



UNIVERSITAS
GADJAH MADA

Faculty of
Economics
and Business

STRATEGIC PLAN FACULTY OF ECONOMICS AND BUSINESS GADJAH MADA UNIVERSITY 2023-2027



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Member of:



feb.ugm



feb.ugm



feb.ugm



feb_ugm



feb.ugm.ac.id



Faculty of Economics
and UGM Business



Faculty of Economics
and UGM Business



dekan.feb@ugm.ac.id

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EXECUTIVE SUMMARY

Strategic Plan (Renstra) of the Faculty of Economics and Business, Gadjah Mada University (FEB UGM) 2023-2027 is a guide as well as a compass for the organization in its efforts to achieve The mission and vision of FEB UGM together with all academic staff by optimizing the use resources. This document is a follow-up to the Master Plan of the University campus. Gadjah Mada 2017-2037, Strategic Plan of Gadjah Mada University 2022-2027 and the development of national and international accreditation standards. As the Faculty of Economics and the first business in Indonesia accredited by AACSB International in 2014, then This strategy is expected to further strengthen the position of FEB UGM with 3 departments, 14 programs study, and its units to always be at the forefront (leading) for developing future leaders in the fields of accounting, economics, and management in developing sustainability aspects.

The four pillars of the formulated strategy are servant and innovative leadership, business process transformation based on information technology, focusing on human resources, and collaboration with strategic partners. The fourth strategy is formulated after conducting analysis of changes in the external environment including climate change and sustainability, disruption and digital transformation, future work and future skills, millennials and post-millennials millennial/future generations, competence and relevance, as well as education regulations and policies. Meanwhile, the internal environment observed includes human resources, facilities and infrastructure, finance, organizational culture, alumni networking and cooperation, research publications societal impact, program accreditation, and national and international reputation.

Based on these 4 strategic pillars, the FEB UGM Strategic Plan 2023-2027 is detailed in 6 objectives, 23 targets, and 68 programs that greatly need the support and collaboration of all stakeholders academic community including students, lecturers, professional staff, alumni, as well as partners from within and outside country. With synergy and shared determination, we believe that there are no obstacles that cannot be overcome together, and there is no goal that cannot be achieved together.

Dean
Faculty of Economics and Business Gadjah Mada University

Prof. Dr. Didi Achjari, M.Com., Akt.
NIP 197101041994121001

CHAPTER 1 INTRODUCTION

1.1 Background

Strategic Plan of the Faculty of Economics and Business, Gadjah Mada University 2023-2027 (Strategic Plan of FEB UGM) is a continuation of the Strategic Plan of FEB UGM 2018-2022 as a chain of continuous improvement processes that has aligned with the Master Plan of Gadjah Mada University (RIK UGM) 2017-2037 and the Strategic Plan of Gadjah Mada University (Renstra UGM) 2022-2027. As a medium-term planning document (5-year), the FEB UGM Strategic Plan 2023-2027 is arranged starting with the evaluation of the achievements of the FEB UGM strategic plan 2018-2022 as a baseline, then revisiting the mission and vision, and then formulating a new mission and vision, which is then followed by the preparation of strategies, goals, objectives, and work programs based on environmental analysis results external and internal that are increasingly volatile, uncertain, complex, and ambiguous (VUCA).

Various changes in the external and internal environment require a response from FEB. UGM as a professional organization that has high-quality human resources the world. One of the changes that has become a necessity is technological disruption and artificial intelligence and the increasing awareness of issues of sustainability or sustainability, including sustainable development (sustainable development). These topics are a rapidly evolving public discourse. or the slow progress will impact the development of science in higher education, including FEB UGM. Another external challenge is the entry of several universities overseas to the higher education market in Indonesia and opening study programs in the field of economics and business.

The Faculty of Economics and Business at UGM as an organization within the scope of the University Gadjah Mada and has been accredited by the national accreditation agency (Accreditation Agency) National Higher Education/BAN-PT) and international (The Association to Advance Collegiate Schools of Business/AACSB) carry the mandate to be at the forefront in development of scientific knowledge in the field of economics and business. Faculty of Economics and UGM Business conducts educational activities, research, and community service. a superior and quality society. The execution of this mandate requires a compass indicating direction and a road map that serves as a guide for the organization to achieving the mission and vision. The FEB UGM Strategic Plan 2023-2027 is both a compass and a guide. for the FEB UGM vessel in navigating an increasingly dynamic and turbulent arena, therefore, an allocation of resources and increasingly effective institutions is needed. efficiency accompanied by increasingly innovative programs and activities as well as programs breakthrough program

1.2 Basis of Preparation

Strategic Plan of the Faculty of Economics and Business, Gadjah Mada University 2023-2027 organized based on:

Law Number 12 of 2012 on Higher Education (State Gazette

Republic of Indonesia Year 2012 Number 158, Supplement to the State Gazette of the Republic

Indonesia Number 5336

Government Regulation Number 67 of 2013 concerning the Statute of Gadjah Mada University (State Gazette of the Republic of Indonesia Year 2013 Number 165, Supplement to the Gazette)

Republic of Indonesia Number 5454

3. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia

Law Number 13 of 2022 Concerning Amendments to the Regulation of the Minister of Education and

Cultural Number 22 of 2020 Concerning the Strategic Plan of the Ministry of Education

and Culture Year 2020-2024.

4. Decision of the Director General of Higher Education, Research and Technology of the Ministry

Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 164/E/KPT/2022 regarding

Strategic Plan of the Directorate General of Higher Education, Research and Technology Year 2020-2024.

5. Regulation of the UGM Board of Trustees Number 1 Year 2021 concerning the Master Plan UGM Campus 2017-2037 (UGM RIK).

6. Regulation of the UGM Board of Trustees Number 3 of 2022 concerning the Sixth Amendment based on the regulation of MWA UGM Number 4/SK/MWA/2014 concerning Organization and Governance

(Governance) Gadjah Mada University.

7. Regulation of the UGM Board of Trustees No. 1 of 2023 concerning the Ratification of the Plan Gadjah Mada University Strategic Plan 2022-2027

8. Decision of the Rector of Gadjah Mada University Number 1679/P/SK/HT/HUKOR/2015 about the Organizational Structure of the Faculty of Economics and Business Gadjah Mada University.

9. Decision of the Rector of Gadjah Mada University Number 6149/UN1.P/KPT/HUKOR/2021 About the Dean of the Faculty of Economics and Business at Gadjah Mada University Period 2021-2026.

1.3 Purpose of Preparation

Strategic Plan of the Faculty of Economics and Business, Gadjah Mada University 2023-2027 for the purpose:

1. Provide direction and a roadmap to achieve the mission and vision of FEB UGM.
2. Providing direction for resource allocation for FEB UGM.
3. Improving the performance of FEB UGM in the field of tridarma of higher education both on a scale national and international.

1.4 Writing Systematics

Strategic Plan of the Faculty of Economics and Business at Gadjah Mada University 2023-2027 ditulis dalam satu dokumen yang terdiri dari lima bab. Bab 1 tentang Pendahuluan yang consists of background, basis for preparation, and objectives of preparation. Chapter 2 about Mission and Vision consisting of history, basic values, as well as mission and vision. Chapter 3 about Environmental analysis that outlines the external environment and the environment internal. Chapter 4 on Strategies and Programs 2023-2027 presents strategies, goals and targets, as well as the strategic plan matrix. Meanwhile, the last chapter, Chapter 5, is the Conclusion. which consists of implementation and evaluation, as well as conclusions.

CHAPTER 2 MISI DAN VISI

2.1 History of FEB UGM

Faculty of Economics and Business (FEB) Gadjah Mada University (UGM) in Yogyakarta established on September 19, 1955 with a Decree of the Minister of Education and Culture No. 53759/Kab. Initially, education and teaching of economics in Gadjah Mada University, conducted by the Department of Economics coordinated by Department of Law, Faculty of Law, Economics, Social and Political Sciences (Faculty of HESP). Start academic year 1952/1953, with the Decree of the Minister of Education and Culture No. 29512/Kab., status "Department" for teaching economics has been upgraded to "Department" at the Faculty of Law, Economics, Social and Political Science (Faculty of HESP). In subsequent developments, starting from the academic year 1955/1956, The HESP faculty is divided into 3 faculties: Faculty of Law, Faculty of Economics, and The Faculty of Social and Political Sciences, all of which occupy the Royal Palace of Yogyakarta. After several years occupying the Keraton Pavilion, starting in 1958, the Faculty The UGM economics department has moved to Bulaksumur and occupies part of the Central Management Building. The effort of Gadjah Mada University. In January 1989, the Faculty of Economics moved back and started occupying the new building on Humaniora Street that continues used until now.

The change of name of the Faculty of Economics UGM to the Faculty of Economics and Business UGM is to fulfill the international goals. The faculty considers it necessary to using internationally recognized terms makes it easier for FEB to to adapt within the international community without any confusion between the names of the faculties and the study programs or departments that fall under the faculty. Changes this name is stated in the Decree of the Rector of Gadjah Mada University number 262/P/SK/HT/2007, dated August 27, 2007.

In line with this, the Faculty of Economics and Business UGM continues to strive improving the quality standards of teaching, research, and community service by becoming a member of a world-class business school. On March 10, 2006, the Faculty The Economics and Business UGM is registered as a member of AACSB International (AACSB). As of May 12, 2014, the Faculty of Economics and Business at UGM successfully achieved AACSB International accreditation and becoming the first business school in Indonesia. accredited kali.

Until now, FEB UGM has been providing higher education in economics and business. in 14 study programs under 3 departments, including: (1) Study Program Bachelor of Accounting, Accounting Profession Program, Master of Accounting, Master of Science Accounting, and Doctor of Accounting Science under the Department of Accounting; (2) Bachelor's Degree in Economics, Master's Degree in Development Economics, Master's Degree Science of Economics, and Doctor of Economics under the auspices of the Department of Science Economics; and (3) Bachelor of Management Study Program, Master of Management, Master Management (Jakarta Campus), Master of Science in Management, and Doctor of Management Science under the auspices of the Department of Management.

