the primary revenue source, the University is actively working to reduce its dependence on enrollment-driven income by expanding alternative revenue streams, improving the utilization of campus resources, enhancing the effectiveness of budgeting practices, optimizing existing resources enhance efficiency by continual review of spending is essential, prioritizing only what's critical to maintain academic quality and student experience, and eliminating discretionary (“nice-to-have”) spending. The effectiveness and efficiency accelerate progress toward sustainable funding.

Over the next five years, the University will implement various initiatives to diversify income beyond tuition. Faculty are expected to develop and launch at least two professional development programs. Additionally, the University will actively pursue external projects and service contracts. These efforts are designed to generate income and strengthen the University's partnerships with industry and government.

Sampoerna University is expanding its international engagement to include outbound and inbound mobility. Outbound programs will offer study abroad opportunities during summer or regular semesters at partner universities. At the same time, collaborative elective courses will be introduced for specific programs such as Visual Communication Design, Accounting, and English Language Education. In parallel, the University is developing a Non-Degree Seeker (NDS) program for inbound international students. A High School Honors Program will also be introduced to attract academically strong high school students.

Sampoerna University is optimizing its use of physical resources to maximize budget efficiency. Facilities: At least 70% of classroom capacity will be dedicated to regular classes. A hybrid learning model supported by faculty training in digital teaching methods will allocate the remaining 30% of classroom space to non-regular activities such as student events and clubs, academic support sessions, and revenue-generating programs. The University is committed to fully accommodating all approved requests for non-standard classroom use.

Financial sustainability also requires disciplined and strategic budgeting. Sampoerna University will maintain a consistent allocation. Budget reviews will prioritize funding for key academic resources, including digital learning platforms and internet infrastructure, to manage and ensure equitable and efficient deployment of student internet infrastructure, research activities, and community service, overseeing funding aimed at advancing competitive research and impactful community services. This ensures that every budget cycle aligns with the University's vision, mission, and academic goals.

CONCLUSION

The Sampoerna University Strategic Plan 2025–2030 marks a confident and forward-looking step, building on a solid foundation and setting a clear path toward even greater impact in the years ahead. This plan is rooted in the three strategic pillars and reflects the belief that true excellence must be intentional and collaborative. Through focused academic innovation, rigorous quality assurance, purposeful international partnerships, and a resilient funding model, Sampoerna University is positioned to deliver a world-class education and is ready to grow stronger, reach further, and make a lasting contribution to Indonesia and beyond.