2.2 Basic Values

The Faculty of Economics and Business at Gadjah Mada University is committed to adhering to steadfast in the five basic values namely integrity, professionalism, objectivity and fairness, academic freedom and social concerns.

1. Integrity. Upholding the principles of honesty, consistency in words and action, commitment to promises, moral courage in defending the truth, placing the interests of the organization above the interests of individuals and groups, trustworthy and responsible.
2. Professionalism. Playing its role based on the quality and performance standards set, alignment with skills skills, and competencies, enthusiastic about personal development in a sustainable, always providing the best quality service, oriented to students and clients, and accountable.
3. Objectivity and Fairness. Providing recognition and respect (a feeling of honor) towards all citizens without distinguishing functions, status, and position, and without discrimination based on religion, race, ethnicity, and gender, as well as appreciating and evaluating performance objectively and fairly.
4. Academic Freedom. Acknowledging the concept and practice of freedom academics as a central behavior that should be upheld in learning, teaching, research, community service, and scholarship.
5. Social concerns. Having a commitment and seriousness to participate and actively engage in handling and solving various economic, business, and social problems faced by society and committed to preserving the environment and behaving kindly environment.

2.3 Misi dan Visi

The mission is the soul and reason for the existence of an organization (*raison d'être*), while A vision is what an organization wants to become in the long term. As mission-driven organization, Faculty of Economics and Business Gadjah Mada University sets the following mission and vision.

Mission: We nurture future-ready leaders in economics and business to foster sustainability.

Mission: We are nurturing future leaders in economics. and business to develop sustainability aspects.

Keywords in the Mission:

- a. Nurture: We educate, train, and develop learners in integrated process with learning inside and outside the classroom, activities development of soft skills, career preparation, and student wellness facilities.
- b. Future-ready Leaders: graduates have leadership potential with integrity, competence, and innovation for formulating solutions to current problems and the dynamics of challenges in the future. Graduates have the ability to improving the skills needed for future jobs

- coming (future skills such as self-leadership, digital fluency, critical thinking and design thinking, resilience and entrepreneurship untuk future works), baik untuk organisasi business, government, and society on a local, national, and international scale.
- c. Economics and Business: Become thought leaders in the fields of accounting, economics, and management in its development and implementation.
- To Foster: Initiating, encouraging, and implementing activities that have societal impact for business actors, the government, and society
- e. Sustainability: focus on research activities and engagement oriented towards aspects of sustainability include poverty alleviation, inequality reduction, circular economy, green and blue economy, green accounting, green entrepreneurship, small and medium enterprise, in sustainability management.

Vision: To be the leading faculty of economics and business.

Vision: To become a leading Faculty of Economics and Business.

CHAPTER 3

ENVIRONMENTAL ANALYSIS

3.1 External Environment

Climate Change and Sustainability

Climate change is one of the issues that should be addressed. No country to be immune to the impacts of climate change (World Bank, 2022). Climate change that caused by humans, including various extreme events that occur more frequently and has negative and detrimental impacts (IPCC, 2022). The experience affected the Coronavirus pandemic (Covid-19) from early 2020 to the end of 2022 and now becoming I provide lessons on the importance of efforts for anticipation and mitigation against disasters caused by climate change, epidemics, or other factors. This is emphasizing the increasing difficulty and complexity of efforts to predict the future, so that The theme of sustainability, including in the world of higher education, has become crucial. Higher education is one of the agents of change that has a role in creating a better and more sustainable future, particularly in preparing future generations capable of contributing to preventing negative impact of climate change.

2. Disruption and Digital Transformation

Digital transformation is taking place across all sectors of human life and becoming enabler important for innovation and sustainable economic growth (World Economic Forum, 2023). Various digital transformations that occur also disrupt various sectors and all aspects of human life. The presence of the internet of things, Artificial intelligence and big data, including the ChatGPT application, are changing the business landscape. driving transformation based on information technology. Various program offers digital-based learning includes certification programs or full online learning across countries is changing the business process of higher education. New approaches In terms of education, research, and community service, it is certainly needed. to realize a digital transformation that can have a positive impact for life.

3. Future Works and Future Skills

Jobs in the future will require skills and abilities that may differ from previous period. OECD in the World Economic Forum (2023) estimates that 1.1 billion jobs will transform due to technology over the next decade. Various new digital technology discoveries are also changing the order of jobs and skills. what is needed in the future. Some future skills that must be possessed include self-leadership, digital fluency, critical and design thinking, and resilience entrepreneurship. As an educational institution that prioritizes aspects sustainability, various training provided to students must certainly be adopting various aspects of those changes.

4. Future Generations (Millennial and Post-Millennial Generations)

The mindset of future generations has different characteristics. generations grow and develop in tandem with access to technology and a digital world that is broader than previous generations. A report from World The Economic Forum (2021) shows that millennials and Gen Z want a future that prioritizes sustainability and open access to digital world, mental health services, and so on. These characteristics certainly impact on differences in learning models, working models, and problem-solving models. problems in facing various challenges in the present and future. Millennial generation and Gen Z are digital natives, so the learning model in perguruan tinggi tidak lagi hanya pada satu sumber yaitu dosen di kelas namun lebih utilizing learning resources from various internet sources and modes digital learning. This generation tends to enjoy exploring learning via video, images, music, and various digital devices and eager to be able to feeling the direct experience (experiential based) and cannot withstand if it has to listening to a one-way lecture but wanting to collaborate on a project learning that places students at the center of learning centered learning.

5. Competition and Relevance

Higher education institutions are also facing competition not only from other higher education institutions, but also from various other educational institutions that are capable offering the same services. For example, more and more Massive Open Online Courses (MOOC) from various universities around the world as well as institutions training that can be accessed by anyone and from anywhere. The presence of campuses foreign universities to Indonesia such as Monash University Australia in Jakarta and plan for the establishment of Lancaster University in England and Deakin University in Australia Bandung also presents a challenge for competition as well as an opportunity for collaborate more closely.

Higher education institutions also face relevance challenges, particularly regarding their roles. higher education in development and how the expectations of society towards the role of the higher education institution (UNESCO, 2001). In this context, higher education as a high talent forge for future leaders must be able to become an agent development (agent of development) is responsible for providing human resources that superior and skilled for the business world and society.

6. Education Regulations and Policies

The dynamics of changes in regulations and policies related to education pose a challenge that should be addressed wisely. Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards Higher Education as a follow-up to Law No. 12 of 2012 on Higher Education then at the UGM level it is regulated in the UGM Rector Regulation No. 7 of 2022 concerning The Higher Education Standards of Gadjah Mada University that serve as a guideline in organizing higher education. The Ministry of Education and Culture's policy specifically for the program The bachelor's degree is in the form of the Merdeka Learning Campus Merdeka (MBKM) program and decisions. Minister of Education and Culture Regulation No. 3/M/2021 concerning Key Performance Indicators of State Universities and

The Higher Education Service Agency implies curriculum adjustments, flexibility, and opportunities for students to engage in learning activities in off-campus and vice versa the campus can involve practitioners to enrich learning in campus.

Higher education institutions are expected to be able to adapt to regulatory developments so that remain on the path of the goals to be achieved together. Meanwhile, the policy becomes an opportunity for the academic community to enhance their knowledge and skills practical experience directly in the business world and society.

3.2 Internal Environment

Human Resources

FEB UGM is currently supported by 147 permanent lecturers with the National Lecturer Identification Number (NIDN) and the Special Lecturer Identification Number (NIDK), as shown in Table 3.1, which consists of Guru Besar sebanyak 29 dosen (19,73%), Lektor Kepala 21 dosen (14,29%), Lektor 42 lecturers (28.57%), Assistant Expert 18 lecturers (12.24%), and lecturers who still do not have functional positions amount to 37 people (25.17%). The number of lecturers who do not have functional positions encourage FEB UGM to motivate and facilitate the lecturers to have a functional position immediately through Tridarma activities. In addition, FEB UGM is also supported by professors with Educator Sequence Numbers (NUP) and professors from the ranks practitioner with expertise (relevant to the core competencies) of the study program at FEB UGM.

Table 3.1 Composition of Lecturers Based on Functional Positions

Position Functional	Department			Amount	Percentage (%)
	Accounting	Economics	Management		
Professor	14	8	7	29	19.73
Head Lecturer	10	2	9	21	14.29
Lecturer	10	16	16	42	28.57
Assistant Expert	9	2	7	18	12.24
Teaching Staff	15	10	12	37	25.17
Amount	58	38	51	147	100

Source: Human Resources Department of FEB UGM, as of February 28, 2023

In addition to meeting the composition of lecturers according to functional position criteria, FEB UGM also meeting the composition of lecturers according to AACSB qualifications, which can be seen in the Table 3.2. First, more than half of the total number of lecturers in FEB UGM (78 people or 53.06% are classified as Scholarly Academic (SA) while 13.61% or 20 lecturers have Practice Academic (PA) status. Secondly, 14 lecturers or 9.52% are recorded as Scholarly Practitioner (SP) and 4.76% or 7 people are classified as Instructional Practitioner (IP). Lastly, 19.05% or 28 people are still in the position of Additional Faculty (A).

Table 3.2 Composition of Faculty Based on AACSB Qualifications

AACSB Qualification	Department			Jumlah	Percentage (%)
	Accounting	Economics	Management		
Scholarly Academic(SA)	31	18	29	78	53.06
Practice Academic (PA)	7	9	4	20	13.61
Scholarly Practitioner (SP)	6	4	4	14	9.52
Instructional Practitioner (IP)	0	2	5	7	4,76
Additional Faculty (A)	14	5	9	28	19.05
Amount	58	38	51	147	100

Source: Quality Assurance Unit FEB UGM, as of February 28, 2023

In carrying out its activities, FEB UGM is supported by 277 professional staff/personnel. education including WismaMM staff with various civil servant employment statuses, Permanent Employees with Rector's Decree, Non-Permanent with Rector's Decree, and Employment Agreement Director of Human Resources UGM (Human Resources Data FEB UGM as of February 28, 2023). Professional staff as distributed in the faculty administration office, units, and study programs at FEB UGM. Lecturers and professional staff/educational personnel have competencies and will continue developed to provide excellent service to 4,874 students active FEB UGM as of February 28, 2023 in 14 undergraduate and professional study programs master's and doctoral (Table 3.3). The number of active undergraduate students is 1,970 (40.42% with 343 students in the IUP class or international class), professional program is 82 (1.68%), master's program is 2,682 (55.03%) and doctoral program There are 140 students (2.87%).

Table 3.3. Active Students of FEB UGM

No	Study Program	Total Student Active	Explanation
1.S1	Accounting	750	653 mahasiswa reguler dan 97 mahasiswa IUP
2.	Bachelor of Economics	459	383 regular students and 76 IUP students
3.	S1 Management	761	591 regular students and 170 IUP students
4.	Accounting Profession Program	82	34 matriculation students and 48 regular students
5.	Master of Accounting	183	94 matriculation students and 89 regular students
6.	Master of Development Economics	215	60 matriculation students and 155 regular students
7.	Master of Management (Jakarta Campus)	1.060	216 mahasiswa matrikulasi dan 844 mahasiswa reguler
8.	Master of Management	969	155 mahasiswa matrikulasi dan 814 mahasiswa reguler
9.	Master of Science in Accounting	82	7 matriculation students and 75 regular students
10.	Master of Science in Economics	55	16 matriculation students and 39 regular students

Table 3.3. Active Students of FEB UGM (continued)

No	Study Program	Total Student Active	Description
11.	Master of Science in Management	118	17 matriculation students and 101 regular students
12.	Doctor of Accounting Sciences	65	9 matriculation students and 56 regular students
13.	Doctor of Economics	17	1 matriculation student and 16 regular students
14.	Doctor of Management Science	58	5 mahasiswa matrikulasi dan 53 mahasiswa reguler
	Total Active Students	4,874,197	undergraduate students, 82 professional students, 2,682 master's degree students and 140 mahasiswa doktoral.

Source: Academic Section of FEB UGM, as of February 28, 2023

2. Facilities and Infrastructure

FEB UGM has campuses in two locations, namely DI Yogyakarta and DKI Jakarta. In general In general, most of the FEB UGM study programs are located in DI Yogyakarta and only Master of Management study program (Jakarta Campus) located in DKI Jakarta by organizing Regular classes (RMBA), Executive (EMBA), Senior Executive (SEMBA) and International (IMBA).

Fasilitas gedung FEB UGM kampus Yogyakarta terdiri dari ruang kelas reguler, ruang auditorium, laboratorium komputer, laboratorium bahasa, portal akademik, akses internet, and other facilities. The regular classrooms at FEB UGM equipped with chairs and tables or chairs with tables, air conditioning, audio system, projectors, and personal computers. Collaborative classrooms are also available, making it easier. students to learn in groups, discuss, and so on. As Additionally, several classrooms at FEB UGM can now be accessed in a hybrid manner. The presence of a 360-degree pro-conference camera facility.

Furthermore, FEB UGM has 7 (seven) auditoriums located in five locations. study program equipped with audio and video systems, air conditioning, and hotspot. Some auditorium facilities available at FEB UGM in Yogyakarta are The Auditorium of the Learning Center located on the 8th floor of the Learning Center Building, Djarum Foundation Auditorium located on the 6th floor of Pertamina Tower, Auditorium Kertanegara located on the 2nd floor of the east wing of FEB UGM, Sukadji Auditorium Ranuwihardjo located on the 2nd floor of the Master of Management Building, Auditorium Mubyarto located on the 2nd floor of the Master of Development Economics Building, Auditorium BRI located on the 3rd floor of the Master of Science and Doctor Building, and Soekamto Auditorium located on the 2nd floor of the Master's Building in Accounting.

For students, FEB UGM provides a comfortable waiting area equipped with with discussion space, air conditioning, TV screen, hotspot, printing and copying machine guidelines that can be used by students to interact and learn in Student Lounge is located on the 1st floor of the Faculty of Economics building.

and the North Wing Business, on the 3rd floor of the Faculty of Economics and Business UGM building wing Timur, on the 7th floor of the Learning Center building, as well as on the 3rd and 4th floors of Pertamina Tower. In addition, FEB UGM has 4 (four) computer laboratories located in four study program location. Each laboratory has a capacity of 40 to 60 computers. personal with the latest computer specifications equipped with printer access network and document scanning tools. These facilities can be used by students free of charge, except for printing documents. Additionally, the language laboratory that provided by FEB UGM equipped with 40 units of Sony Master Console Student Recorder.

In the context of organizing the learning system, FEB UGM provides facilities the application system that has been designed and developed to facilitate the process teaching and learning. This system makes it easier for students to register every semester, monitoring and printing study results, as well as monitoring academic information. Some of these systems are SINTESIS and SIMASTER. Other facilities that can utilized by students is internet access in the campus environment with Sign On login email UGM with a customized profile. By having an email students can access the information resources available at the faculty or universities, as well as access to journals and e-books that have subscribed by UGM and to download several learning applications.

FEB UGM Yogyakarta Campus also provides a cafeteria, a bookstore, places of worship, copy center, hotspot area, sports facilities, campus bicycles, and parking area space for vehicles. In addition, there are several facilities provided for accommodating the academic community of FEB UGM who have limitations. Some among them is the provision of access road facilities and special toilets for persons with disabilities physical disability. FEB UGM also has and manages a 3-star hotel namely Wisma MMUGM since 2003 on Colombo Street, Samirono Yogyakarta. Hotel with 136 the room above an area of 12,000 square meters can be used to support facilities accommodation and meetings for the academic community, alumni, and the general public.

In general, the physical facilities for FEB UGM Yogyakarta Campus are considered adequate. to support the learning process. Hybrid learning facilities quickly prepared during the Covid-19 pandemic. FEB UGM adapted accordingly. quickly by utilizing information technology-based systems, both for activities learning and teaching as well as internal coordination among units.

FEB UGM is also present in DKI Jakarta, specifically at Jalan Dr. Saharjo 83, Tebet, Jakarta. South by occupying tower B of UGM Jakarta campus, especially on the 1st floor for admissions section, floors 5-8 for learning activities, and the auditorium on the 9th floor. Students can use very modern and high-quality facilities to facilitating the completion of studies including student lounge, library, room discussion, classrooms with the latest multimedia devices, computer lab, consultation room, prayer room, and adequate parking facilities and network fast internet.

3. Finance

FEB UGM has strong financial fundamentals (Table 3.4). In 2022, the realization of the income of the Annual Work and Budget Plan (RKAT) of FEB UGM amounts to IDR 213.37 billion and projected to increase to IDR 228.11 billion in the RKAT year 2023. The source of funding comes from Single Tuition Fee (UKT) or tuition fee. students, allocation from the government, training and development activities with partners from business institutions and government, as well as other income from rentals or use of facilities. Although government funding tends to decrease because The status of UGM as a State University with Legal Entity, the strategic partnerships established can meet the needs. funding of FEB UGM. Meanwhile, on the expenditure side, the budget of FEB UGM spent for the tridarma activities, namely education, research, and community service. to the community; provision and maintenance of facilities/infrastructure; and costs Human resource development.

Table 3.4. Financial Profile of FEB UGM

Year	Realization of Revenue (Rp)	Realization of Expenditure (Rp)	Year Balance walking (Rp)	Balance Accumulation ¹ (Rp)
2018	167.510.993.171	144.870.992.285	22,640,000,886	92.527.749.961
2019	167.782.347.444	141.614.459.855	26,167,887,589	118,695,637,550
2020	152.658.844.323	120.955.173.272	31,703,671,051	150,399,308,601
2021	184.420.998.284	129.102.993.865	55.318.004.419	205.717.313.020
2022	213.373.888.233	154,798,997,059	58.579891.174	264.297.204.194
2023*	49,356,763,716	20.031.939.838	29.324.823.878	293.622.028.072

Realization until February 28, 2023, with the 2023 RKAT target for revenue. Rp228.116.280.078 dan pengeluaran Rp227.906.784.039.

Source: SIMASTER Finance Financial Department FEB UGM, as of February 28, 2023

4. Organizational Culture

FEB UGM upholds a culture of collective collegiality. This means there is a spirit togetherness, personal and institutional interaction, and always involving resources humans (lecturers, students, alumni, and educational staff) in making decisions or policies existing in the FEB UGM environment. Besides the collegial aspect, the aspect familial relationships based on Javanese culture that unite with other regions throughout homeland, making this diversity a strong characteristic. Organizational culture that It will direct anyone inside to feel comfortable and at ease. to create, contribute, and actualize oneself. This has become a capital social in the FEB UGM journey strengthens the bonds of togetherness through a culture of mutual support mutual love and care combined with the foundational values of FEB UGM, which are integrity, professionalism, objectivity and equality, academic freedom, and social concern.

¹Accumulation of Balance/Unspent Reserve Funds is the result of the operational efficiency of FEB UGM. It can be used for interests. operational (funding current year expenses) and non-operational (long-term interests, for example invested eternal wealth/endowment fund)

5. Alumni Networking and Collaboration

FEB UGM currently has a strong alumni network, which is large in number and varied in a hierarchical manner. Based on data as of December 2022, the number of alumni from the FEB UGM reaching 46,913 people with details of 18,886 alumni of the bachelor's program, 2,791 alumni professional education program, 24,892 alumni of the master's program (MSi, MAKSI, MEP, and MM), and 344 alumni of the doctoral program. In addition to a strong alumni network, FEB UGM also has a wide partnership network at the national and international levels. This partnership in the form of membership in a business school association and collaboration.

From the perspective of membership in the business school association, FEB UGM is recorded as a member. from the Indonesian Association of Economics and Business Faculties (AFEBI), Alliance of Master's Programs Indonesian Management (APMMI), Association of Master's Degree Accounting Study Programs (APSSAI), ASEAN University Network for Business and Economics (AUN BE), Association of Asia-Pacific Business School (AAPBS), Network of International Business and Economics Schools (NIBES), Association to Advance Collegiate Schools of Business (AACSB), Global Business School Network (GBSN) and European Foundation for Management Development (EFMD). Meanwhile, on the cooperation side, FEB UGM as of December 2022 has 116 government/state-owned enterprise partners and 57 private partners at the national level.

Meanwhile, at the international level, FEB UGM has 9 international collaborations and 72 foreign partner universities spread across 25 countries.

6. Research Publication and Societal Impact

As an effort of FEB UGM to become thought leaders in the field of Accounting, Science Economics and Management in their development and implementation, the academic community The FEB UGM academia consistently conducts high-quality research publications. international journal (Table 3.5). In 2022, the lecturers of FEB UGM produced 65 publications in international journals, increased from 59 in 2021.

Table 3.5 Number of Research Publications of FEB UGM 2020-2022

Ranking ²	2020	2021	2022	Amount
1	9	20	16	45
2	12	24	20	56
3	18	7	12	37
4	3	6	9	18
5	2	2	8	12
Amount	44	59	65	168

Source: Quality Assurance Unit FEB UGM, as of February 2023

²FEB UGM adopts several journal ranking institutions based on the quartiles in the Scimago Journal Ranking (SJR) ataurankpada High Commercial Studies of Paris Journal List (HEC), Australian Business Deans Council Journal Rankings List (ABDC), National Foundation for Business Management Education (FNGE), and Association of Business Schools Academic Journal Quality Guide (ABS)

In order to realize societal impact broadly, FEB UGM is implementing three sustainable flagship activities, namely: (1) SONJO which focuses on handling social issues in the community, especially related to economic recovery post COVID-19 pandemic; (2) Debit Credit Information System (SIDeK) that focuses on improvement of accounting education quality (SIDeK Edu) and financial reporting of MSMEs (SIDeK MSMEs) through digitalization; as well as (3) mentoring, consultation, and guidance entrepreneurship/SMEs through the Entrepreneurship and SME Laboratory. Activities Other activities that have a wide impact on society are also organized by the Study Field. from each Laboratory of the Department under the banner of the Economic Clinic and Business (KEB).

7. Program Study Accreditation

FEB UGM consistently makes continuous improvements to quality. the learning it has. Internationally, FEB UGM receives accreditation from the AACSB International agency in 2014 and conducted reaccreditation in the year 2019 covering all study programs in the Department of Management and Department Accounting. Currently, FEB UGM is preparing for the AACSB reaccreditation in 2024. by entering 3 departments namely the Accounting Department, the Department Management, and the Department of Economics. On the other hand, the national accreditation ranking "Excellent" or "A" from BAN-PT has also been achieved by all study programs in the FEB UGM environment. Achievement This predicate shows that FEB UGM is capable of maintaining the quality of the process. learning that ultimately obtains accreditation continuously.

8. National and International Reputation

The Faculty of Economics and Business at Gadjah Mada University has a good reputation in national and international levels. In QS WUR by Subject, FEB UGM ranks peringkat 201-250 untuk bidangbusiness & management studies(sekaligus peringkat 1 nationally) and accounting & finance, as well as ranking 301-350 in the field economics & econometrics of the year 2022. Furthermore, the Master's Program Management and Master of Management (Jakarta Campus) successfully ranked 201+ world in the QS Global MBA Rankings, specifically ranked 72 world in the field of entrepreneurship & alumni outcomes and 178 world in the field of leadership. Recently, the Master's Program in Management at FEB UGM has also ranked within the top 100 in the world. from 200 Global MBA programs by QS International Trade Rankings 2023.

3.3 SWOT Analysis

To map strengths, weaknesses, opportunities, and threats, SWOT analysis (strength, weakness, opportunity, threat) is presented in Table 3.6 as follows.

Table 3.6 SWOT Analysis FEB UGM

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
1	Misi, Visi,Tujuan and Strategy	FEB UGM has mission, vision, objectives, and aligned strategy with the plan strategies from UGM, especially in topic sustainability sustainable development, green economy, dan leadership	FEB UGM as part of the university mandatory height implementing the tridarma simultaneously so that cannot having a focus on duty which wants to be highlighted	• Mission, vision, goals, and FEB UGM strategy covering the domain national and international, thus expand space contribution of FEB UGM	World Barometer about ranking higher education institution that still based on output only from the side academic
2	Tata Pamong and Governance	FEB UGM has governance with professionalism value and integrity FEB UGM using the system planning and development activities and budgeting tiered participatory	Utilization of the system information that is not yet optimal for the system management of FEB UGM overall Information management collaboration with external parties not yet integrated delivering units at the faculty	University starts developing regulation manage the organization digital-based for supporting each other individual, cluster, and good internal institution or external	Governance regulations education that changeable

Table 3.6 SWOT Analysis of FEB UGM (Continued)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
			Institutional structure too fat until needs more a lot of energy the teacher who occupying a position administrative until risk of reduction commitment of energy instructor for teaching and research		
3	Cooperation	FEB UGM has partner of cooperation from government, industry or university, both national and international	<ul style="list-style-type: none">• Number of educational staff who does collaboration international still a little and not yet evenly done by all lecturers	The support from Government for work same multiple helix	The more work same cross-disciplinary until FEB UGM not to be the only option partner for the field economics and business

Table 3.6 SWOT Analysis FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
4	Student	<p>FEB UGM has student input that quality with background varied in each level of study program. This is obtained from the bargaining position of FEB UGM as a business school the best in Indonesia</p> <p>FEB UGM has a number of students originating song from partner university renowned</p> <p>FEB UGM students receiving a lot good achievement scholarship from the government or private. Wrong one of its forms is acceleration scholarship study (fast track) PMDSU that is almost not owned by faculty of economics at</p>	<p>Publication achievements students of FEB UGM not as much competition achievements</p> <p>Graduate of FEB UGM lacking soft skills abilities the good</p> <p>There are still many graduates. FEB UGM program postgraduate and professions that have not yet certified competence</p>	<p>Belief caretaker interest in commitment of FEB UGM in education the higher, the stronger</p> <p>Improvement request and educational needs economics and business of high quality and has exposure international</p> <p>High competition in the working world encourages bachelor's degree graduate for continuing school to a higher level high</p> <p>There are many scientific forum quality at the level national and international that must be followed by students of the Faculty of Economics and Business, Universitas Gadjah Mada</p>	<p>Many foreign campuses global reputation that has started operating in Indonesia</p> <p>The number of the company that mendirikancorporate university</p> <p>Public perception that foreign graduates the country is considered more good from graduates domestic</p>

Table 3.6 SWOT Analysis of FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
		university within other countries Students of FEB UGM having a lot achievement at the level national as well as international			
5	Resources Human	Quality of teaching staff and a lecturer at FEB UGM has met national standards and international • Teaching process and administration supported by professional staff that is competent and superior	Efforts for improvement teacher growth the big one that is still not optimal Number of staff professional for supporting activities the main one that hasn't ideal Still lacking number of educational staff who holds the title of doctor and certified profession	Increased attention to the 3K (Health, Welfare, and Happiness) Human Resources FEB UGM	Offer opportunities a better career prospective from other institutions and obstacle career development both internal and improvement remuneration impact on decrease in motivation employee work until the disappearance Competent HRM and potential

Table 3.6 SWOT Analysis FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
			Lecturers of FEB UGM has a variety of busy has an impact on limited time for guidance and construction student		Globalization causing language proficiency wrong answer one absolute thing that owned by every member of the community academic
6	Finance	FEB UGM giving proportion a large budget to support both teaching and research FEB UGM has resources financial that sufficient for to do development FEB UGM has management reputation a good budget	Compensation system what is still lacking competitive Financial system that is not flexible so that to hinder the organization of activities	FEB UGM can to give competitive funding for research topic sustainability sustainable development, green economy,dan leadership The existence of opportunity to form long-lasting partnership with the government party, private domestic or donor international	Tax regulations treating UGM which is PTN-BH as entity-oriented good • Setup cost for development relatively technology high

Table 3.6 SWOT Analysis FEB UGM (Continued)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
				<div>The existence of efforts</div> <div>university for</div> <div>enhancing creativity</div> <div>funding through synergy</div> <div>tridarma activities</div> <div>with partners</div>	
7	Facilities and Infrastructure	<div>FEB UGM has supporting facilities teaching and research with international quality</div> <div>FEB UGM has physical infrastructure and complete digital and continue to grow</div> <div>Supporting unit learning available to support and facilitating the needs of the civitas academic</div>	<div>• FEB UGM not yet berlangganan the database that can helping with research research with topic sustainability sustainable development, and green economy, like Statista</div> <div>Infrastructure for resilience or mental health students, lecturers and professional staff still not optimal</div>	<div>Open opportunity to innovate in relation to with funding facilities and infrastructure that is environmentally friendly (green building), good through a grant both the government and foreign donor</div>	<div>Academic community has a variety options for outdoor facilities campus inside activity learning until utilization facilities and infrastructure quite low post-pandemic that indicated by the amount of assets that the idle remains requires cost maintenance</div>

Table 3.6 SWOT Analysis of FEB UGM (Continued)

No	Aspect	Strength(S)	Weakness(W)Opportunity(O)	Threat(T)	
		FEB UGM has resources that enough for realizing green campus, danhealth promoting university	Facilities learning not yet completely accommodate need development needs in the era information technology	The development of public awareness and development management technology inclusive campus friendly campus environment, campus disability support and sustainable, as well as resilient campus disaster and campus healthy	
8	Education	FEB UGM has been recognized has quality education and the teaching that superior at the level national and international FEB UGM has many study programs good that focuses in the field of knowledge or applied	Number of study programs that many increase the load teaching lecturers and reducing time for research and service to society	• FEB as a part from UGM has autonomy in the field of academic for developing curriculum and process based learning latest technology	Decline in role higher education institution because no longer becoming the only one organization that has main role in organization three duties

Table 3.6 SWOT Analysis FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
		<p>FEB UGM Curriculum has been standardized international and constantly updated following the needs graduate competencies</p> <p>FEB UGM developing innovative learning namely in terms of method of delivery material, media learning, and variety of guest lecturers</p>	<ul style="list-style-type: none">Aspects of ethics, values UGM-ness, attitude inclusive, and principle development character not yet completely integrated into courses at FEB UGM <p>Curriculum at FEB UGM not yet completely accommodate learning interdisciplinary multidisciplinary, as well as interdisciplinary</p>	<p>Its width and solidity alumni network of FEB UGM inside and foreign countries can optimized for obtain input dalam mengakselerasi development curriculum according to market demand industry</p> <p>Development of various methods new learning that can enriching choices learning process</p> <p>Independent Policy Campus Learning Independence (MBKM) that enter into curriculum can supporting strengthening student quality</p>	

Table 3.6 SWOT Analysis of FEB UGM (Continued)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
9	Research	<p>Research quality FEB UGM has proven at the level national as well as international</p> <p>FEB UGM has conducting dissemination research on various stakeholders interests such as government and industry</p> <p>FEB UGM has collaborating with various stakeholders interest (government, industry, and other universities) to do research</p>	<ul style="list-style-type: none">Research with topic sustainability sustainable from development green economy still not too much yet done by staff educator <p>FEB UGM not yet have a document policy mapping and stakeholder mapping at the national level and global related sustainability sustainable development, green economy, dan leadership</p>	<p>The more there is funding opportunities research on the topic sustainability sustainable development, green economy,dan leadership</p> <p>Opportunity research collaboration on the topic of sustainability, sustainable development, green economy, dan leadership with government, industry research institute and open NGO with an area</p> <p>Call for proposal research with topic sustainability sustainable development, green economy,dan leadership increasingly many</p>	<p>Several universities has had a research institution with focus research sustainability sustainable development, green economy, dan leadership</p> <ul style="list-style-type: none">Beban kerja dari staf sufficient instructor great participated reducing productivity research <p>No incentives yet. specifically for research with sustainability sustainable development, green economy,dan leadership</p>

Table 3.6 SWOT Analysis of FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)	Opportunity(O)	Threat(T)
10	Devotion To Society	<p>FEB education staff UGM has had program flagship in devotion to the community</p> <p>FEB UGM is involved actively engage cross collaboration discipline with government, private and society as a means of development research</p> <p>FEB UGM has strong cooperation with KAGAMA and KAFEGAMA that spread throughout Indonesia</p>	<p>FEB UGM is not available yet</p> <p>has an index societal impact as a reference success devotion to society</p>	<p>• Width and development program flagship in the activity service to society</p> <p>Distribution of KKN areas in all of Indonesia indicating reliability of FEB UGM in the eyes of the public</p> <p>Social dynamics develop exponential and complex opens opportunity development service to the community that emphasizing thought leadership</p>	<p>Volatility of life social, political values of ethics, and digital technology that quick need demand for change in concept and paradigm service to society</p> <p>Asynchrony between policies intergovernmental so that cause difficulty and not on target</p>

Table 3.6 SWOT Analysis FEB UGM (Continuation)

No	Aspect	Strength(S)	Weakness(W)Opportunity(O)		Threat(T)
11	International	FEB UGM has collaboration with the university university famous international	Mobility Distance learning and international by academic community and professional staff still needs to be improved	collaborative virtual workspace enables the successful organization of collaborative activities international although without physical meeting	There is a university international that have a focus on sustainability sector sustainable development, green economy, and leadership
12	Alumni	FEB UGM has alumni network that contribute in improving teaching quality, education, as well as service to society	FEB UGM not yet having a database ataudirect user supervisor alumni in general comprehensive	• Alumni can contribute to giving teaching education, as well as service to society in particular with focus sustainability sustainable development, green economy, dan leadership	Tracer study process and recording database alumni FEB UGM is still not perfect

CHAPTER 4

STRATEGY AND PROGRAM 2023-2027

4.1 Strategy

Based on the external and internal analysis presented in Chapter 3, the Faculty Economics and Business has set 4 main strategies in the FEB UGM 2023-2027 Strategic Plan. as follows.

1. Innovative and service-oriented leadership. Managers at every level of the Faculty, The department, laboratory, study program, and work unit are making various efforts. continuous improvement and development, making efforts breakthrough, solution-oriented and open to innovation, not constrained by existing frameworks or practices (out of the box), as well as serving academic community with principles of nurturing, being egalitarian, and collegial in managing an organization.
2. Transformation technology information-based business processes. Performing simplification of business processes to make them easier, more efficient, and faster by using information technology as an enabler. One of the efforts with establishing the Learning and Academic Multimedia Production Unit (LAMP) for preparing learning materials in the digital era and strengthening the Information System Unit Faculty of Economics and Business (SIFE) by developing applications and systems information.
3. Focus on Human Resources. The allocation of organizational resources is focused on. on the improvement of competencies and capacities of lecturers and professional staff for providing the best service to students. Lecturer qualifications according to standards National and international accreditation is enhanced by providing grants. teaching/education based on MOOC/massive online and open courses, grants research in the form of independent grants, competitive grants, and collaborative grants as well as community service grants to the community in the clinic by the laboratory and area of study. Study support continuing for lecturers and professional staff are also provided in addition to various training programs, development, and certification to enhance competence.
4. Collaboration with strategic partners. The Faculty of Economics and Business strengthens its network. with strategic partners both from within the country and abroad in the higher education sector high, business/industry, government, and community organizations for providing education, research, and community service that excellent and providing societal impact for the community.

4.2 Objectives and Targets

Based on the 4 main strategies that have been formulated, namely innovative leadership and serving, transformation of business processes based on information technology, focusing on resources human resources, and collaboration with strategic partners, then the Faculty of Economics and Business Gadjah Mada University has established 6 goals and 23 targets in the FEB UGM Strategic Plan. 2023-2027 as shown in Table 4.1 as follows.

Table 4.1 Goals and Objectives of the FEB UGM Strategic Plan 2023-2027

No	Purpose	No	Target
1	Producing graduates who are capable to become a leader who integrity, competence, innovative and sustainability-oriented sustainability	1.1.	Improvement of quality and diversity diversity of prospective students
		1.2.	Development of the curriculum that responsive
		1.3.	Management of the learning process innovative
		1.4.	Improving student performance
		1.5.	Improvement of graduate quality that superior
2	Becoming thought leaders in the field of sustainability	2.1.	Improvement of research results in the field of sustainability
		2.2.	Strengthening research impact on key stakeholders
		2.3.	Integrating research findings for course development
3	Generating societal impact at sustainability field sustainability	3.1.	Integration of research results for supporting good practices by businesses, government, community, and general public
		3.2.	Increase in community service activities to the multidisciplinary community and interdisciplinary
		3.3.	Improvement of community service activities to the community that is the base research development
4	Improving the quality of Sources Human Compassion	4.1.	Improvement of quality and competence dozen
		4.2.	Improvement of quality and competence professional staff/educational personnel
		4.3.	Improvement of resource welfare humanitarian

Table 4.1 Goals and Objectives of the FEB UGM Strategic Plan 2023-2027 (Continued)

No	Purpose	No	Target
5	Improving the quality of the ecosystem supporters with insight sustainability	5.1.	Development Good University Governance
		5.2.	Development of the financial system that handy
		5.3.	Strengthening physical infrastructure and digital to support activities learning
		5.4.	Improvement of policy quality academic and non-academic
		5.5.	Development of strategic ecosystems to support the tridharma especially in the field of sustainability, sustainable development green economy, dan leadership
6	Strengthening the campus atmosphere the sustainability (sustainability), sehat, ramah environment, cultured, and socially responsible	6.1.	Strengthening functions Health Promoting University
		6.2.	Strengthening mindset and behavior environmentally friendly prioritizing the principle of sustainability green mindset
		6.3.	Improvement of facilities and infrastructure for the mental health of the community academic
		6.4.	Strengthening accountability and social transparency as a benchmark the success of the university.

4.3 Strategic Plan Matrix

Based on the strategies, goals, and objectives that have been established, the Faculty of Economics and the Business Faculty of Gadjah Mada University has compiled a strategic plan matrix (Table 4.2) which including programs, performance indicators, implementing units, baseline data, and annual targets in the period 2023-2027 based on its compliance with accreditation standards International Association to Advance Collegiate Schools of Business (AACSB), standards national accreditation of the Independent Accreditation Institute for Economics, Management, Business, and Accounting (LAMEMBA), Key Performance Indicator (KPI) of Higher Education, and Performance Achievement Targets (TCK) UGM.

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
1.1.1. Socialization and dissemination of admission information	Number of promotional activities domestic (open campus, education fair	Faculty (KIAA) Study Program	40	45	45	50	50	50
	Number of sending partners of the Faculty (KIAA), student	Faculty (KIAA), Study Program	14	15	16	17	18	19
	Number of promotional activities international	Faculty (GREAT), Study Program	7	7	9	9	10	10
	Number of publications about international program excellence in media international	Faculty (GREAT) Study Program	1	2	2	2	2	2
1.1.2. Leadership scholarship program	Percentage of students scholarship recipient	Dean's office, Study Program	25%	26%	26%	27%	27%	28%
	Number of recipient students Outstanding scholarship of the Faculty	Dean's office, Study Program	9	15	20	20	20	20
1.1.3. Increasing participation foreign student	Number of foreign students degree level	Faculty (GREAT) Study Program	9	20	20	35	35	35
	Number of international students non-degree	Faculty (GREAT) Study Program	81	85	85	90	100	110

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	Number of foreign students those who receive scholarships full degree program	Faculty (GREAT) Study Program	0	3	3	3	3	3
1.1.4. Student Admission with a background that diverse	Rasio gender mahasiswa (male per female)	Faculty (Academic) Study Program	8,8:10	["8,8:10","8,9:10","8,9:10"] 9:10				9:10
	Percentage of new students who comes from outside Java and/or 3T	Faculty (Academic) Study Program	16,6%	17,0%	18,0%	19,0%	19,5%	20,0%
	Percentage of new students postgraduate	Faculty Academic Study Program	65%	65%	65%	65%	65%	65%
	Percentage of students postgraduate	Faculty (Academic), Study Program	55%	55%	55%	55%	55%	55%
1.1.5. Fast track program PMDSU	Number of PMDSU promoters	Faculty Department	2	3	3	3	4	4
	Number of new students PMDSU route	Faculty Department Doctoral Program	2	2	2	3	3	3

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
1.2.1. Curriculum update involving stakeholders	Number of curriculum workshops that involves users, alumni and related parties	Faculty, Department, Study Program	20	14	14	14	14	14
	The number of courses that updated	Faculty, Department, Study Program	24	28	28	28	28	28
1.2.2. Integration of aspects ethics in the course	Number of courses that incorporating ethical content in the course	Faculty, Department, Study Program	71	74	77	80	83	86
	Percentage of courses Outcome Based Education (OBE) is loaded character development and the value of being part of UGM	Faculty, Department, Study Program	100%	100%	100%	100%	100%	100%
	Number of learning modules inclusive	Faculty, Department, Study Program	0	3	3	3	3	3
	Number of sessions that integrating integrity academic and non-academic	SWPDC, Library Study Program	14	14	14	14	14	14

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
1.2.3. Integration of aspects sustainability in the course	The number of courses that loading cargo sustainability in course	Faculty, Department, Study Program	9	16	23	30	37	44
1.2.4. Acknowledgment of Excellence study program at the level national and international	Percentage of study programs which has accreditation superior	Faculty, Department, Study Program	77%	77%	100%	100%	100%	100%
	Percentage of study programs who obtains accreditation/certificate international	Faculty, Department, Study Program	64%	64%	93%	93%	93%	93%
	The number of study programs that to get accreditation/certificate international	Faculty, Department, Study Program	9	9	13	13	13	13
1.3.1. Learning based Percentage of case-based and project-based	Percentage of courses that using the method case-based learning (case-based) and project (project-based)	Faculty, (Academic) Study Program	67%	69%	70%	72%	73%	75%

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
	Number of courses that involving practitioner educators	Faculty, (Academic) Study Program	28	42	56	70	84	98
	The number of business cases that developed	Faculty, Department, Study Program	13	18	20	20	20	20
1.3.2. Collaboration with foreign university	The number of courses that inviting a guest lecturer from a state university	Faculty, Department, Study Program	7	7	7	7	8	8
	The number of lecturers who become dissertation examiner in foreign university	Faculty, Department	4	6	6	6	6	6
	Number of campus students overseas guided	Faculty Department	1	2	2	2	3	3
	The number of lecturers who become guest lecturers at the university overseas	Faculty, (GREAT) Department	1	1	2	2	3	3
	The number of foreign lecturers that supervisor examiner	Faculty Department, Study Program	4	6	6	9	9	9

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	The number of students that following mobility international (dual degree/exchange/ international exposure	Faculty (GREAT) Department Study Program	45	50	55	55	60	65
	The amount of cooperation for international program (dual degree/exchange/ international exposure	Faculty, GREAT	72	73	74	75	78	80
	Number of activities international exposure	Faculty, GREAT	2	2	2	2	2	2
1.3.3. Learning in the form of internship/immersion	The number of collaborations with industrial partner/private sector/ government sector	KIAA, Study Program	173	175	180	185	190	200
	The number of students that participating in an internship program	SWPDC, CSDU, Study Program	750	750	760	760	765	765
	Percentage of undergraduate students that spends the most a little 20 (twenty) credits off campus	Academic, SWPDC, CSDU Bachelor's Degree Program	7.92%	7.92%	7.95%	8%	8.5%	9%
	Number of undergraduate students spending the most a little 20 (twenty) credits off campus	Academic, SWPDC, CSDU, Bachelor's Degree Program	50	50	75	75	100	100

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	Percentage of students who carrying out activities learning outside of campus	Academic SWPDC, CSDU, Study Program	10%	10%	15%	15%	15%	20%
1.3.4. Cross Learning discipline	Number of forum idea sharing multidisciplinary (executive series, guest lecture leadership talk	Faculty, Department, Laboratory, Study Program, Field of Study	65	65	70	70	75	80
1.3.5. Based Learning Number of MOOCs (video Massive Open and Online Courses (MOOC)	MOOCs (video learning, documentary dll) that can be accessed the general public	LAMP	56	60	60	65	70	70
	Number of online courses in English	LAMP	1	2	2	3	3	4
1.4.1. Timeliness of study student	Percentage of students who graduated on time/accordingly curriculum design	Faculty (Academic), Study Program	47.7%	50%	50%	60%	60%	65%
1.4.2. Student publications in the international forum	Number of students who presenting research at the conference international	Faculty, Study Program	2.0%	2.0%	2.2%	2.3%	2.5%	3.0%

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
	The number of students that attending a seminar international	Faculty, Study Program	71	75	15% 75	80	80	85
	Number of publications international that is written together between lecturers and doctoral student	Department Doctoral Program	90	90	95	95	100	100
1.4.3. Student competition	The number of students that achieving achievements at the level national	SWPDC, Study Program	80	100	120	135	150	180
	Number of students who achieving achievements at the level international	SWPDC Study Program	30	45	60	75	90	100
1.4.4. Improvement of capabilities Number of coaching that students to participate international competition	Number of coaching that conducted by the lecturer to the students who participate in the competition international	SWPDC Department, Study Program	35	50	75	100	125	150
1.5.1. Development of STAR (Softskills Training and Recharging program	Percentage of satisfaction students on the program STAR	Faculty (CSDU) Study Program	0%	85%	90%	95%	95%	95%

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Mentor	Baseline 2022	2023	2024	2025	2026	2027
1.5.2. Alumni mentorship program	The number of students that following alumni mentorship program	Faculty (CSDU) Study Program	15	30	40	50	50	70
	The number of alumni who become mentor	Faculty (KIAA), Study Program	5	25	35	45	55	65
	Title of the startup that produced	Faculty (KIAA) Study Program	0	6	6	6	6	6
	Percentage of graduates who successfully obtained work, continue study, or become entrepreneur	Faculty (KIAA), Study Program	72.84%	75%	77,50%	80%	82,50%	85%
1.5.3. Appropriate outcomes with the needs stakeholders	Satisfaction percentage user on graduates	Faculty (CSDU) Study Program	85%	86%	86.5%	87%	87.5%	88%
	The percentage of graduates that certificate of competence	Faculty (CSDU) Study Program	5%	7.5%	10%	12.5%	15%	15%
	Percentage of bachelor's degree graduates who competency certificate	Fakultas (CSDU), Study Program	10%	15%	25%	25%	30%	30%

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
2.1.1. Research mapping for topics sustainability, development, sustainable development green economy, and leadership	Number of literature articles systematic review review in related fields sustainability, development sustainable development green economy, and leadership	Laboratory field of study, and P2EB	0	1	1	1	1	1
2.1.2. Stakeholder Mapping interest, policy, and research donor at the level national and global related priority research topics	Number of policy documents mapping and stakeholder National level mapping and global related sustainability, development sustainable development green economy, and leadership	Laboratory, field of study and P2EB	0	1	1	1	1	1
2.1.3. Funding for research, book writing, case writing, and writing book chapter	Type of research grant that launched	Dean's office Department	6	8	8	8	8	8
2.1.4. Competitive funding for topic research sustainability, development sustainable development green economy, and leadership	Amount of research grants funded by the faculty related to the topic of sustainability, development, sustainable development, green economy,danleadership	Dean's office Department	0	3	3	3	5	5

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Supervisor	Baseline (2022)	2023	2024	2025	2026	2027
2.1.5. Collaborative research with funding and international collaborator	The number of research studies that donated by the donor international for research with the topic sustainability, development, sustainable development green economy, and leadership	P2EB Laboratory and Field of Study	1	1	1	2	2	3
2.1.6. Collaborative research lecturers and students	The number of students that involved as a co-author or assistant in research	Laboratory, Field of Study, and P2EB	50	60	70	80	90	100
2.2.1. Dissemination of results research by the faculty, P2EB, laboratory, and field of study to key stakeholders	Number of engagement with stakeholder key starts from government, industry LSM, and community	Deanery, Department P2EB Laboratory, and Field of Study	2	3	3	3	5	5
2.3.1. Update of RPKPS and the syllabus for integration research results	The number of RPKPS and syllabus that integrates research results	Dean's office, Department, and Study Program	0	6	6	6	12	12

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
3.1.1. Economic Clinic and Business (KEB) for integration community service activities society that sustainable	The number of KEB activities by sustainable unit time zone	P2EB Laboratory and Field of Study	0	2	2	3	4	4
3.1.2. Economic Clinic and Business (KEB) that is oriented societal impact	The number of KEB activities that societal impact oriented	P2EB Laboratory, and Field of Study	0	3	3	5	5	6
3.1.3. Preparation societal measurement impact for KEB	The number of surveys conducted on community-based activities with impact indicator: no impact at all(1) low impact(2),impactful(3), very impactful	Dean's office, Department, P2EB Laboratory, and the Field of Study	0	1	2	3	3	6
3.1.4. Dedication to the community for micro, small businesses and medium	Number of activities dedication to business micro, small, and medium	Department	4	6	6	6	6	6

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
3.1.5. Devotion to society with the topic accounting digitalization	Number of community service activities with a focus on digitalization accounting	Department Accounting	4	6	6	6	6	6
3.1.6. Devotion to community with the topic accounting learning business and economics for High School and Vocational School	Number of activities dedication with focus accounting learning business, and economics for High School and Vocational School	KIAA, GREAT Department, Study Program	2	4	4	4	4	4
3.2.1. Implementation of activities dedication to society with cross-disciplinary collaborator	The number of KEB activities that collaborating across disciplines	P2EB Laboratory and Field of Study	0	1	1	2	2	3
3.3.1. Implementation of research based on devotion to society	The number of research that activity-based service to society	P2EB Laboratory, and Field of Study	0	1	1	1	2	2
4.1.1. Acceleration growth of lecturers PhD qualification	The number of lecturers that continuing studies (PhD)	Department	1	3	3	3	3	3
	Percentage of lecturers with a doctoral degree	Department	70.2%	71%	72%	73%	74%	75%

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	Number of academic assistants and the NUP lecturer who continuing studies	Department	2	2	2	2	2	2
4.1.2. Development the capacity of lecturers through training, certification, seminar and academic conference	Number of training, seminars, and academic conference attended by the lecturer	Department, P2EB	18	30	30	30	30	30
	The number of lecturers that obtaining certification or award	Department, SDM	2	9	9	9	9	9
	The number of lecturers that become a consultant /commissioner/committee/expert staff /internship in industry/association profession/government	Faculty (KIAA) Department, Study Program, and P2EB	20	25	25	25	25	25
4.1.3. Lecturer collaboration researchers in the industry and the scope international	International amount of visiting professor teaching/researching	Department, Study Program, GREAT	3	6	8	10	12	15
	Number of collaborations with international lecturers/researchers	Department, Study Program, GREAT	20	24	24	24	24	24

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Supervisor	Baseline (2022)	2023	2024	2025	2026	2027
	Number of lecturers who come from from among practitioners professional, industrial world or the working world (including soft skills instructor	Department, Study Program KIAA	30	30	30	30	30	30
4.1.4. Professorship Acceleration relevant to the field science	The number of lecturers that facilitated to become Professor	Department, SDM	3	3	3	3	3	3
	The number of professors who were promoted academic position	Department, SDM	10	10	10	10	10	10
	Percentage of lecturers without academic position Teaching Staff	Department, SDM	20%	20%	17%	15%	13%	10%
4.1.5 Improvement of qualifications lecturers according to accreditation international	Percentage of lecturers scholarly Academic(SA) based on headcount	Department, SDM	50%	50%	55%	55%	55%	55%
	Percentage of lecturers Additional qualification Faculty(A) based on headcount	Department, SDM	20%	10%	10%	8%	8%	8%

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
4.2.1. Development capacity of professional staff through study assignments, internships, professional staff certification, seminar and academic conference, and customized training with its duties	Number of lesson hours competency development	Work Unit	9	20	20	20	20	20
	Number of certifications or the award that obtained by the staff professional	Work Unit SDM	10	10	10	10	10	10
4.2.2. Staff Adequacy professional in supporting professionals towards academic activities	Staff ratio number of lecturers	Work Unit SDM	14:10	14:10	14:10	13:10	13:10	12:10
	Staff ratio professional regarding the number student	Work Unit SDM	1:18	1:18	1:18.5	1:19	1:20	1:21
4.2.3. Development academic services and administration office	Number of service innovations academic and office administration	Work Unit	7	15	15	15	15	15
4.3.1. Strengthening 3K health, well-being and happiness) Human Resources	Number of 3K satisfaction surveys (health, welfare, and happiness) on staff and lecturers	SDM	0	1	1	1	1	1
	Number of communication forums faculty	Dean's office	6	6	6	6	6	6

Tabel 4.2Matriks Rencana Strategis FEB UGM Periode 2023-2027 (Lanjutan)

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
4.3.2. Development talent management talent management	Development percentage basic data talent pool	SDM	50%	75%	100%	100%	100%	100%
4.3.3. Performance Management the superior	Percentage of complaints regarding the service administration that completed	SDM	100%	100%	100%	100%	100%	100%
	Number of professional staff who receives the title high-performing employee	SDM	2	3	3	3	3	3
	Number of implementations annual performance evaluation that is carried out by leadership and coworkers	Work Unit	0	1	1	1	1	1
5.1.1. Improvement of management sustainable organization integrity that according to national criteria such as Corruption-Free Area (WBK) and Clean Bureaucracy Region Service (WBBM)	Percentage of reports related to integrity that is handled	Dean's office	100%	100%	100%	100%	100%	100%
5.1.2. Acquisition of intellectual property rights by lecturers	The total acquisition of intellectual property rights	Dean's office Department, UJM	43	45	45	45	45	45

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
5.1.3. Implementation of evaluation and updating governance to improve quality governance	Number of senate meetings faculty and management	Dean's office, Department	14	14	14	14	14	14
5.2.1. Accountability implementation of activities	Percentage of activities that successful in accountability (SPJ)	Deanery, Finance	100%	100%	100%	100%	100%	100%
	Percentage of audit findings material in nature not compliant with regulations	Dean's Office Finance	0%	0%	0%	0%	0%	0%
5.3.1. Provision of facilities hybrid classroom	The number of classrooms that can be accessed in a hybrid manner	Academic, General, Study Program	36	36	36	40	40	40
5.3.2. Provision of equipment software and applications in a premium	Number of software and premium application that accessible by the community academic	Dean's office, Department, SIFE, General	9	9	9	9	9	9
5.4.1. Socialization of the code of ethics academic and non-academic to the academic community	Number of socialization of the code of ethics	Deanery	1	1	1	1	1	1

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continued)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
5.5.1. Collaboration with stakeholders who having interest in aspects sustainability, sustainable development, green economy, leadership danleadership	Number of collaborations related to aspects of sustainability sustainable development green economy, Dan	Dean's office, Department, Study Program Laboratory, and P2EB	2	2	3	4	5	6
5.5.2.Benchmarking activities the three pillars of higher education	Number of visits from partner university in ranking benchmarking	Faculty (KIAA) Department Study Program	6	6	6	10	10	14
	The number of visits to partner university in ranking benchmarking	Faculty (KIAA) Department, Study Program	2	2	4	4	6	6
6.1.1. Lifestyle promotion health for the academic community and professional staff	Percentage of campus area drug-free, alcohol-free and cigarette smoke	Infrastructure	100%	100%	100%	100%	100%	100%
	The number of socializations related to zero tolerance towards drugs, alcohol, and smoke cigarette	SDM	6	12	12	12	12	12
	Number of sports activities a routine that can be followed by academic community and staff professional	SDM	40	40	40	40	40	40

Table 4.2 Strategic Plan Matrix FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	Percentage of the number of civitas academics and staff the professionals who participate annual medical check-up	SDM	80%	85%	95%	100%	100%	100%
6.1.2 Development of facilities disability care	Number of facilities and infrastructure for academic disabilities, human resources,	Sarpras, KIAA, Study Program	12	13	14	15	16	17
6.1.3 Risk Mitigation work accident	The number of accidents in workplace	Facilities	0	0	0	0	0	0
6.2.1. Building awareness awareness of sustainability	The amount of socialization regarding sustainability basis global reporting indicator Initiative (GRI)	Deanery	0	1	1	1	1	1
	Amount of capacity (kW=kilo Watt) source renewable energy that used as power plant electricity	Facilities	April 15	15.04	15.04	15.04	15.04	15.04
	Number of system checks recycling waste that has been selected	Facilities	0	1	1	1	1	1

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Guardian	Baseline (2022)	2023	2024	2025	2026	2027
	Amount of waste generation per capita per day	Facilities	1.1	0.7	0.7	0.7	0.7	0.7
6.3.1. Policies that supporting mental and physical health	Percentage of health cases followed up	SWPDC	100%	100%	100%	100%	100%	100%
	Percentage of violence cases sexual follow-up	SWPDC	100%	100%	100%	100%	100%	100%
	Number of reviews on SOP related to handling mental health and sexual violence	SWPDC	1	1	1	1	1	1
	Number of program socializations healthcare management mental and physical to academic community and staff professional	SWPDC, SDM	1	2	2	2	2	2
6.3.2. Service provision counseling for the academic community academic and staff professional	Percentage of activities facilitated counseling	SWPDC, SDM, Deanery	70%	100%	100%	100%	100%	100%
	Satisfaction percentage regarding the program counseling	SWPDC, SDM Dean's office	0	90%	90%	90%	90%	100%

Table 4.2 Strategic Plan Matrix of FEB UGM Period 2023-2027 (Continuation)

Program	Indicator	Unit Mentor	Baseline (2022)	2023	2024	2025	2026	2027
6.4.1. Activity Report milestones goals Strategic Plan	Amount of dissemination activity-based the tridarma that is implemented by the academic community FEB UGM	Deanery	1	1	1	1	1	1

CHAPTER 5

CLOSURE

5.1 Implementation and Evaluation

Strategic Plan of the Faculty of Economics and Business, Gadjah Mada University 2023-2027 as a medium-term planning document (five-year) that is also equipped with The Operational Plan serves as a reference for short-term planning documents (one annual) namely the Annual Work and Budget Plan (RKAT) for all Departments, Laboratories, Study Programs, and Work Units within the FEB UGM. Work Plan and The Annual Budget is an annual instrument used to conduct planning, monitoring, and evaluation of annual achievement from performance indicators that have been established in the FEB UGM Strategic Plan.

Monitoring and evaluation of the achievement of operational plans and the RKAT are used as a basis for making improvements, enhancements, or corrections towards the programs and budgets that have been prepared, or adjustments to performance indicators that have been established. At the same time, adjustments may be possible. The FEB UGM strategic plan identifies changes in the environment that are of a forceful nature. major changes have not been anticipated during the preparation of the strategic plan.

5.2 Conclusion

Strategic Plan of the Faculty of Economics and Business Gadjah Mada University 2023-2027 based on the analysis of external and internal environments, evaluation of achievements FEB UGM Strategic Plan 2018-2022, a strategic planning document at the Ministry level and Gadjah Mada University (RIK and UGM Strategic Plan), accreditation provisions or standards national and international, as well as a revisit of the mission and vision of FEB UGM. As an indicator Directions and road maps, the FEB UGM 2023-2027 strategic plan is formulated into 4 main strategies. 6 objectives, 23 targets, and various work programs and performance indicators that requires collaboration and cooperation among all academic community of FEB UGM along with its stakeholders.

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Rencana Strategis FEB UGM (2023-2027)



Rencana Strategis FEB UGM (2023-2027)

Program 6.1
6.1.1. Promosi gaya hidup sehat bagi sivitas akademika dan staf profesional
6.1.2. Pengembangan sarana ramah disabilitas
6.1.3. Mitigasi risiko kecelakaan kerja

Program 6.3
6.3.1. Kebijakan yang mendukung kesehatan mental
6.3.2. Pemberian layanan konseling bagi sivitas akademika dan staf profesional

Program 6.4
6.4.1. Laporan kegiatan berbasis milestone sasaran gender

Program 5.1
5.1.1. Perubahan pengelolaan organisasi yang berkelanjutan sesuai kriteria nasional seperti WBS (Wilayah Bebas Korupsi) dan WBSM (Wilayah Birokrasi Bersih Melayani)
5.1.2. Perolehan HAKI dosen
5.1.3. Pelaksanaan evaluasi dan memperbaiki tata kelola untuk meningkatkan kualitas tata kelola

Program 5.2
5.2.1. Akuntabilitas pelaksanaan kegiatan

Program 5.3
5.3.1. Penyediaan fasilitas hybrid classroom
5.3.2. Penyediaan perangkat lunak dan aplikasi secara premium

Program 5.4
5.4.1. Sosialisasi kode etik akademik dan non akademik kepada sivitas akademika

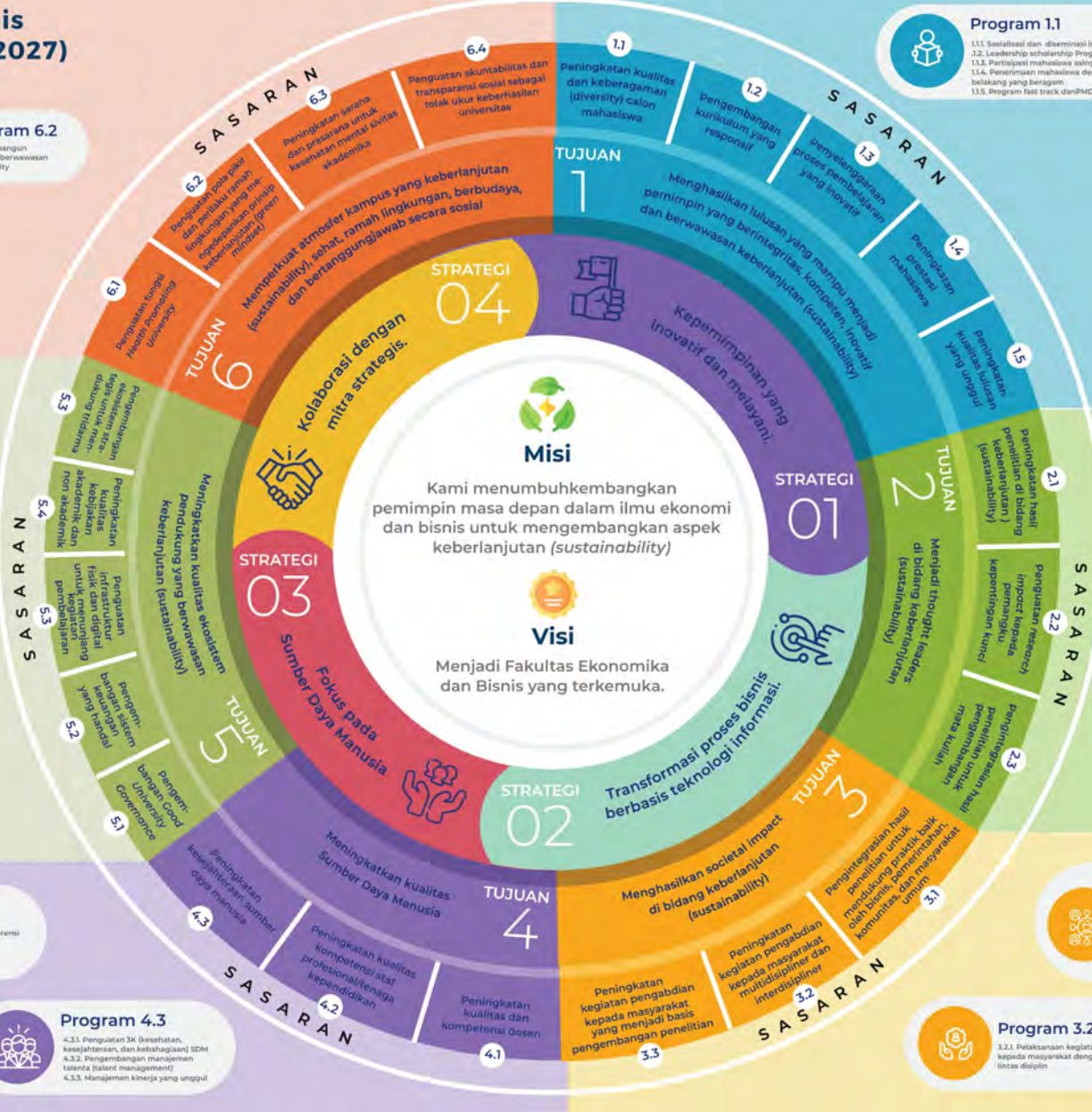
Program 5.5
5.5.1. Kolaborasi dengan pemangku kepentingan yang memiliki interest di aspek sustainability, sustainable development, green economy dan leadership
5.5.2. Benchmarking kegiatan tridharma pendidikan tinggi

Program 4.1
4.1.1. Percepatan pertumbuhan dosen berkualitas S3
4.1.2. Pengembangan kapasitas dosen melalui pelatihan, sertifikasi, seminar, dan konferensi akademik
4.1.3. Kolaborasi dosen/ peneliti di industri dan lingkup internasional
4.1.4. Percepatan Guru Besar yang relevan dengan bidang keilmuan
4.1.5. Peningkatan kualifikasi dosen sesuai akreditasi internasional

Program 4.2
4.2.1. Pengembangan kapasitas staf profesional melalui tugas belajar, magang, sertifikasi, seminar dan konferensi akademik, serta pelatihan yang disesuaikan dengan tupoksinya
4.2.2. Kecukupan staf profesional dalam mendukung kegiatan akademik
4.2.3. Pengembangan layanan akademik dan kantor administrasi

Program 4.3
4.3.1. Penguatan 3K (keuletan, kesejahteraan, dan kebahagiaan) SDM
4.3.2. Pengembangan manajemen talenta (talent management)
4.3.3. Manajemen kinerja yang unggul

Program 6.2
6.2.1. Membangun kesadaran berwawasan sustainability



Program 1.1
1.1.1. Sosialisasi dan diseminasi informasi admisi
1.1.2. Leadership scholarship Program
1.1.3. Partisipasi mahasiswa asing
1.1.4. Penerimaan mahasiswa dengan latar belakang yang beragam
1.1.5. Program fast track dan BMDSU

Program 1.2
1.2.1. Pembaruan kurikulum yang melibatkan stakeholders
1.2.2. Kolaborasi dengan universitas luar negeri
1.2.3. Pengintegrasian aspek keberlanjutan (sustainability) dalam mata kuliah
1.2.4. Pengakuan keunggulan program studi di tingkat nasional dan internasional

Program 1.3
1.3.1. Pembelajaran berbasis kasus (case-based) dan proyek (project-based)
1.3.2. Kolaborasi dengan universitas luar negeri
1.3.3. Pembelajaran berupa internship/immersion
1.3.4. Pembelajaran berbasis Open dan Online Courses (MOOC)
1.3.5. Pembelajaran berbasis Massive Open and Online Courses (MOOC)

Program 1.4
1.4.1. Ketepatan masa studi mahasiswa
1.4.2. Publikasi mahasiswa di forum internasional
1.4.3. Kompetisi mahasiswa
1.4.4. Peningkatan kapabilitas mahasiswa untuk mengikuti kompetisi internasional

Program 1.5
1.5.1. Pengembangan STAR (Soft Skills Training and Recharging) program
1.5.2. Alumni mentorship program
1.5.3. Luaran yang sesuai dengan kebutuhan stakeholders

Program 2.1
2.1.1. Pemetaan penelitian untuk topik-topik sustainability, development, sustainable development, green economy, dan leadership
2.1.2. Pemetaan pemangku kepentingan, kebijakan, dan donor penelitian di tingkat nasional dan global terkait topik penelitian prioritas
2.1.3. Pendanaan untuk penelitian, penulisan buku, penulisan kasus, dan penulisan book chapter
2.1.4. Pendanaan kompetisi untuk penelitian topik sustainability, development, sustainable development, green economy, dan leadership
2.1.5. Penelitian kolaboratif dengan pendanaan dan kolaborator internasional
2.1.6. Penelitian kolaboratif dosen dan mahasiswa

Program 2.2
2.2.1. Diseminasi hasil penelitian oleh fakultas, P2EB, laboratorium, dan bidang kajian kepada pemangku kepentingan kunci

Program 2.3
2.3.1. Pembaruan RPKPS dan silabus untuk integrasi hasil penelitian

Program 3.1
3.1.1. Klinik Ekonomika dan Bisnis (KEB) untuk integrasi kegiatan pengabdian kepada masyarakat yang berkelanjutan
3.1.2. Klinik Ekonomika dan Bisnis (KEB) yang berorientasi societal impact
3.1.3. Penyusunan pengukuran societal impact untuk KEB
3.1.4. Program pengabdian kepada masyarakat untuk usaha mikro, kecil, dan menengah
3.1.5. Pengabdian kepada masyarakat dengan topik digitalisasi akuntansi
3.1.6. Pengabdian kepada masyarakat dengan topik pembelajaran akuntansi, bisnis, dan ekonomi untuk SMA dan SMK

Program 3.2
3.2.1. Pelaksanaan kegiatan pengabdian kepada masyarakat dengan kolaborator lintas disiplin

Program 3.3
3.3.1. Pelaksanaan penelitian berbasis pengabdian kepada masyarakat



Accredited by:



Member of:

