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Higher Education Leadership and Management (HELM)



Annual Report Fiscal Year 2014

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Higher Education Leadership & Management Project

Annual Report Fiscal Year 2014

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HELM Project Abbreviations, Acronyms, and Glossary

AIPT	Akreditasi Instituti Perguruan Tinggi (Higher Education Accreditation Institute)
AK	Akademi Komunitas (see CC-community college)
APS	Akreditasi Program Study (Study Program Accreditation)
ARP	Action Research Program
AusAid	Australian Agency for International Development
BAN-PT	Badan Akreditasi Nasional Perguruan-Tinggi (National Accreditation Board for Higher Education)
BLU	Badan Layanan Umum (public service institution, semi-autonomous)
BHMN	Badan Hukum Milik Negara (State-owned Legal Institution, autonomous institutions prior to new HE law)
BH-PT	Badan Hukum Pendidikan Tinggi (educational legal institution, autonomous institution under new law)
BINUS	Universitas Bina Nusantara (Bina Nusantara University)
BPK	Badan Pemeriksa Keuangan (Supreme Audit Board)
CC	Community Colleges (see AK Akademi Komunitas)
COP	Chief of Party
DGHE	Directorate General of Higher Education (see DIKTI)
DIKTI	Direktorat Jenderal Pendidikan Tinggi (director general of higher education – see DGHE)
EC	External Stakeholder Collaboration
FDG	Focus Group Discussion
FM	Financial Management
GAL	General Management and Leadership
GOI	Government of Indonesia
HE	Higher Education
HEI	Higher Education Institution
HELM	Higher Education Leadership and Management
IDR	Indonesian Rupiah
IPB	Institut Pertanian Bogor (Bogor Agricultural Institute)
ISSLA	Indonesian Survey of Student Learning Activities
ITB	Institut Teknologi Bandung (Bandung Technology Institute)
Kemen DIKBUD	Kementerian Pendidikan dan Kebudayaan (Ministry of Education and Culture – see MoEC, formerly MONE)
LPPM	Lembaga Penelitian dan Pengabdian kepada Masyarakat (Research and Community Service Office)
MoEC	Ministry of Education and Culture (see KEMENDIKBUD)
MoU	Memorandum of Understanding
NSSE	National Survey of Student Engagement
PAG	Project Advisory Group
PMP	Project Management Plan
POLMED	Politeknik Medan (Medan State Polytechnic)
POLNES	Politeknik Samarinda (Samarinda State Polytechnic)
PT	Perguruan Tinggi (Higher Education Institution)
PTN	Perguruan Tinggi Negeri (State Higher Education Institution)
PTS	Perguruan Tinggi Swasta (Private Higher Education Institution)
QA	Quality Assurance

RISTEK	Riset dan Teknologi Republik Indonesia (State Ministry of Research and Technology)
RUP	Rencana Umum Pengadaan (Procurement Plan)
SIM	Sistim Informasi Manajemen (Management Information System)
SOP	Standard Operating Procedures
STAKPN	Sekolah Tinggi Agama Kristen Negeri (Protestant Christian State Religious High School)
ToR	Terms of Reference
UBINUS	Universitas Bina Nusantara (Bina Nusantara University)
UGM	Universitas Gadjah Mada (Gadjah Mada University)
UI	Universitas Indonesia (University of Indonesia)
UIN	Universitas Islam Negeri (Islamic State University)
UIN-SUKA	Universitas Islam Negeri Sunan Kalijaga (Sunan Kalijaga Islamic State University)
UKSW	Universitas Kristen Satya Wacana (Kristen Satya Wacana University)
UKY	University of Kentucky
UNDANA	Universitas Nusa Cendana (Nusa Cendana University)
UNHAS	Universitas Hasanuddin (Hasanuddin University)
UNLAM	Universitas Lambung Mangkurat (Lambung Mangkurat University)
UMM	Universitas Muhammadiyah Malang (Malang Muhammadiyah University)
UMS	Universitas Muhammadiyah Surakarta (Surakarta Muhammadiyah University)
UNM	Universitas Negeri Makassar (Makassar State University)
UNMUL	Universitas Mulawarman (Mulawarman University)
UNP	Universitas Negeri Padang (Padang State University)
UNPAD	Universitas Padjadjaran (Padjadjaran University)
UNPATTI	Universitas Pattimura (Pattimura University)
UNS	Universitas Negeri Sebelas Maret (Sebelas Maret State University)
UPI	Universitas Pendidikan Indonesia (Indonesia University of Education)
UNTAD	Universitas Tadulako (Tadulako University)
USAID	U.S. Agency for International Development

I. EXECUTIVE SUMMARY

The five-year USAID/Indonesia Higher Education Leadership and Management project (HELM) aims to strengthen the performance of Indonesia's higher education system, particularly to increase higher education's quality and relevance to the country's social and economic growth. By focusing on key management areas dedicated to (1) leadership and administration, (2) financial management, (3) quality assurance, and (4) external stakeholder collaboration, HELM's assistance will improve the quality of teaching, research, and community service (*tri-dharma*), while supporting USAID's assistance objective of preparing students for success in learning and work.

This report combines the annual report for fiscal year (FY) 2014 and the quarterly report for Quarter 4 of FY 2014. The narratives for each core area include an overview of the strategy and accomplishments for the year, activity discussions for the first three quarters, a greater level of detail for activities during quarter four, and finally a discussion looking forward to fiscal year 2015 and project year four. In addition to progress in the core management areas, this report also discusses the cross-cutting areas of communications, operations, and monitoring and evaluation, and includes data on HELM project performance to date on the project's original and new indicators.

Overview of FY2014

During FY2014, the HELM project saw an explosion of implementation activities and a host of changes, both in the depth and intensity of the workshops and interactions with DIKTI and the 50 higher education institutions (HEIs) and in the leadership of the HELM project itself.

Year 3 was planned to be a year filled with intensive training and technical assistance. With most of the contractual deliverables and studies moved to the first year of the project and analysis and initiation of training and selected programs in year 2, year 3 was largely dedicated to the full implementation of programmatic support to the 50 higher education institutions and the Directorate General of Education (DIKTI).

While some of the cluster workshops have been shifted into the beginning of Year 4, HELM held twenty-four in-depth

workshops throughout the year and 616 individuals participated in training. Because many of these topics required intensive engagement, many of these individuals participated in more than one event, so the total number of attendees at trainings was much higher. The number of individuals is more than 90% of the way to our life of project target.

HELM continues to encourage female leadership and participation in our workshops and at the HEIs we support, however 70% of the participants at trainings continue to be male. Part of our challenge is having the right audience at the HELM workshops to address the issues at hand. Roughly 27% of the total participants were from the highest level representatives of the HEIs, including rectors, deans, and directors. Because women are underrepresented in these positions, HELM requests greater representation from other invited guests. While not as high as we would like, the representation of women at HELM workshops and events has increased since the beginning of the project, and the

HELM Five Year Plan

- Years 1-2: Analysis, Intensive technical support to HEIs
- **Years 3-4: Intensive technical support, Transformative Special Initiatives, support to DIKTI during transition**
- Year 5: Meta-analysis, information sharing, broad institutionalization

percentage of women researchers working on initiatives such as the Action Research Project (ARP) is 38%. Along with other indicators of workshop quality and impact, HELM tracked the self-reported self-efficacy of the female participants in training at the beginning and end of every workshop. Of the women who participated, 74% of them report increased self-efficacy after HELM inputs. This self-efficacy translates into greater leadership roles, engagement, and influence over HEI functioning.

In part due to HELM's assistance and their participation in consultations with DIKTI, workshops, and mentoring activities related to higher education reform, two individuals who participated extensively in leadership training were promoted to the highest level within their universities: the rectors of UNSUKA and UNLAM. Other senior professionals continued to work with HELM to tackle change management strategies, accreditation, financial management, and partnership strategies. Thirty-nine of the 50 HEIs were accredited this year; 29 of them were newly accredited. Six of these received an A accreditation.

In Financial Management, approximately 70% of the first HELM cohort of 25 partners have developed and revised standard operating procedures (SOPs) for internal audit and procurement. HELM also saw the results of the financial performance for the first year in which HEI partners were able to track their expenditures against their budgets, and 71% of HEIs that completed budgets for the 2012-2013 academic year were within +/- 10% of their budget. We expect to see additional HEIs participate in budgeting and for all HEI partner budgets to be more accurate in the remaining years of the project.

“DIKTI feels that without help from the donor institution, DIKTI would not be able to accomplish its mission, therefore DIKTI appreciates very much the USAID/HELM program. USAID/HELM is the most intensive donor cooperation with DIKTI, almost each week USAID/HELM updates its accomplishment to DIKTI; beside that, HELM is the most aligned program with the DIKTI program.”

-Professor Patdono Suwignyo,
Secretary of DIKTI

Through the Action Research Program, eight of the ten original HEIs working on change management action research projects completed their proceedings and their programs and are working to sustain the results. Fifteen action research programs are now underway across five cluster areas. Combined, these research teams are coming up with compelling local strategies to combat the most challenging issues facing HEIs in Indonesia, such as how to better prepare poorly qualified students from poor or indigenous areas and reduce their drop out, or how to use learning management systems to improve HEI quality assurance systems, or how to motivate lecturers to adapt their study programs and curricula to include more student centered learning strategies. The systems and funding for many of these initiatives are becoming embedded in HEI budgets now to sustain the successful programs.

HELM's attention to the development of the field and university graduate programs in higher education leadership and management also made several important strides this year. Four Indonesian universities were selected to receive intensive support from HELM to develop or strengthen their own graduate programs. These new graduate programs will eventually produce the researchers and experts in higher education that can analyze and inform policy, research, and programs across Indonesia. Right now, HELM teams are working on curriculum development, study program development, and teaching and learning strategies. Twelve graduate students will travel to the US to enter graduate programs that will prepare them for faculty positions in the future.

HELM worked to adapt the *Indonesian Survey of Student Learning Activities* (ISSLA) student experience study to Indonesia so that DIKTI, the higher education community, and students could benefit from the results. HELM will continue to provide technical assistance to one HEI to lead the research in the future.

Special Initiatives started to take shape in the second half of Year 3 as HELM designed and launched its Blended Learning initiative and began to look seriously at other initiatives that would demonstrate a transformative strategy that could be replicated. In addition to two initiatives being contemplated and which will be further vetted, special forums are also planned to move forward some of the challenges that face DIKTI and the higher education community. These include the need for independent or regional accreditation systems for study programs and the better dialogue and inclusion of HEI leaders in policy analysis.

Finally, as HELM moves from intensive support to DIKTI and HEIs on the broad core areas to more specialized support in areas of special need through mentoring, highly focused technical assistance, and special initiatives that emphasize a strategy that can be transformative in a particularly powerful way, such as the Blended Learning initiative or technological inputs with support from Arizona State University or Google, the government of Indonesia itself is about to undergo a major change. With the new Indonesian president and cabinet taking office in October 2014 and the impending merger between DIKTI and the State Ministry of Research and Technology (RISTEK), the state of higher education reform will evolve. Already we have seen glimpses of DIKTI's upcoming Strategic Plan for 2015-2019 where the inputs to HEIs will be determined by their ranking, and top universities will be challenged to expand research and innovation in the name of global competitiveness. At this time, HELM remains well-positioned and aligned to continue to provide inputs and support in both general higher education reform and better higher education management for science, technology, and innovation.

II. CORE AREA 1: GENERAL ADMINISTRATION AND LEADERSHIP (GAL)

Overview and Analysis

The General Administration and Leadership (GAL) core area is one of the busiest areas of work within the HELM project, largely because of the cross-cutting nature of strengthening leadership skills, the different types of HELM activities, and the various levels of managers and leaders that receive support. To measure changes in leadership, HELM has devised a method of assessing the ability of a sample of leaders to accurately execute the strategic plans that they put in place. This exercise will allow us to see if they are able to plan and work with appropriate teams in their institutions to make real change and successful implementation of plans happen. While we are still collecting data for this study, there are early findings in other areas of our work that suggest that there are real changes taking place due to HELM interventions in general administration and leadership.

HELM measures the ability of workshops to address the learning needs of the leaders that participate and results are consistently good. Surveys show, for example, that 85% of the participants in workshops on change management believe that the content was important and addressed their learning needs. Ninety-five percent of the participants in the supportive leadership workshops stated that the workshop increased their leadership skills and 54% said that they were going to share the workshop content with others at their HEIs. HELM is now beginning to see real evidence of these changes. For example, HELM is gathering information on organizational improvements that are put in place by leaders and taking place at the HEIs where we work. Each improvement is verified by evidence and other staff at the HEI to ensure that it is credible and that the change was influenced by HELM inputs. Of the 25 organizational improvements that have verified to date, eight of them refer to changes that are taking place at their institutions due to better administration and leadership. Staff at the Universitas Muhammadiyah Malang (UMM), for example, report that there is a new change management system in place that is

more direct, efficient, clear and timely. It is driven by a new standard operating procedure that is able to bring in greater participation of different levels of staff. Better planning systems and accountability is a common finding. Three of the HEIs also report a dramatic increase in women leaders in their institution. Politeknik Negeri Samarinda states, for example, that the number of women leaders has increased from 20% in 2012 to 45% in 2014 due to HELM interventions.

Increased leadership skills is also a foundation to many of the other changes that we measure at HEIs. When we look at an increased ability to be accredited either at the institutional or study program level, the leaders of the institution are involved. When we are able to institutionalize a new change management strategy through the Action Research Program, it is because leaders have been able to articulate, plan, and execute a new program with the needed support of his or her colleagues. Many of the reforms that are taking place include the greater capacity of the leaders involved.

Year 3 for the GAL core area included consultations with DIKTI, workshops and mentoring. In Years 4 and 5 the GAL core area will move into a new phase. While mentoring and Advisors on the Go strategies will continue, HELM will begin the careful negotiation and support to build sustainable leadership programs that can be maintained in Indonesia after the life of the project. At the request of DIKTI, HELM will provide support to the development of two leadership institutes that provide support to midcareer professionals through short courses and are located in both the east and west of the country. HELM will also provide support to the four universities that are developing graduate programs in higher education leadership and management, which will provide a long term means to develop greater leadership in the field.

Overview of FY2014 Quarters 1-3

In Year 3, HELM continued to work with the original 25 HEIs and began to intensively work with the second cohort of 25 HEIs. In November 2013, representatives from all 50 partner HEIs gathered in Jakarta to preview what would happen in Year 3 and in February 2014 the second cohort of HEIs were invited to a launch event in Makassar where each new partner HEI signed a partnership agreement to work with HELM. Acting USAID Mission Director, Derrick Brown, and other representatives from USAID also attended and introduced USAID's new country strategy to the group. It was a well-received event and served as a milestone for the second half of the HELM project where all HEIs were actively engaged.

For the GAL core area, the introduction enabled HELM to gain the commitment and collaboration from the 25 new partner institutions and to continue to build its relationship with the 25 original partners.

GAL Workshops and Forums

Collaboration Discussion Forum - November 2013

Rectors and directors representing HELM's 50 partner HEIs convened in Jakarta to receive an introduction to USAID and HELM's Year 3 program, including an overview of the cluster grouping for the four core program areas, the performance management plan (PMP) and monitoring and evaluation (M&E) system, and a discussion of lessons learned from seven universities which have had experience with self-management (designated as BHMN). This forum provided a good opportunity for HELM and its partners to get to know each other and reaffirm the program objectives, especially for the 25 new partners, which mostly came from outside Java.

Discussion Forum on Change Management – February 2014

In Makassar, rectors, vice rectors, and directors for external cooperation, as well as coordinators from Akademi Komunitas (AK, or community colleges) signed an agreement with HELM to initiate collaboration for the remainder of the HELM project. The forum also included an overview of change management and a launching of the website. The event was well represented and marked collaboration with the second cohort of HELM HEIs.

Cluster Workshop: Implementation of Supportive Leadership in HEIs – March 2014

In Makassar, 25 deans, department heads, and coordinators (4 of whom were women) from 13 of HELM's partner HEIs attended a workshop on the implementation of supportive leadership in higher education institutions. The objective of the workshop was to provide future HEI leaders with the skills required for implementing a supportive leadership model whereby leaders listen carefully and facilitate problem solving in their workplaces.

Cluster Workshop: Implementation of Effective Communication in HEIs – June 2014

In Makassar, 24 deans, department heads, and heads of study programs (10 of whom were women) from 12 partner HEIs (most of which from outside Java) attended this workshop. The objective was to build the communication skills necessary for supportive leadership. Participants were introduced to the concepts of supportive leadership and change management. Participants expressed their satisfaction with the workshop and many reported that the workshop had helped to build their skills.

GAL Blended Learning

Web-based Blended Learning – Dean's Course – in Development starting March 2014

HELM's Blended Learning Special Initiative was developed in response to consensus around the need to provide greater opportunities for follow-up and continued engagement after the GAL cluster workshop in Makassar in March. The original concept was that a series of webinars would be scheduled that would bring the group of deans from thirteen HEIs participating in the cluster workshop to discuss what they had learned and share ideas about how to solve issues at their schools. Professors Laksono, the Director of the Medical School at Universitas Gajah Mada (UGM) in Yogyakarta and a speaker at the cluster workshop, challenged HELM to look at UGM's success with the medical school using e-learning and webinars to train and communicate with medical facilities across the country. UGM's Prof Sahid, the Director of UGM's Graduate School of Education Management, joined the conversation and together with the HELM staff, began to put meat on the bones of what would become one of HELM's most important Special Initiatives: the HELM-UGM Blended Learning Initiative (more on this topic under Special Initiatives).

In response to this interest and brainstorming, UGM proposed a model to HELM. After a lengthy brainstorming and collaborative design process, HELM collaborated with UGM to pilot this new method for delivering follow up and training using a web-based blended learning methodology with the launch of the Dean's Course on Leadership, which is expected to be followed by courses in each of the remaining three core areas of HELM over the next quarter. HELM and UGM worked together to develop the blended learning modules and to conduct the first webinar (web-based seminar) with the leadership course participants.

Overview of FY2014 Quarter 4

GAL Mentoring and Advisors on the Go

As follow-up to the General Administration and Leadership core area cluster workshops, the HELM GAL Core Specialist conducted monitoring and mentoring visits during Year 3, including technical assistance to two AK, one in Aceh Tamiang and the other in Kolaka (southeast Sulawesi). Both AKs are in the early stages of development and their campuses and list of courses are in the planning stages.

Strengthening the community college system is a priority for DIKTI and HELM organized two mentoring trips this quarter to provide feedback on key areas of higher education management and planning for the AKs, with a particular focus on developing programs which teach entrepreneurial skills. Two of the areas of interest include AK Aceh Tamiang's new business plan for asset management that was designed to foster a culture of entrepreneurship among school administrators, lecturers, staff, and students and AK Aceh Tamiang's goal to develop opportunities for their students to earn money on campus so they can self-finance their studies. AK Aceh Tamiang also wishes to expand its collaboration with the private sector beyond student internships.

Based on requests for Advisors on the Go, HELM teams also visited Universitas Negeri Makassar (UNM) to provide more focused mentoring on leadership and management to the English Education Study Program (Dr. Maemuna Muhayyang, M.Pd) and the Department of Physics (Dr. Nurhayati, M.Si). Dr. Maemuna's action plan on the development of guidelines for student final assignments as well as Dr. Nurhayati's action plan on KKNI-based physics curriculum development are both in progress.

Similarly, in UNDANA, the HELM team worked closely with Marthen Robinson Pellokila, MP, Ph.D., Dean of the Faculty of Agriculture and Sukardan Aloysius, SH., M. Hum, Dean of the Faculty of Law.

GAL Workshops and Forums

Based on this design developed for the Blended Learning Courses with UGM, HELM delivered the first experimental models of an online dean's course as follow-on to the cluster workshop on supportive leadership, using a new "blended learning" methodology that combines face-to-face interactions and web-based distance learning. The modules of the course were created by UGM faculty members in concert with HELM specialists and subsequently uploaded to the UGM and HELM websites. Webinars were conducted first for the kick-off session and then during two discussion sessions. The main challenge for the webinars was insufficient bandwidth at the HEIs to maintain the webinars. This issue is being addressed by setting up systems where participants at the HEIs can be sent materials and presentations in advance and then dial in through their landline or mobile phones and participate in the discussions.

Upcoming FY2015 Activities - General Administration and Leadership

Upcoming GAL Workshops and Forums

Cluster Workshop on Change Management – October 2014

In October 2014, the General Administration and Leadership core are will conduct a cluster workshop on the implementation of change management in HEIs, which is an essential skill for HEI leaders given the nature of their work involves confronting and managing change on a daily basis. The needs of stakeholders, especially in business and industry (DUDI), are constantly changing due to business and

industry developments, changes in government policy, economic and social development, etc. HEIs need to be able to respond to these changes by adapting academic and management parameters and indicators accordingly. By effectively managing change, HEI leaders can help ensure that they lead to optimal educational results.

Upcoming Study Tour: De La Salle University (DLSU), Manila – December 2014

In December 2014, HELM is planning a study tour to De La Salle University in Manila to inform the design of an in-house leadership short course executive training program with the ultimate goal of establishing two education leadership institutions in Indonesia: one in Medan and the other in Makassar.

Participants will gain insights into how such training programs are established and run, how to develop a case study approach upon which the curriculum will be based, and what lessons overall have been learned by DLSU in establishing their program. A team of five participants has been identified to include the Rector of UNHAS, the Director of POLMED, one DIKTI staff member, HELM's Chief of Party, and HELM's Deputy Chief of Party.

The development of the short executive leadership training programs in two locations in Indonesia will be the focus of significant activity in the GAL core area in FY15. The leadership course will be distinct in its ability to train mid-career professionals in short intensive programs that help them to do their jobs better. It will be complemented by other leadership initiatives, such as the development of the post-graduate academic programs and the development of the professional network of professionals in higher education management.

Leadership Forum – early 2015

To help ensure the sustainability of the leadership program, this forum will assemble the leadership training participants from all 50 partner HEIs with the objective of forming a deans' association. In the longer term, such an association could serve to periodically evaluate the impact of the leadership program established by HELM in order to sustain and continue to improve on the program after the HELM project has ended.

Leadership Network and Expansion - summer 2015

Six months after the leadership forum, about 75 participants from the 50 partner HEIs will be invited to participate in a teleconference in order to continue the dialog among HEI leaders, introduce HELM's program to additional deans within HELM's partner HEIs, and plan future leadership forum activities.

Upcoming GAL Mentoring and Advisers on the Go

HELM is planning to expand the Advisers on the Go program particularly for AK in October and November 2014 in order to assist them in the transition period to become independent entities functioning outside of polytechnics and local government administrations. This will be followed by an international consultant with expertise in community colleges in the US system to provide technical support to HELM and DIKTI on different community college models.

Ila. GAL SUB-CORE AREA: POST-GRADUATE STRENGTHENING IN HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (POST-GRAD)

Overview of FY2014 Quarters 1-3

Post-Grad Universities Selected to Develop Graduate Programs in Higher Education

A committee of HELM and Indiana Alliance (IA) reviewers selected four from among the five university applicants to develop graduate programs in HE leadership and management, including masters, PhD and executive certificate programs, as well as establishing research centers. The four universities include the Universitas Pendidikan Indonesia, Institut Pertanian Bogor, Universitas Gajah Mada, and Universitas Negeri Padang. The different strengths of the four universities have provided a good basis for cooperation in building the new field of HE leadership and management in Indonesia.

Post-Grad Workshops and Forums

Developing research programs in higher education – November 2013

In November 2013, a forum was held for 25 representatives from three HELM partner institutions to share the results of the Indonesian Survey of Student Activities (ISSLA) pilot and recommend follow-on actions. These representatives from the pilot institutions uniformly concluded that the ISSLA would be useful for improving quality assurance at their institutions. HELM and DIKTI therefore decided to develop the ISSLA at one of HELM's post-graduate partner universities, where it can be a source of data for research studies on different types of HEIs in Indonesia. At the HELM Project Advisory Group (PAG) meeting in September 2014, DIKTI approved the competitive selection of one of the post-graduate universities as a home for the development of the ISSLA.

In May, Tom Nelson Laird, Professor of Higher Education and Student Affairs at Indiana University, consulted with each of HELM's post-graduate partners on developing their unique research agendas; the agendas were assigned to specific faculty members to draft proposals.

Curriculum Development and the Case Study Approach in Higher Education – March 2014

HELM held a series of workshops and consultancies led by the IA to support the development of the post-graduate programs in higher education (HE) leadership and management. The focus of these workshops in Year 3 was on post-graduate curriculum development. To build the field of higher education leadership and management in Indonesia, the four universities are preparing a joint publication of teaching case studies and a symposium in May 2015 at IPB.

HELM's consultant, Peter Kuchinke, Professor of Education Policy, Organization, and Leadership at the University of Illinois, introduced the use of case studies to faculty members of the four post-graduate programs in HE leadership and management at a workshop in March 2014. HELM provided support for eight teams of two researchers each to study specific aspects of HE leadership in selected universities throughout Indonesia in June and July of 2014. These site visits represented the first time these faculty members had studied other HE institutions. Upon their return, HELM led a second workshop to guide the researchers in using their findings to develop case studies as teaching materials, which they will pilot at their own universities in October 2014.

Future Faculty Development – ongoing

To create a core of Indonesian faculty with PhDs in the field of higher education leadership and management, each post-graduate program nominated candidates to become future faculty members when they have completed their PhD studies at IA universities. The candidates have varied experience and interests, including new master's level graduates in HE leadership and management, current faculty members in related fields such as education administration and public policy, and university administrators in areas such as institutional development, admissions, research, academic affairs, post-graduate programs, and financial management. Each candidate discussed the curriculum at the IA universities with visiting consultants to determine the program that would best fit his or her interests.

Seven candidates are now in the process of applying for fall 2015 PhD programs in HE leadership and management at IA universities, and another five are enrolled in intensive academic English courses to reach English testing scores sufficient for university admission.

Overview of FY2014 Quarter 4

Post-Grad Workshops and Forums

During FY14 Quarter 4, HELM worked closely with DIKTI's Director of Learning and Student Affairs, Illah Sailah, to follow-up to the HELM pilot of the ISSLA. It was agreed that there should be a competitive selection of one of the four post-graduate partners to be the home base for further development of the ISSLA to collect and provide valid data on student learning.

HELM met with Secretary of DIKTI, Patdono Suwigjo, and Director of Faculty and Teaching Staff, Supriyadi Rusdan, to discuss prioritization of DIKTI scholarships for the field of higher education leadership and management. In a meeting at DIKTI on September 8, it was agreed that a new field of higher education management would be created officially and students could apply for scholarships.

These agreements reflect DIKTI's long-term commitment to build the field of HE leadership and management in Indonesia in order to develop a group of local leaders.

Curriculum Development: Case Studies

This quarter, as a follow-up to a HELM workshop on writing case studies, eight teams of researchers from HELM's partner post-graduate university programs did field research in universities across Indonesia. However, they found difficulties in turning their field reports into teaching case studies. University of Illinois professor Peter Kuchinke returned to Indonesia to lead a workshop on turning field research on higher education into teaching case studies. The workshop was held in Padang and included additional teaching staff in UNP's program in HE. The participants reported on their field studies which brought out important points on leadership and management in HE. They worked together in cross-institutional teams to determine approaches appropriate to turning the reports into instructional materials.

The group set a deadline October 31, 2014 to complete the writing of the instructional materials and begin piloting them in their home institutions. Peter Kuchinke will continue to provide feedback from a distance.

Future Faculty Development

The four partner universities' twelve nominated candidates (three from each post-graduate university) were interviewed by IA consultant Peter Kuchinke to discuss their fit to specific IA university PhD

programs in HE leadership and management. The candidates are now preparing for admission to PhD programs. Seven candidates are currently applying, and five are taking six months of pre-departure intensive English training and academic preparation.

Memoranda of Understanding (MOUs) were signed between Indiana University/University of Illinois and each of the four Indonesian post-graduate partner universities for ongoing cooperation in HE leadership and management (8 MOUs total, to date).

University Study Program Proposals for Graduate Studies to DIKTI – August 2014

At the request of the participants, a one-day workshop was held to discuss the development of curriculum at the four partner post-graduate programs. Peter Kuchinke shared trends in curriculum and program development for HE leadership and management in the US. Each participating university presented on its curriculum and justification, and there was discussion of common questions such as use of terminology (administration versus management), and changes in the number of credit hours for post-graduate programs. In summing up, Peter Kuchinke concluded that more standardization among the universities' programs did not seem necessary at this point. However, he noted that they all share a common interest in building the field in Indonesia through joint actions such as research, journals, and conferences.

Upcoming FY2015 Activities - Post-Grad

Upcoming Post-Grad Workshops and Forums

ISSLA Location Identification

Based on the pilot of the ISSLA, the four post-graduate HEIs partners will apply to be research organization that will administer the ISSLA in Indonesia. HELM will review the applications and make a recommendation to DIKTI on selection. In 2015, HELM will bring two consultants, Judith Ouimet and Tom Nelson Laird to assist with further development of the post-graduate program. Judith Ouimet, representing the National Survey of Student Engagement (NSSE), the model for the ISSLA, will advise on setting up the center and methodology for implementation. Tom Nelson Laird will share expertise in research based on NSSE.

The ISSLA addresses some of DIKTI's ongoing concern with improved quality assurance, and the need for more focus on HE student learning outcomes. It can serve as a source of quality-assured data that is comparable across institutions and countries, to be used in research leading to HE improved leadership and management practices.

Collaboration on Graduate Program Strengthening – December 2014

HELM plans for consultant David Stein to analyze online collaboration possibilities and challenges at the four post-graduate partner universities. His visit will be followed by consultant Margaret Sutton to review curriculum and syllabi, including recommendations regarding distance delivery of a course module by an IA university for a post-graduate program course in HE leadership and management.

Training on Alternative Delivery – April 2015

Senior staff from the four Indonesian universities will participate in a two-week training course at the Indiana Alliance universities in the US, where they will engage with IA faculty who teach through alternative delivery, and learn about the technical and student support services associated with alternative delivery methods. The participants will produce plans for the incorporation of alternative delivery mechanisms into their institutions' post-graduate programs in HE leadership and management.

Symposium: Developing the Field of Higher Education Leadership and Management

The graduate Indonesian partner universities plan to hold a symposium on development of the new field of HE leadership and management, with support from DIKTI and the universities. HELM will provide two speakers to address subjects such as leadership development and research planning. The symposium may include stakeholders and HE researchers, and result in a published research proceedings. The universities' initiative in planning the symposium is an important contribution to building the field of HE leadership and management.

Development of Executive Training Courses

HELM will hold a workshop with consultant Peter Kuchinke on the development of short-term executive certificate courses designed for new and emerging leaders and higher level staff and faculty members. The four post-graduate partner programs have made preliminary proposals for such courses, but further development is needed. It is expected that the courses will utilize distance and alternative delivery methods. The courses will provide opportunities to share and build new knowledge in the field of HE leadership and management at the post-graduate programs with new and emerging leaders in HE.

III. CORE AREA 2: FINANCIAL MANAGEMENT

Overview and Analysis

HELM trained 177 participants in Year Three in financial management in order to significantly improve the financial performance of partner HEIs. Approximately 82% of participants were in positions of middle and upper management in financial department, with more than 60% at the head of their financial division. Improvements in HEI financial management will be measured by changes in their audit opinion reports, which are documents that are accessible through the HEI.

Indonesia HEIs several different levels of financial autonomy, and each comes with a different level of authority over financial decisions and management. After the Reform Act of 2012, more HEIs are able to apply for increased financial self-governance and collaborate with the private sector. This shift both motivates and worries HEIs that do not have experience in financial management or the means to bring in income. Of the HELM partners, HELM has one fully autonomous partner (PTN BH) and 15 semi-autonomous (BLU) partners. Based on guidance from DIKTI, the assistance that HELM offers is catered to the financial status, the audit report, and the motivation for the HEI to improve. HEIs are clustered accordingly and experts are identified which can serve as resource people. In certain cases, HELM has provided intensive assistance in standard operating procedures and accounting. At the same time, HELM is developing a toolkit of templates, materials and resources that will be used in the Blended Learning Financial Management modules and made accessible.

Workshops and technical assistance have focused on procurement improvements through assistance in preparing and improving Standard Operating Procedure (SOP) especially in the construction, goods, consultancy work, and contracts, so that mistakes in bidding, evaluation, awards as well as the implementation of contract will be improved.

Year 4 mentoring and Advisors on the Go will focus on providing support to HEIs as they adopt new practices and receive. Large challenges and trends that occur regularly will be shared with DIKTI.

Overview of FY2014 Quarters 1-3

During Year 3, activities under the Financial Management (FM) core area increased management capacity and improved financial performance through training, mentoring, and “Advisors on the Go.”

FM Workshops and Forums

HELM’s financial management training is designed to cover the full spectrum of financial management processes, from upstream to downstream planning and budgeting, procurement, financial reporting and internal audits. The 25 new partners who joined HELM this year (Cohort 2) are more diverse in terms of status, type and quality. Public HEIs in Indonesia are classified into Satker BLU status and Satker Regular status. BLU status allows an HEI to have greater autonomy over their planning and budgeting based on the Higher Education Reform Act of 2012, but must be granted by the government after an application process. It is a difficult and desirable goal to gain BLU status and it represents better financial management and greater authority over the management of your HEI. The types of HEIs in Indonesia include universities (public and private), colleges, polytechnics, and Akademi Komunitas. In Cohort 2 there are three private universities.

Summative Meeting for Audit Strategy and Follow-up on Audit Findings – October 2013

In October 2013, participants from the 25 Cohort 1 HEIs met to discuss audit strategies including internal controls, correcting misconceptions between audited institutions, auditors and law enforcement bodies, and anticipating financial loss.

This program is important given the large number of cases of corruption, discrepancies, sub-optimal performance by the Internal Audit Unit (SPI and the differences in understanding and perception between audited parties, auditors and law enforcement bodies. Members of the Ministry of Finance, BPK, the Inspector General Department of DIKBUD, and the University of Brawijaya served as facilitators and resources.

Participants made recommendations to the authorities leading the meeting for strengthening the internal audit function, including improving SOP preparation, providing an adequate budget, providing early warnings to avoid corruption, and strengthening cooperation between audited parties, auditors and law enforcement bodies in order to reach a common understandings on the procedures.

One of the findings of the meeting was that HEI financial teams are fearful of being accused of corruption due to mistakes and the demand is high for more information.

Cluster Workshop: Budgeting and Business Plan Development – March 2014

In March 2014 in Makassar, participants from 12 of the batch 1 HEIs partners attended a workshop to understand the importance of achievable business plans and budget preparations, and to receive training on the preparation of financial performance reports, work plans, budgets and financial projections. This knowledge is important for ensuring that funds are used effectively and efficiently, and to support improved implementation through better planning and budgeting. Facilitators and resource persons came from the Ministry of Finance, Universitas Gadjah Mada, and the University of Brawijaya.

Cluster Workshop: Transparent and Accountable Financial Management – June 2014

In June 2014, 43 participants from the second batch of 25 HEI partners, attended this HELM cluster workshop. The workshop focused on the importance of a leader’s ability to understand and lead budgeting and work planning, analyze procurement regulations set forth by the government and/or

private sector, and identify and address institutional issues in these areas. Solid planning and budgeting allow institutions to see the link between funding allocations and expected performance and allows the ability to track achievement. Government funding requires effective, efficient, transparent, competitive and accountable procurement procedures to ensure institutional needs are met at reasonable prices.

Several issues arose during workshop discussions: 1) Top management selection should be transparent; individuals should be hired based on managerial and academic experience; 2) The institutional rating of Satker BLU does not automatically indicate a more advanced institution than Satker Regular. BLU institutions are expected to increase public service to external stakeholders and develop partnerships to increase institutional revenue to cover routine costs; 3) BLU institutions can set their own tariffs and unit costs, approved by the Ministry of Finance, making procurement more flexible. These findings defined many of the key issues for feedback to DIKTI and next steps for mentoring and training for HELM.

FM Mentoring and Advisors on the Go

Mentoring activities were conducted in May and June 2014 to eight universities in order to follow up on their action plans developed during the cluster workshops and to provide technical assistance. In May 2014, HELM provided financial management mentoring to select partner institutions: UNS, UMS, and UKSW. During mentoring visits, the HELM financial management specialist and associate found UNS was pleased with the technical assistance HELM had provided to the Head of Internal Audit and the Head of Procurement Services and wanted to extend the training for UNS 'middle manager. UMS requested HELM assistance to develop an integrated information management system for finance and academic affairs, while UKSW requested more specific training on how to manage finances within a Perguruan Tinggi Swasta (or HEI that qualifies as a private entity).

In June 2014, the financial management specialist and associate visited UNPATTI, STAKPN, POLNES, UNMUL and UNLAM. UNPATTI requested support in applying for BLU (Badan Layanan Umum or semi-autonomous) status. POLNES requested intensive technical assistance to develop standard operating procedures (SOPs), procurement plans, procurement guidelines, and an integrated management information system. UNMUL requested assistance on developing SOPs for government and private sector cooperation because a recent audit had found UNMUL to have an irregular collaboration contract. UNLAM expressed interest in HELM training for finance and procurement in order to become BLU.

Throughout the interactions at workshops and during mentoring visits, a theme developed in the Financial Management core area. Many HELM HEI partners struggle with the ability to plan, project accurate budgets, and manage their activities. Until recently very few HEIs in Indonesia were granted the autonomy to manage activities and funds independently and were bound to a rigid government-run process where budgets were provided based on previous spending only. Under the Reform Act HEIs can acquire the ability to be semi-autonomous (BLU status) and therefore be able to plan and manage funds with greater flexibility. However, few HEIs understand what this really means and the procedures they need to have in place to both apply for BLU status and carry out the financial procedures to maintain their books.

Based on a high level of demand, HELM consulted with DIKTI and organized a mentoring activity to provide technical assistance to HEIs that were on their way to achieving BLU status, but needed assistance. The tools and procedures will be provided through a Blended Course module so that they can be available to a large population. To initiate the technical assistance, however, HELM began to offer Advisors on the Go and mentoring services to selected HEIs.

The first FM mentoring activity to provide support to the BLU application process was with UNPATTI. HELM worked with UNPATTI to directly engage them in preparing a proposal to upgrade their financial management mechanism from Satker Regular to Satker BLU with the goal of enabling them to enhance their efficiency and productivity of UNPATTI's educational services. The process of working with UNPATTI will inform the materials that HELM is developing to support other HEIs. The proposal is due to the Ministry of Education and Culture (MoEC) by October 16, 2014.

Overview of FY2014 Quarter 4

During the last quarter, HELM provided technical assistance to UNPATTI to help upgrade their financial management mechanism from Satker Regular to Satker BLU. In September 2014, 50 HEI leaders were invited to conduct a focus group discussion.

FM Mentoring and Advisors on the Go

In September 2014, 60 participants from UNPATTI, MoEC, DIKTI, and Universitas Brawijaya attended an event to review UNPATTI's BLU proposal, provide revision recommendations, and encourage financial independence. The goal was to upgrade UNPATTI's financial mechanism from Satker Regular to Satker BLU.

UNPATTI's BLU team presented three separate proposals on strategic planning, minimum service standards, and corporate governance. Fellow participants advised the team that basic data should be for 2014, not 2013 and the purpose of the proposal should be adjusted to focus on the improvement of education quality and increased financial flexibility. The proposals lacked information on potential revenue and development of business units to generate income. The BLU team, with the guidance of Prof Latief Abadi who is an expert in BLU, will revise the three proposals and submit them to Kemen DIKBUD by October 16, 2014.

Upcoming FY2015 Activities - Financial Management

FM Workshops and Forums

In November 2014, HELM will conduct a planning and budgeting workshop in Makassar, which will be attended by 26 participants of 13 HEIs Batch 1 at the Vice Rector/Director, Head of Finance Bureau, and Head of Planning levels. The objectives are: understanding the importance of achievable business plans and budget preparations, preparation of reports on financial performance, preparation of work plans and budgets for the coming fiscal year, and preparation of financial projections for next year's budget.

HELM will also hold an audit workshop in February 2015. This workshop will be attended by 50 participants from 25 Batch 2 HEI partners at the Vice Rector/Director, Head of Finance Bureau, and Head of Internal Audit levels. The objectives are: understanding of internal controls, correcting misperception between HEIs, auditors and law enforcement bodies, and anticipating financial losses.

Advisors on the Go

HELM will conduct in-house training in several universities as part of A2G activities. For Universitas Lambung Mangkurat, HELM will provide 2 days of training on asset management in order to develop potential revenue from collaboration with local government as well as the private sector. This training is part of the preparation process for reaching BLU status. 40 participants will attend the training at the Vice Rector, Vice Dean, Head of Bureau, and Division Head levels.

For Universitas Islam Negeri Syarif Kasim, HELM will conduct a 5 day intermediate-level procurement training. The objective of this training is to prepare procurement staff who will take the national procurement exam. 30 participants will attend this training.

HELM will conduct financial reporting and accounting system training for the three universities together such as Universitas Negeri Sebelas Maret, Universitas Muhammadiyah Surakarta, and Universitas Kristen Satya Wacana. The objective of the training is to develop a comprehensive and integrated financial system. The number of participants is about 45 people and will consist of Finance Division Heads, MIS Heads, and finance staff.

Universitas Syiah Kuala and Universitas Papua will receive HELM technical assistance for preparation to achieve BLU status. The objective of this activity is to prepare proposals which are accountable and financially feasible to the MoEC and Ministry of Finance. The number of participants is approximately 80 people and will consist of Rector, Vice Rector, Dean, Head of Bureaus as well as the BLU Team.

Blended Learning

For the 3 month period starting January to March 2015, 60 participants from 50 HEI partners will participate in the blended learning financial management course (additional details below in the Special Initiatives section). The course will be split into three modules on: planning and budgeting, asset management, procurement and audit. UGM will lead this training. The participants will consist of Vice Rectors, Heads of Finance Bureau, Heads of Planning Bureau, Heads of Internal Audit as well as procurement unit staff. The major objective of this training is to improve their financial skills and learn best practices.

Mentoring

The Financial Specialist and associate will concentrate on providing mentorship in the West Region, especially for 12 HEIs in Sumatra, 2 in East Java, and 2 in Papua. The main objective for mentoring are to: understand the financial condition of HEIs and obstacles, provide solutions and guidance to improve their performance, and to follow-up on HELM workshops.

IV. CORE AREA 3: QUALITY ASSURANCE

Overview and Analysis

In addition to extending access and practicing good governance for higher education reform, the Ministry of Education and Culture (MoEC) put in place new policies to improve quality. The publication of Law 12/2012 in Higher Education and Ministerial Regulations No. 49/2014, National Standard for Higher Education, represents the starting point to intensify the implementation of quality improvements for tertiary education services management.

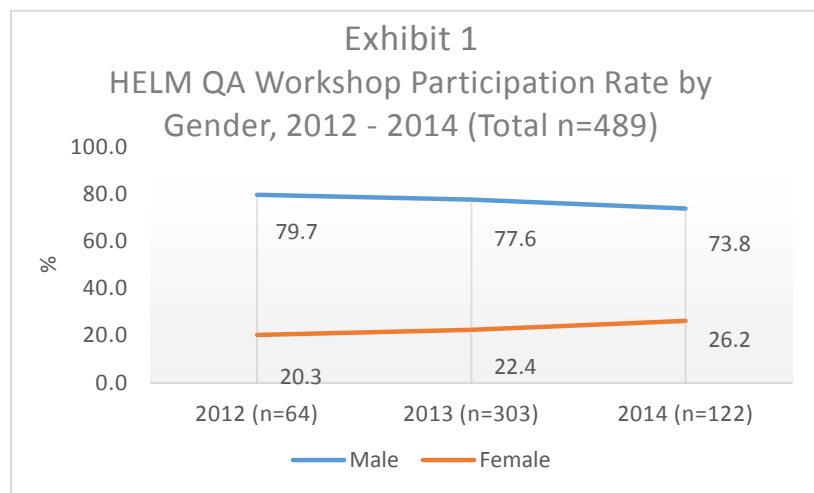
For the last three years, the HELM project has provided funds and experts as technical assistants in the area of quality improvement, with particular attention to the new requirements and challenges of the internal and external quality assurance system.

The data reported in this section are mainly drawn from the National Accreditation Board for Higher Education's (BAN-PT) website, from DIKTI and HELM data.

The main objective of HELM's quality assurance capacity building program is to assist HEIs in the preparation of institutional and programmatic accreditation and to develop materials and approaches

which will inform HEIs beyond their partnership with HELM. To meet this objective, HELM worked closely with DIKTI, BAN-PT, and resource people from the Akreditasi Institusi Perguruan Tinggi-Akreditasi Program Studi (AIPT-APS) teams in selected HEIs that were granted grade A status by BAN-PT. AIPT is the accreditation for institutions and the APS is the accreditation for study programs.

Workshops combined an adult learning approach and an interactive process. Resource people and international advisors brought real cases with a variety of contingency solutions to help participating quality assurance managers better understand how to improve quality and improve the chances of accreditation.



HELM set a target to reach 600 participants in quality assurance trainings between 2012 and 2016. During this reporting period, HELM added 125 participants to the number of participants trained in quality assurance, bringing the total number to 489 QA participants, which represents 81% of the end-of-project target.

While HELM seeks to have women represented to the greatest

extent possible with its activities, quality assurance continues to be a male dominated field and there were more men attending workshops than women. Although the rate of female participation has increased by two percent each year, it is still only one quarter of total participants. Exhibit 1 shows the changing proportion of male to female participation for QA workshops over the last three years. Based on this finding, HELM will continue to review strategies to encourage more female participation.

Since the HE Reform Act of 2012, institutional accreditation, or Akreditasi Institusi Pendidikan Tinggi (AIPT), is mandatory for all types of HEIs. Despite minimal guidance and monitoring by DIKTI, HELM has found that few HEIs have the motivation and skills to prepare for institutional accreditation. HELM's target is a 70% rate of institutional accreditation among its partner HEIs by the end of 2014. Based on the 2014 data published by BAN-PT, 39 (78%) of the 50 HEIs receiving HELM support were granted AIPT.

Exhibit 2 - Institutional Accreditation by Grade, 2012 – 2014				
Grade	Year			Remark
	2012	2013	2014	
A	2			Maintained
	4			Newly accredited
B	2	3		Maintained
	9			Newly accredited
C	3			Maintained
	16			Newly accredited
Not Accredited yet	6			Waiting for visitation
	5			Preparing proposal
Total	5	5	39	

The ranking in AIPT is also important and will determine the type of support that HEIs receive from DIKTI in the future. Of the HEIs working with HELM, six HEIs were given the coveted grade A by BAN-PT.

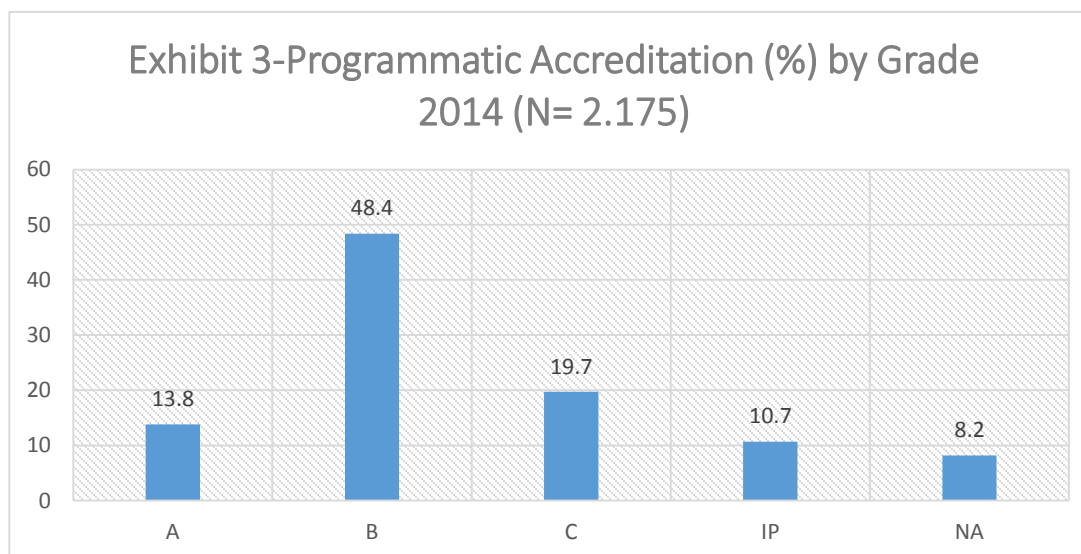
Exhibit 2 shows that BAN-PT granted grade A status to UNHAS in Makassar South Sulawesi and UMM in Malang East Java in 2013. Then in 2014, BAN-PT also granted grade A status to UNS Surakarta in Central Java, UNAND in Padang West Sumatera, UM in Malang East Java and UIN-SUKA Jogjakarta.

HELM believes that at least six more HEIs will be granted AIPT by BAN-PT in 2015. HELM provides accreditation preparation assistance to its partner HEIs in the following ways: 1) mentoring to provide documents and evidence as clarification for BAN-PT inquiries and 2) facilitating communication with BAN-PT if HEIs believe there is an unfair score by assessors.

To further support the AIPT proposal process, HELM will provide on-site technical assistance to a minimum of six heads of QA units that have not been granted accreditation to date, including workshop alumni in Politeknik Aceh, Universitas Malikussaleh, Politeknik Negeri Padang, Politeknik Negeri Samarinda, Politeknik Negeri Perikanan Tual, and Politeknik Pertanian Negeri Kupang.

Only five out of the 50 HELM HEI partners have yet to submit proposals for AIPT. Representatives from the QA units in each of these HEIs have participated in HELM trainings, and HELM is ready to provide follow-up support as needed.

Within each HEI there are also many study programs which are required to undergo accreditation. To date, HELM has worked with a total of 2,175 study programs, which is 5% higher than HELM's target. The 2014 BAN-PT data show the composition of accredited study programs as 48% at B level, 20% at C level, and only 14% at A level (See Exhibit 3).



In addition to the eight percent of study programs that are unaccredited, HELM found that 11 percent of study programs are 'in process', meaning that they are waiting for either visitation by assessors or publication by BAN-PT. HELM will spend more resources (funds, facilitators, resources persons, and advisors) to track these two groups to ensure that these 210 study programs have the knowledge to apply for accreditation and can be granted at least a C grade.

Working to improve the quality of study programs is not always easy. It is a continuous process that requires a leader's commitment at all levels of the institution. University and institutional rectors, polytechnic and higher school directors, deans and department heads need to work together to ensure that programs receive the attention and resources they need over time. They all must ensure that

faculty senate members, lecturers and students have an opportunity to be involved in policy making, program planning, budget allocation, human resource development, and facility procurement.

Overview of FY2014 Quarters 1-3

QA Workshops and Forums

Improving Institutional and Programmatic Accreditation Proposals – November 2013

HELM invited 72 participants to a two-day workshop at the Ambhara Hotel in Jakarta in November 2013 to develop and implement a three-month action plan for partner HEIs to apply for accreditation. Each team revised their draft plan for accreditation and produced a PowerPoint presentation as a deliverable. The HELM QA specialist used this output to identify needs as well as potential experts for doing mentoring and Advisor on the Go activities.

Cluster Workshop: Strengthening QA Units and Study Programs – April 2014

HELM conducted the first two cluster workshops with this content in Medan in April. HELM found that in 2013 BAN-PT published data showing that of the 50 partner HEIs, 32 had not been granted AIPT accreditation. Almost half (1,056) of study programs had not received accreditation. With few exceptions, HEI QA units and QA study programs were weak, leadership commitment was lacking, human resources and funding were insufficient, and weaknesses were found in institutional structure, authority, and facilities. In close consultation with DIKTI, HELM revised its objective toward dramatically strengthening the capacity of internal QA units, training 43 QA unit heads and members to be able to manage internal and external quality assurance systems, setting up standard operating procedures and manuals, mobilizing resources at faculty and study programs, and supporting the accreditation process. Finally, each HEI team was tasked with revising their action plan to prepare for programmatic and institutional accreditation.

Cluster Workshop: Strengthening QA Units and Study Programs – May 2014

HELM held the second cluster workshop for the remaining HEIs in Makassar in May. Twenty-six heads and members of the QA units at the remaining HEIs attended.

QA Mentoring and Advisors on the Go

State University of Syah Kuala (UNSYIAH), Nangroe Aceh Darussalam – March 2014

The HELM Team traveled to the UNSYIAH campus in Aceh to provide mentoring on AIPT proposal to six members of their QA unit and thirty representatives from different study programs. The objective was to respond to the Rector of UNSYIAH's request to submit AIPT proposals to BAN-PT in August 2014. The follow-up to HELM mentoring included the discussion of issues and strategies and regular meetings with sixteen BAN-PT assessors to prepare and submit AIPT and APS by August 2014. They reached their goal and received a C accreditation, which was acceptable since this was the first time they had submitted an application and they had a lot of improvements to make.

Politeknik Aceh, Nangroe Aceh Darussalam - March 2014

The HELM team worked with three workshop alumni and Politeknik Aceh's new QA unit for two days in March to develop Standards Operating Procedures (SOP) and a manual for filing documents to support the completion of their accreditation system. Seven heads of study programs agreed to prepare a AIPT proposal by August 2014. The Director of Politeknik Aceh, Zaenal Hanafi, believes that as a small, young and private Politeknik in Aceh, working on the issues that lead to accreditation will improve student's learning services. They have not received news on their proposal at this point.

Medan State Politeknik (POLMED), North Sumatra – March 2014

The HELM team assisted the Medan State Politeknik to review data on quality through a mapping exercise in order to identify which standards have been addressed and which require additional work. Muhammad Syahrudin, the Director of Politeknik, and his quality assurance team aim to be the first politeknik in Sumatra to submit their proposal for AIPT accreditation. Abdul Basir, the Head of Quality Assurance Unit, reported that two internal assessors and thirteen heads of study programs worked together based on HELM's guidance and submitted their AIPT proposal by the deadline in August 2014 and received a C grade.

State University of Makassar (UNM), South Sulawesi – May 2014

The HELM team visited UNM on May 7 and provided technical assistance to 23 study programs that need to update their accreditation. Prof. Sufyan Salam, Vice Rector 1, and Prof. Fakhri Kahar, invited 84 heads of study programs and senior leaders (Vice Rectors and Deans) to increase their capacity to update their AIPT proposal with the goal of increasing their scores from B to A.

State University of Malang (UM), East Java – May 2014

The HELM team provided technical assistance to the UM QA team to review their AIPT scoring and make recommendations on how to achieve a higher score. For more than six months, Dr. Sugiharto, Head of the QA unit, has led 31 UM AIPT team members through regular meetings and practice sessions using a score simulation for AIPT. UM was chosen for this HELM mentoring because of the large number of study programs and the request of Dr. Femmy from the Coordinating Ministry of Social Affairs. She was interested in seeing the impact of HELM activities in UM and UMM and any subsequent recommendations. Prof. I Wayan Dasna, Vice Rector 1, said "we all got inspiration from HELM workshop and received an A institutional accreditation in 2014, thanks to their help."

Malang Muhammadiyah University (UMM), East Java – May 2014

The HELM team worked with the QA team at UMM to review their performance and QA practices. Dr. Suparto, Director of the UMM International Relations Office, reported that UMM was the first private university granted A level accreditation in 2013. Dr. Ainur Rofieq, Head of QA Management Center, said that HELM and UMM has shared best practice and lessons learned to support AIPT and APS preparation in several workshops since 2013.

Politeknik Negeri Pertanian Kupang (Politani) – June 2014

HELM sent Dr. Ainur Rofieq, HELM's advisor in Quality Management Center at UMM, to share ideas and expertise with Politani on 13 June 2014. Forty participants participated in a workshop and learned practices of item analysis, score simulation, ad hoc accreditation team building, proposal writing, and internal review skills. Melkianus Luji Jadi, MP., Vice director for Academic Affairs, invited senior leaders and AIPT/APS accreditation team to join this one day AIPT/APS mentoring session.

University of Widya Mandira (UNWIRA) Kupang – June 2014

HELM's Advisor on the Go, Dr. Ainur Rofieq, head of the Quality Management Center at UMM, also visited UNWIRA and provided a workshop to 37 heads of study programs to discuss several issues, component standards, score simulation and analysis, and how to use internal and external auditors. P. Yulius Yasinto, SVD, MA, Rector UNWIRA, said that "mentoring is useful we will go for APS accreditation in 2015."

Overview of FY2014 Quarter 4

QA Workshops and Forums

National Workshop - International Recognition and Accreditation – September 2014

In addition to the goals of national accreditation, in order for HEIs to play in a global playing field and be competitive, Indonesian's HEIs should be aware of and consider international quality assurance standards. This workshop was designed to provide an opportunity for senior leaders in high-performing HEIs to understand the process and prepare long term plans for international recognition and accreditation for study programs, particularly in science, technology, engineering and math (STEM).

HELM involved three international experts from Arizona State University to provide guidance in this area: Dr. Jeffery Goss, Dr. Kathy Wigal and Prof. Scott Danielson. All three experts have worked with Higher Engineering Advancement Program in Vietnam. They shared best practices and the process to achieve international accreditation. Two facilitators from University of Bina Nusantara (UBINUS) were also invited to share their Indonesian experience in receiving ABET certification. Follow up action is needed to explore initiatives to reach international recognition and accreditation in selected HEIs ready for further achievement.

HELM and ASU will develop pilot program for nurturing the global quality based accreditation. A field visit to University of Hasanuddin (UNHAS) in Makassar South Sulawesi was done in September 2014. A field visit to University of Sebelas Maret (UNS) Surakarta Central Java is needed.

QA Blended Learning

Blended Learning (discussed in more detail under Special Initiatives below) for quality assurance is in the preparatory stages. The major objective is to serve alumni of the AIPT/APS workshop to build deeper skills for preparing AIPT/APS accreditation proposals. HELM will invite 60 participants. UGM will offer online training for 3 months. Agenda, schedule, and modules are prepared by UGM.

Upcoming FY2015 Activities - Quality Assurance

Upcoming QA Workshops and Forums

Two Workshops: Supporting Independent Accreditation Institutions – TBD 2014

HELM QA Core Area is planning to hold national workshops to encourage dialogue and create strategies to support the development of independent accreditation bodies for study programs. It is a requirement by law non-government accreditation bodies are established called Lembaga Akreditasi Mandiri (LAM). In 2015, HELM will work with BAN-PT and DIKTI to support initiatives for the establishment of LAM. Before the LAM workshop, HELM will have pre-workshop meetings: 1) LAM Training Design in January, 2) LAM training module development in March, and 3) LAM training of trainers in May. The two workshops for LAM accreditation are scheduled in July 2015 for a Science and technology group and a Social Science group in August 2014.

Possible Special Initiative on Accreditation for STEM study program – TBD 2015

HELM is working with Arizona State University to co-design a special initiative that will introduce new methods of providing engineering instruction that are linked to global accreditation. HELM will assess 2-3 HELM partnering HEIs to join the proposed pilot program and submit a design to USAID for approval. Terms of Reference, agenda and schedules are under development.

Upcoming QA Mentoring and Advisors on the Go

The 2014 baseline data collected by HELM show that 262 study program in 2015 and 336 study programs are projected to prepare accreditation proposals. To respond to these demands, HELM will continue mentoring for programmatic accreditations. At the same time, 5 HEIs are still preparing for AIPT. The major targets are: improving accreditation from C to B and from B to A, and reaching C status for the expired and not yet accredited programs. To ensure all HEIs get equal access for nurturing programs, HELM will visit 10-15 HEIs in 2015.

October – December 2014, HELM will continue the mentoring program and visit the following selected HEIs:

- Sumatera - University of Bengkulu (UNIB) Bengkulu, State University of Syarif Kasim (UIN-SUSKA) Pekanbaru Riau, Politeknik Negeri Padang (PNP) and Universitas Negeri Padang (UNP) in West Sumatera, Medan State University in North Sumatera.
- Kalimantan - University of Tanjungpura (UNTAN) and Politeknik Negeri Pontianak in West Kalimantan, and IAIN Samarinda
- Jawa - State University of Semarang (UNNES) in Semarang, Satya Wacana Catholic University (UKSW) in Salatiga, University of Sebelas Maret (UNS) in Surakarta.
- Irian - University of Cenderawasih (UNCEN) in Jayapura and UNIPA in west Papua.

V. CORE AREA 4: COLLABORATION WITH EXTERNAL STAKEHOLDERS (EC)

Overview and Analysis

HELM's external collaboration core area activities in Year 3 were designed to serve two purposes:

1. To improve the environment within HEIs to encourage collaboration with external stakeholders, and
2. To strengthen the capacity of the Research and Community Service Units (LPPM) within HEIs to better serve as collaboration coordinators and respond to the Government of Indonesia's policies and priorities.

This core area focused mainly on improving the institutional capacity of partner institutions through workshops, mentoring, and forums. Representatives from HELM's first 25 HEI partners (Cohort 1) were invited to participate in two HELM workshops and two HELM summative meetings. HELM also supported participation of their representatives in two DIKTI organized events: the University – Industry Collaboration in Higher Education of Indonesia Seminar and the Expo on Agroindustry Research Innovation.

In December 2013, HELM distributed baseline questionnaires to Cohort 1 to assess whether there were improvements in the number of collaboration activities between HEIs and external stakeholders. While only twelve of the 25 HEI partners completed the questionnaire, the data is quite interesting. Based on these completed questionnaires, the breakdown of new collaborations with external stakeholders, far beyond what HELM had anticipated for the life of project, is below. We will track the remaining HEIs and look at change over time.

Exhibit 4 - Number of new collaborations reported in 2014 by 12 HEI partners							
	Other HEIs	Research Institutes	Government	Industry	Business Associations	Other Agencies	TOTAL
Universitas Syah Kuala	2	0	7	4	4	4	21
Politeknik Negeri Medan	0	0	0	0	0	0	0
Universitas Andalas	8	0	13	0	2	0	23
Universitas Pendidikan Indonesia	2	15	20	0	0	0	37
Universitas Sebelas Maret	0	1	45	0	1	0	47
Universitas Kristen Satya Wacana	5	1	0	0	0	1	7
Universitas Negeri Makassar	1	0	1	0	0	1	3
Universitas Negeri Cendrawasih	2	2	2	1	1	1	9
Universitas Halu Oleo	1	1	7	0	1	1	11
Politeknik Negeri Samarinda	0	0	5	4	3	0	12
Universitas Negeri Papua	0	0	11	8	0	0	19
Politeknik Aceh	0	1	0	0	0	0	1
	21	21	111	17	12	8	190

Overview of FY2014 Quarters 1-3

Under the EC core area, Year 3 marks the last round of HELM workshops designed to improve the collaboration capacity of HEI partners.

EC Workshops and Forums

During the first three quarters of the fiscal year, HELM organized two summative meetings and two workshops attended by 49 HEI partner institutions.

Summative Meeting on Private Sector Potential: Strengthening the Capacity of the Research and Community Service Unit (LPPM) – October 2013

Six months after the Strengthening the Capacity of Research and Community Service Unit (LPPM) workshop held in April 2013, LPPM units were expected to demonstrate improvements in their business approaches. They were expected to shift from passively awaiting collaboration opportunities toward employing a more proactive approach toward identifying opportunities for collaboration and promoting institutional capacity and expertise.

At the summative meeting, Prof. Nizam, Secretary of the Higher Education Board, presented his ideas on research cluster development. He stressed the importance of future research to improve human resource capacity in the following areas: 1) using the existing technology industry as a stepping stone to better position Indonesia's economic and industrial competitiveness; 2) further developing the technology industry; and 3) conducting industrial research. His presentation offered new directions for improving the practice orientation of and inter-linkages between research and development in the field of higher education.

Summative Meeting on Triple Helix Grantsmanship – November 2013

Two months after the Triple Helix Grantsmanship workshop held in September 2013, HEI partners were expected to report on their action plans and be able to draft proposals for DIKTI research grants and/or to initiate partnerships with external stakeholders. A summative meeting was held on Nov 25 for the participants to share their lessons learned and experience in carrying out their planned activities, as well as to get feedback on the challenges encountered.

In conjunction with the summative meeting, DIKTI held an expo on agro-industry research innovation the following day. HELM supported the participation of ten researchers from partner institutions to display their research findings. Those researchers also served as volunteer proposal reviewers for their peers at the summative meeting. The rest of the summative meeting participants from attended the expo to support their peers among HELM's partners. Three of HELM's partner researchers received special acknowledgement at the expo: Universitas Syiah Kuala, Universitas Sriwijaya, and Universitas Sebelas Maret Surakarta.

Cluster Workshop: Improving the Collaboration Capacity of the Research and Community Service Unit (LPPM) – March 2014

In an effort to strengthen HEI collaboration with external stakeholders, HELM conducted a two and a half-day cluster workshop on strengthening the partnership capacity of the Research and Community Service Unit (LPPM). It was designed to equip LPPM participants with the practical knowledge needed for developing strategies and standard operating procedures (SOP) for effectively doing business with external stakeholders.

A total of 27 participants from 12 new HELM cohort 2 HEI partners attended the workshop, exceeding the target of 24 participants. Over 87% of the targeted participants serve in a structural position whose mandate includes building external collaborations (8 LPPM heads, 2 research unit heads, 1 community service unit head, 7 vice rectors/vice directors, 3 heads of international and/or partnership offices).

Participants expressed their appreciation for the workshop which many felt was an eye-opening experience. Although participants had acknowledged the rigorous process involved in developing and defending research proposals for MoEC funding, they now felt that they had not adequately addressed the private sector value of research in their proposals and presentations. One partner institution acknowledged a clear need to streamline its organizational structure to be more effective and efficient when communicating with external stakeholders.

Cluster Workshop: Building Marketing Strategies for Products and Services of HEIs – June 2014

The marketing strategies workshop, which was the last such capacity building activity for HELM's first cohort of HEI partners, aimed to improve the capacity of HELM partner institutions to conduct business with the private sector. This workshop was a continuation of two previous workshops focused on improving the organizational management of the LPPM and improving capacity to develop Triple Helix grant proposals. Forty-six participants from 24 cohort 1 institutions attended.

Patdono Suwignjo, Secretary of the Directorate General of Higher Education at the MoEC, gave the keynote address and led a Q&A session with participants. In his remarks, he recommended that HEIs build competencies based on the local conditions, which relates to DIKTI's priority to improve the quality and relevancy of education. The goal is not only to improve the quality of higher education institutions, but also to ensure that they remain relevant to local market conditions and to the needs of the

community. He also stressed the urgency and importance for HEIs to actively pursue funding from the private sector through partnerships based on competency.

EC Mentoring and Advisors on the Go

In May 2014, HELM visited four new HEI partners to follow up on their action plan implementation following each workshop. These partners included: Universitas Malikussaleh, Politeknik Lhokseumawe, Politeknik Pertanian Kupang and Universitas Widya Mandira. HELM and these HEI partners discussed the challenges for engaging external stakeholders and identified several possible solutions, including:

1. To address confusion differentiating between the goals of research and achievement targets, researchers should better focus their purpose and intended output/impact when carrying out research.
2. To address difficulty in engaging industry partners, the HELM team suggested creating in-house research and business proposal reviewers.
3. To address capacity gaps in developing MoUs and the lack of connections with external stakeholders, HELM will hold additional in-depth training on developing MoUs and facilitate introductions between representatives of HEI partners and external stakeholders

Overview of FY2014 Quarter 4

EC Workshops and Forums

Cluster Workshop: Improving the Collaboration Capacity of Research and Community Service Unit (LPPM) – September 2014

This workshop is similar to the workshop organized in March 2014. It was intended to provide capacity building opportunity for 13 new HELM cohort 2 HEI partners that did not attend the workshop in Makassar in 2014. After the workshop, participants are expected to be able to develop strategy and standard operating procedures (SOP) that would enable LPPM to function as a proactive coordinator that is able to match opportunities offered by external stakeholders with the capacity and quality of service of HEIs. From 25 participants attending the workshop, 11 were Head/Secretary of LPPM, 3 were Vice Rector for External Collaboration, and 1 was Director of an HEI.

The participants expressed that the presentation from the Business and Innovation Center (BIC) and particularly the Boardroom Presentation session, which required them to deliver a business proposal based on their institution best products and services in front of panelists, were a learning experience they valued the most.

Upcoming FY2015 Activities - External Collaboration

In Year 4, the activities under external collaboration will focus on: 1) providing closer mentoring and facilitation to HELM partners, including expanding their business networks, developing talent databases, and in-house training on marketing and communications strategies, and 2) developing linkages between the LPPM units and industry. HELM will work with UGM to strengthen HEIs' abilities to create good proposals for collaboration and work with the American Chamber of Commerce (AmCham) to co-host an event in the first quarter of FY15 to build greater dialogue between HEIs and US industry.

Upcoming EC Mentoring and Advisors on the Go

Advisors on the Go experts will be offered to HEI partners with the following criteria:

1. A written request to HELM for assistance
2. Reporting low levels of improvement in engaging external stakeholders

VI. SPECIAL INITIATIVES

Via. ACTION RESEARCH PROGRAM

Overview and Analysis

HELM's Action Research Program (ARP), launched in 2012 and led by the University of Kentucky, aims to catalyze innovative leadership approaches in HELM's partner higher education institutions through guided research projects. Leaders selected from each batch of participating institutions have the opportunity to study various successful models at exemplar institutions in Manila or Bangkok, and are then provided with six months of mentoring from HELM specialists and subcontractor advisors from the University of Kentucky as they conduct individualized research projects aimed at solving specific leadership and management challenges within their home institutions. Upon completion of their respective research initiatives, HELM will support each batch of participants in implementing their approaches.

In September 2013, HELM expanded ARP from the first batch of ten institutions and announced the 15 ARP teams for batch 2 who, as with the first batch, were selected based on a competitive proposal process. In October 2013, HELM introduced basic principles, paradigms, approaches, and methodologies of change management to the 15 new teams (three polytechnics and 12 universities). Participants left the meetings armed with theoretical and practical leadership skills to apply to their action research topics in order to revise their proposals and abstracts.

By the end of year 3, eight out of ten ARP teams from the first batch of participants had submitted their research proceedings. These eight institutions included: Universitas Sriwijaya, Universitas Andalas, Universitas Muhammadiyah Surakarta, Universitas Kristen Satya Wacana, Universitas Negeri Semarang, Universitas Muhammadiyah Malang, Universitas Negeri Malang, Universitas Sebelas Maret, and Universitas Muhammadiyah Surakarta. Universitas Pendidikan Indonesia (UPI) decided to complete a final report in place of research proceedings.

In the second batch of ARP teams, the number of female researchers increased by 3% compared to the first batch of teams. In the first batch, 35% of researchers were women. In the second batch, 38% were women.

Overview of FY2014 Quarters 1-3

ARP Workshops and Forums

International Workshop in Manila: Adopting Best Practices, Lessons Learned, and Benchmarking

Under the supervision of HELM facilitators and international advisors from the University of Kentucky, 46 ARP participants from the second batch of 15 HEIs visited reputable universities throughout Manila in January 2014. The ARP teams were split into three groups based on their research topics, and each group was responsible for documenting important findings and lessons learned in a daily journal which they could then apply to their respective research proposals, abstracts, and implementation strategies. ARP teams also met with a representative from the Commission on Higher Education of the Philippines. All study tour meetings and workshops were intended to provide ARP researchers with lessons learned and best practices from universities who had successfully implemented change management.

Fifteen researchers from the UNMUL, POLMED, POLNES, UNCEN, and UNPATTI ARP teams focused on collaboration and networking for research and entrepreneurship. The second group consisted of one representative from DIKTI and 15 researchers from UNM, UNIPA, UHO, UNTAD, and UNTAN who are all working on improved access to higher education for underserved students, particularly with regards to scholarships and national and regional institutional policies. The third group, consisting of one DIKTI representative and 16 ARP researchers from UNSYIAH, Polytechnic of Aceh, UNHAS, UIN SUSKA, and UNLAM are focusing on quality assurance systems, and learned more about the importance of continuous quality improvement as it relates to accreditation.

Exhibit 5 – Action Research Program Study Tour Sites, January 2014		
Group 1: Improving Collaboration for Entrepreneurship and Research January 5-10, 2014	Group 2: Expanding Access for Underserved Students January 12-17, 2014	Group 3: Improving Quality Assurance Systems January 20-24, 2014
Technological University of the Philippines	University of the Philippines – Diliman	Technological Institute of The Philippines
University of the Philippines - Los Banos	Central Luzon State University	De La Salle University
University of Makati	University of the East and Pamulaan, Center for Indigenous Peoples' Education	Philippines Normal University Mapua Institute of Technology

Mentoring ARP Teams in Conducting Research

Local initiative, as well as adequate funding and human resources are the keys to success for gradual change management. In Year 3, HELM provided technical assistance to batch 2 ARP teams through site visits conducted by University of Kentucky advisors Beth Goldstein and Susan Carvalho, along with HELM mentors. Field visits seek to gather information on the progress of ARP implementation and facilitate meetings with institutional leaders to ensure their full buy-in and willingness to contribute the necessary material and human resource support for the program.

First Cohort Meeting of ARP Batch II - Jakarta

In March 2014, 15 ARP teams consisting of 44 researchers gathered together at Jakarta for the first meeting of batch 2. The meeting served several purposes, including:

- Proving teams with in-depth technical assistance from UKY advisors and HELM mentors
- Enabling teams to finalize their abstracts and revise their proposals through group brainstorming sessions
- Providing a forum for institutions to discuss shared study tour take-aways

Some ARP teams still faced the challenge of defining their aims and choosing their pilot focus area. These same teams emphasized the importance of field visits to help get institutional leaders on board.

Third Cohort Meeting of ARP Batch I - Jakarta

The Action Research Program has been defined as an effective strategy for managing gradual changes to reach better quality of teaching and learning at HELM's partner HEIs. Based on lessons learned during the last three years of ARP, program sustainability was documented in the third cohort meeting for batch one held in Jakarta in June 2014. Twelve researchers from seven institutions attended the meeting and they all agreed to update their ARP research proceedings and submit abstracts by the end of August 2014. By the end of the reporting period, HELM mentors and UKY advisors had received six 6 abstracts and 4 research proceedings.

Beth Goldstein, the international advisor for ARP from the University of Kentucky, highlighted the importance of ARP in coaching potential leaders for HEIs. Through ARP, researchers will use proper methodology to identify problems, systemic approaches, theoretical frameworks, current policies and regulations, and strategies to manage individual and institutional change through emerging leaders.

ARP Workshops and Forums

Joint Cohort Meetings for ARP Batch I and II

In September 2014, HELM held a joint ARP meeting in Yogyakarta for participants from all 25 ARP HEIs.

HELM organized this meeting to facilitate peer mentorship between batch one and batch two, as batch one has likely worked through challenges batch two may currently be facing.

Seven ARP teams from the first batch also submitted their research proceedings at this time: Universitas Sriwijaya, Universitas Andalas, Universitas Muhammadiyah Surakarta, Universitas Kristen Satya Wacana, Universitas Negeri Semarang, Universitas Muhammadiyah Malang, and Universitas Negeri Malang. The research proceedings will serve as tools to share best practices in ARP implementation and to enrich journals on change management in Indonesian higher education. HELM will work with the Directorate General of Learning and Student Affairs to try and have these proceedings published.

Upcoming FY2015 Activities – Action Research Program

The ARP is designed to complement HELM's other capacity development initiatives, working at the institutional level to be fully focused on championing emerging leaders as implementers of change from within.

Currently, all 25 of HELM's first set of HEI partners have had the opportunity to participate in ARP. It is anticipated that in Years 4 and 5, ARP will focus on achieving sustainability of the projects completed in the first two years.

Upcoming ARP Workshops and Forums

ARP Dissemination Forum

This forum is intended to allow ARP participants to share lessons learned with HELM's second group of 25 HEI partners who are not included in the ARP.

Regional Workshop

A regional workshop will provide technical assistance and enhance communication between the ARP teams, advisors, and mentors.

Upcoming APR Mentoring and Advisors on the Go

In Year 4, the intensive mentoring by UKY advisors and HELM mentors will continue in order to provide the greatest amount of technical assistance to each ARP team, and to monitor ARP progress and sustainability. Additionally, peer mentors from batch one will visit ARP teams from batch two in order to provide technical assistance.

Vib. BLENDED LEARNING

Overview of FY2014 Quarters 1-3

In Year Three HELM initiated one of its most ambitious special initiatives: the HELM-UGM Blended Learning Initiative. The Special Initiative responds to a demonstrated need to provide greater interactive follow-up to workshops and mentoring to HEI partners and to set up a permanent resource and professional network that managers working in higher education can access. The Special Initiative also promotes an increased use of technology in higher education, but does so through a strategy which will allow HEI participation through mobile phones and landlines, as well as internet based interaction.

The approach is experimental and it is expected that there will be bumps in the road. HELM is not shooting for 100% participation in webinar events, for example. Instead, this is a careful and deliberate initiative that is designed to engage and demonstrate how interaction and learning can be dramatically increased among HEIs and how a professional network can function and be sustained.

The idea was conceived in March at a Leadership cluster workshop in Makassar when a team of presenters from Universitas Gadjah Mada (UGM) and HELM began to talk about the need for better follow-up. By June 2014 UGM had developed a proposal for HELM to co-develop a virtual approach to provide intensive and regular follow-up to face to face training and launch an executive network of professionals in higher education management.

Approved by USAID in late June and launched as a HELM Special Initiative, the HELM/UGM Blended Learning program was designed to provide regular interaction and learning opportunities to higher education professionals through a technology-based model that combines landline, mobile phone technology and an internet based webinar system. For environments where internet and electricity are unstable, recorded portions of the professional development sessions are provided so that higher education professionals can explore the content on their own.

The initiative includes a three month competency-based course in each of its four core management areas, including a weekly webinar, video presentations and assignments, and a permanent repository of resources and tools that the participants can use. The courses can then be rerun on location to engage other staff in planning activities and use material.

Twelve new modules will run throughout 2014 and 2015 to engage higher education professionals in hands-on learning and real-time interaction. The lessons learned will help the team improve the courses and launch the professional network.

The HELM-UGM blended learning program curriculum focuses specifically on meeting the objectives of HELM’s four core areas. It is being designed with inputs from experts from UGM and through HELM’s network in the field and by HELM’s instructional designers. Each of the four core areas form an interactive course with three modules and three sessions per module (9 sessions per core area). The interactive webinar sessions are visible to those who log on from Jakarta or across the country and participants receive intensive training, feedback, and support from the HELM and UGM teams. Through the professional network that is envisioned by this initiative, the program will also provide an opportunity to engage with other professionals at their higher education institutions.

As of the end of Year 3, the blended learning course for leadership and management, the Dean’s Course, is under way. The schedule of course delivery is being shifted into 2015 to allow for more development time.

Overview of FY2014 Quarter 4

The design of the blended learning courses is underway and was intensive during FY14 quarter 4. The Dean’s Course held two webinar events. Content experts from UGM and HELM worked on the design and materials for all four courses.

The Special Initiative also began to gain momentum and reap some lessons learned. Even though many HEIs struggle with internet services, interest and participation in the HELM Blended learning approach is high. After only two months and the launch of the first course on leadership for deans, the HELM/UGM site had more than 300,000 hits. By September, however, it was clear that we needed to demonstrate how to access HEI participants through their cell phones so that we could keep frustration down as we worked through issues related to bandwidth. Content development continued.

Upcoming FY2015 Activities – Blended Learning

The rollout of the Blended Learning will largely occur in Year 4. Each course will be delivered to approximately half the HEI participants, and then rolled out a second time. The Dean’s Course will be improved and finalized. UGM will contribute a moderator for each session.

Below is the content development timeline. HELM is still working with UGM to finalize the course delivery schedule as it was just moved forward to adjust for the amount of work required to prepare a quality course.

Exhibit 6 – HELM Core Blending Learning Programs		
Core Area	Course & Module	Course Timeline
Leadership and Management	Dean’s Course Building character, providing direction, supportive leadership, human resources commitment, change management principles	July – October 2014 <i>(in progress)</i>
External Collaboration	External Collaboration Course Planning and developing external collaboration; structuring collaboration schemes	October 2014 – January 2015 <i>(starting)</i>
Quality Assurance	Quality Assurance Course Institutional accreditation, study program accreditation, preparing self-assessment forms	October 2014 – February 2015 <i>(under development)</i>
Finance Management	Strengthening Financial Management Course Financial planning, fund management, financial reporting, procurement, audits	October 2014 – February 2015 <i>(under development)</i>

Vic. OTHER POTENTIAL SPECIAL INITIATIVES

HELM continues to develop concepts for other potential special initiatives for HELM. The leading concepts so far include **Google Up** with Google Singapore and **Quality Assurance through Improved STEM Programs** with Arizona State University.

Potential Special Initiative: Google Up

The HELM Google Education Training - University Partnerships (Google UP) is a concept that emerged during meetings with the Google Singapore team and was identified as a method to develop a network of university-based training units at higher education institutions across Indonesia.

Experience through HELM suggests that universities across Indonesia vary greatly in their ability to use the internet and basic technology to improve educational quality. The Indonesian experience is well behind successful HEIs around the world and local HEIs suffer in terms of competitiveness as a result. While some of the top universities use online courses and email systems to communicate and improve education, the vast majority of Indonesian higher education institutions, faculty and students underutilize technology and the internet in their educational activities. The same students who log onto Facebook on a regular basis, do not interact with teachers and use apps in their educational experience. Overall, Indonesian universities have not embraced technology as a means to improve the management or delivery of education or the generation of new ideas and knowledge.

HELM would like to work with Google to help change that. Discussions have focused on the possibility of launching a small External Collaboration special initiative through a select number of HEIs within our network of 50 HELM higher education partners. The idea is to work in smaller and more remote cities and focus on improving the local capacity of decision-makers, educators and students to understand how, when and where the technology can be used to enhance the human resource capacity both formally and informally. In partnership with higher education institutions (HEIs) the Google UP special initiative would support setting up Google UP Center in selected partnering campus. Each Google UP Center would provide:

1. Human resource development training in using ICT for education
2. Tools, platform, and room for community discussion addressing local issues. (eg. Zack Matere's work in Kenya.
3. Research facilities and infrastructure to support academic research relevant to local community as priority.

Each Google UP mobile unit would also provide access to university based Google-certified trainers – students or staff people – who can extend training on Google education services and apps across the university campus and beyond to the local community. Through this network, individuals at the university will become Google UP certified trainers who can have free and fee-based training and support services, faculty and students will have access to university-based training on how to use Google services and apps to support improved educational quality, and the community and local industry will increase their partnerships and collaboration.

Google UP would be a resource for the university to build and customize educational and services that support the educational process, from digital library systems to translation services to free apps that support a flipped classroom and are accessible over the web.

The university Google UP center would provide both university based and mobile training and support to the local community so that they can have better linkages with the school, better connections and partnerships with the community, private sector and industry, and a vehicle to begin to create their own tech based courses or solutions to issues of concern.

This initiative is still under discussion with Google and has not yet been proposed to USAID for approval. It is expected that HELM will propose a special initiative and work with USAID early in FY15.

Potential Special Initiative: Quality Assurance through Improved STEM Programs

HELM is in discussions with Arizona State University to develop a potential Special Initiative that would focus more deeply into the activities that create greater global competitiveness among study programs that focus on Science, Technology, Engineering, and Math. The Special Initiative emerged from the desire to delve more deeply in a few key transformative areas related to quality assurance and ASU's successful experience working with Vietnamese universities around transforming engineering programs to global accreditation standards. The design is still in process, but the strategy is to build sustainable systems within a university to build a better understanding of the issues related to quality and maintain change management systems that could eventually lead to accreditation.

It is expected that a draft design will be ready to share with USAID in the first quarter of FY15.

VII. COMMUNICATIONS



Overview of FY2014 Quarters 1-3

During FY14, HELM communications activities included writing up project activities, the development of new project communications documents and videos, and the rollout of the HELM website. The most prominent communications activity in Year 3 was the launch of the HELM e-learning portal in February 2014 through launch events in Makassar and Medan. HELM also hired new communications staff this year, including a new communications associate in April 2014 and a communications and evaluation advisor in July 2014.

The HELM communications team worked with USAID to strategize on new communications tools which began rollout during the final quarter of the year.

Overview of FY2014 Quarter 4

During this quarter, with a new communications team on board, HELM initiated new communications activities by focusing on more media exposure, regular website updates, the production of a new program overview fact sheet, our first quarterly newsletter, and the revision of HELM's communications and outreach strategy. HELM also began producing videos, including profiles, testimonials, and event clips, as communications tools.

This quarter the functions of the communications team also became more integrated into the daily activities of the HELM staff. It was planned that the ARP initiatives would be clustered and turned into short cases highlighting different change management strategies that were tried to solve similar problems. The new Communications Advisor and Associate were asked to develop a broader strategy, which would expand media outreach and diversify the types of information that we were collecting.

Media Exposure

HELM has expanded its engagement with the media and is now inviting media to events and providing them with media briefings about the HELM project. During quarter 4, HELM has successfully improve media exposure with seven news pieces, particularly for three events and achievements:

1. Workshop on Preparing Indonesian Higher Education Institution for International Recognition/Accreditation (IRA) in Karawaci Tangerang, September 2014 (two news pieces).
2. Improving the Collaboration Capacity of Research and Community Service Unit (LPPM) in Medan, September 2014 (four news pieces).
3. One news pieces on A accreditation achieved by Universitas Negeri Malang, one of HELM's HEI partners.

Video Testimonial Production

The communications filmed two events to use as documentation and testimonials.

1. Workshop on Preparing Indonesian Higher Education Institutions for International Recognition/Accreditation (IRA) in Karawaci Tangerang, September 2014. The communications team interviewed 13 HEI representatives for their testimonials and recorded workshop sessions.
2. The Action Research Program (ARP) Forum in Yogyakarta, September 2014. The communications team interviewed 13 HEI representatives to capture their output and work progress. Each of the videos showcased a ARP initiative and can be edited into a lessons learned product.

Video Profile Blended Learning

To highlight one of project activities, the communications team produced a short video on the blended learning special initiative.

HELM Website

The team has been working to revamp the website so that it is easier to use, and these updates are near completion. New features include a photo and video gallery, as well as a more user-friendly content management system.

The website includes six new stories on project activity and success stories. The site also links to the HELM/UGM blended learning site.

The concept of the website as 'learning portal' was also reconceived. With the Blended Learning Special Initiative taking shape and its website being promoted as the vehicle for information sharing and interaction, the HELM website became more media focused. It will present news, updates, and case studies and point the viewer to the Blended Learning website for other resources. The complementarity of the two sites and the permanence of the HELM-UGM Blended Learning site covers the goals of the e-learning portal concept.

Upcoming FY2015 Activities - Communications

Media Engagement

In Year 4, the communications team will continue to invite media representatives to HELM events, and circulate press briefings and media updates. HELM will present materials to the press to increase their understanding and coverage.

Success Story/Snapshot

Capture more stories from HELM activities to be written as success stories/snapshots. These stories will be posted on the HELM website and shared with USAID.

HELM Website

The communications team will maximize the newly revamped website to serve as a source of information regarding HELM and a platform to showcase program activities more through photo, video, up-to-date project news.

Quarterly Newsletter

HELM will put greater emphasis on the newsletter and present a printed version of the newsletter for distribution. This activity started in the final quarter of Year 3 and will continue into Year 4. The e-newsletter will contain:

1. Updates on collaborative forum events and capacity development activities.
2. A calendar of future activities.
3. Partner HEI institutional profiles.
4. Success stories (to be identified with Core Specialists and the M&E Specialist).

VIII. OPERATIONS

Overview of FY2014 Quarters 1-3

The HELM Field Office made a number of changes to the staffing configuration during Year 3 to better meet the needs of the project and maximize the use of staff skills as reflected in the Organizational Chart in Annex 4.

At the end of Year 3, the staffing configuration consists of:

Expatriate Long term: 1, COP

Expatriate Part-time: 1

Local Professional Staff: 16

Local Support Staff: 15

Local Short-term Consultants: 2

Overview of FY2014 Quarter 4

Personnel

During this quarter, HELM created two new positions: bookkeeper and operations officer. HELM had one staff resignation during this quarter.

Exhibit 7 - List of Resignations		
Ernest Simatupang	Senior Finance Manager	Effective August 29, 2014

Recruitment

HELM identified five potential candidates and chose three candidates to be interviewed, including Yokebeth Hartanti, the former HELM Finance Manager. Ms. Hartanti was successfully appointed as the new HELM Senior Finance Manager with good references from former HELM PMU members as well the former HELM COP. In order to achieve a smooth transition, HELM negotiated with Ms. Hartanti for an immediate start. As Ms. Hartanti retains responsibilities with her current employer, she has started on board with HELM part-time for a short term assignment before she is available full-time.

Exhibit 8 - Recruitment		
Name and Position	Status	Note
Rista Minar Siahhaan Bookkeeper 4 August 2014	New Position	<p>Ms. Siahhaan holds a Bachelor Degree in Accounting from Universitas Kristen Indonesia, Jakarta.</p> <p>Ms. Siahhaan is a fast learning professional in Accounting with 3 years' experience working in the mining industry which has made her a tough and persistent individual.</p> <p>Ms. Siahhaan is experienced in supporting multiple teams in different regions at the same time. Her expertise is in invoice processing, accounts payable and receivable as well as tax handling.</p> <p>The Bookkeeper is responsible for preparing appropriate and correct documentation for payment transactions under the direction of the Senior Finance Manager. The Bookkeeper is also responsible for maintaining accurate project accounting files to ensure compliance with auditing practices.</p>

<p>Umi Sugiharti Senior Operations Manager 11 August 2014</p>	<p>Replacement</p>	<p>Ms. Sugiharti replaced Angeline Dian Paramita who resigned in 2014.</p> <p>Ms. Sugiharti started as acting Senior Operations Manager for Helm from June 2014 while holding Chemonics’ Indonesia Program Manager and transitioned to serve as the permanent Senior Operations Manager from August 2014. Her billable time is 82% to HELM Project.</p> <p>Ms. Sugiharti is a human resources and project administration specialist with 20 years of experience in office management. She has wide experience with various donor agencies and has been with Chemonics for more than eight years working for various USAID projects.</p> <p>Ms. Sugiharti holds a Bachelor’s Degree in Economy, Human Resources Management from Mercubuana University, Jakarta.</p> <p>The Senior Operations Manager serves as the project’s principal point of contact and coordinator for day-to-day operations of HELM offices in Jakarta and regional offices. She is responsible for leadership and oversight of procurement activities, contracts/subcontract administration, SAF administration, recruitment and human resources. The Senior Operations Manager is responsible for ensuring a clean, well-organized, professional, and administratively efficient environment for HELM staff and visitors in compliance with USAID regulations and the contract signed by USAID and Chemonics. The Senior Operations Manager will also ensure that professional and transparent relationships are maintained with all HELM staff, project partners, donors, counterparts, vendors, and others with whom she interacts, throughout the life of the project.</p>
<p>Yokebeth Hartanti Senior Finance Manager 27 August 2014</p>	<p>Replacement</p>	<p>Ms. Hartanti was selected as Senior Finance Manager for Helm and has started with short-term assignment on August 27, 2014 and will be turning into long-term as per November 1, 2014.</p> <p>Ms. Hartanti holds a Bachelor Degree in Accounting from STIE Perbanas, Jakarta and has more than 10 years of experience in financial management with diverse organizations, both non-government projects and private companies.</p> <p>Ms. Hartanti has a wide range of expertise which includes setting up financial mechanisms, procedures and reporting, supervising financial transactions and accountability, preparing budgetary analysis and estimations, implementing sound accounting policies that are in-line with internal control system and standards.</p> <p>The Senior Finance Manager is responsible for performing and managing the financial and accounting operations of the HELM project. This includes the financial operations and budgetary</p>

		<p>projections for the two regional offices and Jakarta office, to ensure compliance with USAID, Chemonics, in accepted financial management and accounting principles and procedures. S/he will regularly review and audit project financial transactions to ensure adherence to policies and procedures. S/he will work closely with the project Accountant and Finance Officer to maintain all accounting functions to ensure transparent and audit- ready accounting systems. S/he will prepare projections and submit financial documents to the Chief of Party in Jakarta and HELM Project Management Unit (PMU) in Washington DC.</p>
<p>Pocut Farra Ayesya Meutia Operations Officer 8 September 2014</p>	<p>New Position</p>	<p>The recruitment process for this position started in Q3 and concluded in Q4 of FY 2014.</p> <p>Ms. Meutia holds a Bachelor’s Degree in Management from STIE Dwipa Wacana, Jakarta and has more than 6 years’ experience working in administration, human resources, procurement and project management within the international organization operated project in Indonesia.</p> <p>The Operations Officer is responsible for providing logistics support to the Chief of Party and assisting the Senior Operations Manager in coordinating day to day office administration activities.</p>
<p>Parulian Hutapea Leadership and Management Specialist 22 September 2014</p>	<p>Replacement</p>	<p>Mr. Hutapea replaces M. Iskandar Natamijaya who received a new assignment as Deputy Chief of Party of HELM. The recruitment process for this position started in Q3 and concluded in Q4 of FY 2014.</p> <p>Mr. Hutapea holds a Master’s Degree in Business Administration from University of Oregon, United States and he has 25 years of experience in higher education, training, and management</p> <p>The Leadership and Management Specialist is responsible for ascertaining best practices, policies and procedures for leadership and management. This information is then supplied to HEI partners and other key stakeholders, via various mechanisms including trainings and workshop events.</p>
<p>Budi Setiawan Information Communication Technology (ICT) Associate 27 October 2014</p>	<p>Switching employment status</p>	<p>Mr. Setiawan was hired as a short term consultant to temporarily fill in the ICT position. On October 27, 2014, he will be successfully appointed to fill in this position long-term.</p> <p>Mr. Setiawan is an IT professional who holds a Bachelor’s Degree in Information Technology from Gunadarma University. He has more than 10 years of experience in the development sector and has worked with many international projects under USAID, AusAID, UNDP and the World Bank.</p> <p>Mr. Setiawan has successfully managed multiple ICT project tasks and met the targeted objectives with mature attitude to</p>

		<p>adapt to any changes required during ICT project implementation phase.</p> <p>The ICT Associate is responsible to provide support and develop system for the purpose of HELM monitoring and evaluation, online learning and communications. The ICT Associate will also responsible for IT system at HELM offices and will work closely with the Monitoring and Evaluation Specialist, Communications Associate and Instructional Designer and will closely coordinate with Deputy Chief of Party and Communication and Evaluation Advisor.</p>
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Exhibit 9 - Short-term Technical Assistance for Q4 FY 2014	
Name and Position	Note
Dessy Ukar Recruiter December 4, 2013 – October 8, 2014	To assist HELM with the recruitment of local long-term and short-term staff.
Budi Setiawan Information Communication Technology (ICT) Consultant June 16, 2014 - October 24, 2014	To provide support and develop system for the purpose of HELM monitoring and evaluation, online learning and communications.
Desy Mutialim Communications & Evaluation Advisor July 1, 2014 – December 31, 2014	To ensure all HELM evaluation systems are in place and meeting the goals of the HELM Performance Management Plan and there is a clear communication strategy in place, with materials, publications, and events produced and correctly branded and marked in compliance with USAID rules and regulations.

Regional Offices

Makassar

The lease agreement for Makassar was fully executed in May 2014 and HELM concluded office make ready in September 2014. The Makassar office is fully functional.

Medan

The lease agreement for Medan was fully executed in May 2014 and HELM has to re-do the vendor selection for office make ready. The Medan office make ready process will follow the same process as Makassar. The Regional Office Medan is operating out of temporary office space until the offices would be fully functional, expected to be concluded by mid November 2014.

Upcoming FY2015 Activities - Operations

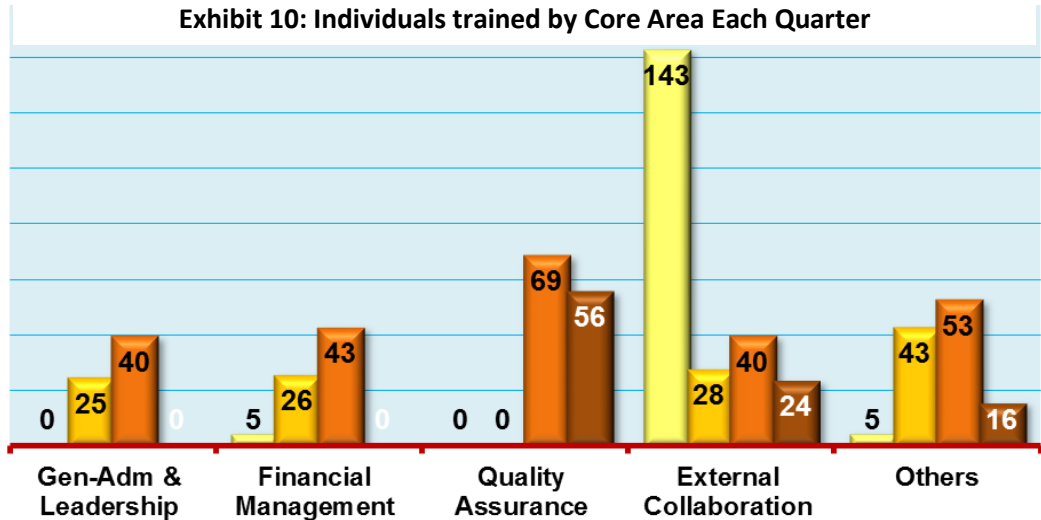
Jakarta Logistics

HELM made the decision to stay at the current office location based upon a consensus across the majority of staff. In conjunction with this decision, HELM moved forward with negotiations with the current landlord on improvements to re-lay-out the offices and working stations. We are entering the stage of vendor selection for office renovation and expect renovation work to start by early November and conclude by the end of December 2014. Given the determination to stay in the current office, HELM will re-submit the Procurement Plan to reflect new procurement needs in Jakarta.

IX. MONITORING AND EVALUATION

Performance against Indicators

In FY14, there were **616** individuals trained who attended training events or workshops held by HELM. Many of these individuals participated in more than one training. They are presented in the following activities for all four quarters:



(1). GAL: **10.6%**
 (2). FM: **12%**
 (3). QA: **20.3%**
 (4). EC: **38.1%**, and
 (5). Other (ARP and Post Graduate Programs): **19%**.
 There were 2 core programs (GAL and FM) that moved their September training into FY15 and will conduct training events in October and November 2014.

Of these participants 66.1% were from HEIs in the 1st Cohort and 33.9% were from HEIs in the 2nd Cohort. Slightly more than half came from the western region of Indonesia (54%), than the eastern region (46%). Participants from Universities constituted 76.6%, from Polytechnics: 20.3%, and from Community Colleges: 3.1%. The majority represented public HEIs (90%) vs. private HEIs (10%).

The HELM PMP includes a mix of indicators designed to be monitored on a quarterly basis, and several others to be measured on an annual basis. The new customized indicators were not finalized until the third quarter of FY14 so much of that data is not yet available. For further details on the progress of indicators through the end of fiscal year 2014, please see Exhibit 11 below.

Exhibit 11. HELM Project Indicators — both USAID Standard Indicators and Custom indicators designed by HELM

No	PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year-3 and LOP	Results at end of Y-1, 2012	Results at end of Y-2, 2013	Results for Q4 2014	Result for FY 2014	Project to date
1	Number of host-country individuals trained in Indonesia as a result of USG investments involving higher education institutions (standard)	Region Type of HEI Core management Area Gender	Source: HELM program and HEI Partner records, attendance sign in sheets, and TraiNet records. Frequency: Quarterly	Y3: 900 LOP: 2,300 Individual Trained	199 participants trained in Y1.	1,420 participants trained in Y2 *This data is being reanalyzed as HELM changed its approach to counting participants in	341 participants Consist of : 227 Male (67%) 114 Female (33%)	616 participants Consist of : 430 Male (70%) 209 Female (30%) *See Exhibit x below for additional detail	2,235 individual trained up to Quarter-4, 2014 (or 97% of LOP targets)
2	Number of USG assisted host country policy development and reform activities utilizing host-country HEIs (standard)	Region Type of HEI Type of policy, reform, Core management Area	Source: HELM program records Interviews w/HEI staff Frequency: semi-annually	Y3: 5 LOP: 20 reform activities	6 reform activities completed in Y1.	5 reform activities completed in Y2	3 reform activities completed for Q4 2014 The 3 policy dialogs are: 1. PAG Meeting (22 Sep 2014) 2. Preparation for International Accreditation (2-3 Sep 2014) 3. Case study used 2 and conference on curriculum	3 reform activities completed for Q4 2014 The 3 policy dialogs are: 1. PAG Meeting (22 Sep 2014) 2. Preparation for International Accreditation (2-3 Sep 2014) 3. Case study used 2 and conference on curriculum (19-21 Aug 2014)	14 reform activities completed up to Quarter-4, 2014
3	Proportion of females who report increased self-efficacy at the conclusion of USG supported training/programming. (standard)	Region Type of HEI	Source: HELM summative meeting evaluation documents Frequency: each summative meeting, compiled quarterly	Y3: 30% female who increased self-efficacy. LOP: N/A	Commences Year-2	79% (47 females reported increased self-efficacy)	61% reported increased on self efficacy (only 23 females reported increased self-efficacy)	69% reported increased on self efficacy (or 180 females reported increased self-efficacy)	The average number is 74% (or 250) female reported increased self efficacy

No	PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year-3 and LOP	Results at end of Y-1, 2012	Results at end of Y-2, 2013	Results for Q4 2014	Result for FY 2014	Project to date
4	Number of public diplomacy opportunities highlighted	N/A	Source: Media Frequency: At time of event or activity. Reviewed Quarterly	Y3: 3 LOP: 15 events	Y1: 4 Events	Y2 : 4 Events	3 events covered Events covered by: Antaranews, Analisa-Medan, Kompas, Okezone	3 event covered Events covered by: Antaranews, Analisa-Medan, Kompas, Okezone Tribunnews,	11 events covered (73% of LOP target)
5	Number of USG-supported organizational improvements that strengthen the institutional capacity of host-country higher education institutions (standard)	Region Type of HEI Core management area	Source: HEI Self-Assessment Survey (SAS), administered by HELM and HEIs. Frequency: Annually	Y3: 10 LOP: 60 organizational improvements	Commences Year 3	N/A	25 reported organizational improvements . (Survey is still on going as of Oct-14)	25 reported organizational improvements. (Survey is still on going as of Oct-14)	25 reported organizational improvements. (42% of LOP target)
6	Number of host-country institutions with increased management or institutional capacity as a result of USG investments involving HEIs (standard)	Type of HEI Region Core management Area	Source: HEI Self-Assessment Survey (SAS), administered by HELM and HEIs Frequency: Annually	Y3: 5 LOP: 30 institutions with increased management capacity	Commences Year 3	N/A	8 HEIs increased their institutional capacity as define by HELM	8 HEIs increased their institutional capacity as define by HELM	8 HEIs increased their institutional capacity as define by HELM (27% of LOP target)
7	Number of higher education partnerships between U.S. and host country HEIs that address regional, national, and/or local development needs. (standard)	Region Type of HEI	Source: HELM and partner HEIs' program records. Frequency: Annually	Y3:1 LOP: 5 partnership	Commences Year 3	N/A	8 partnerships of HEIs were established (Illinois, Indiana University with UPI & UNP,IPB dan UGM)	8 partnerships of HEIs were established (Illinois, Indiana University with UPI & UNP,IPB dan UGM)	8 partnerships of HEIs were established (Illinois, Indiana University with UPI & UNP, IPB dan UGM)
8	Number of post graduate programs in higher education administration developed or strengthened	By core management area	Source: HEI records Frequency: Annual	Y3 : 4 LOP: 4 programs developed	Commences Year 3	N/A	4 programs developed in UPI, UNP, IPB, UGM.		4 programs developed in UPI, UNP, IPB, UGM.

No	PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year-3 and LOP	Results at end of Y-1, 2012	Results at end of Y-2, 2013	Results for Q4 2014	Result for FY 2014	Project to date
9	Number of model community colleges supported	N/A	Source: HELM records Frequency: Annually	Y3: 3 LOP: 3 models	Commences Year 3	N/A	3 models of community college supported (there are: AK Aceh Temiang, AK Buru, and AK Kolaka).		3 models of CC supported (there are: AK Aceh Temiang, AK Buru, and AK Kolaka).
10	Assessments and analyses of HEI reform implementation are completed and shared with stakeholders.	N/A	Source: HELM records Frequency: As produced	Y3: 1 LOP: 10 assessments	7 assessments completed in Y1	0	1 assessment ongoing in Y3 (Organizational Improvement and Institutional Capacity)	1 assessment completed, 1 assessment ongoing (on Organizational Improvement and Institutional Capacity)	9 assessments complete or in progress (90% of LOP target)
(New-Indicators, Q-2,Y-3)									
11.1	Percent of HELM-supported HEI faculties who effectively implement strategic plans containing targets in leadership and management. (Custom)	Type of HEI (University, Polytechnic, Community College); Public/private HEIs	Source: HELM and partner HEIs records. Frequency: Annually	Y3: 50% LOP: 80%	Commenced Year-3	N/A	No data available. Currently identifying participating faculty; participants to be finalized in Oct-14.	No data available. Currently identifying participating faculty; participants to be finalized in Oct-14.	No data available. Currently identifying participating faculty; participants to be finalized in Oct-14.
11.2	% of HEIs participating in Action Research which have developed and piloted a new change management initiative and reached their targets. (Custom)	Type of HEI (University, Polytechnic, Community College); Public/private HEIs	Source: HELM and partner HEIs records Frequency: Annually	Y3: 0 LOP: 65%	Commenced Year-3	N/A	48% of HEIs completed research proceedings up to 2014, Q-4. University: 88% Polytechnic: 12%	48% of HEIs completed research proceedings up to 2014, Q-4. University: 88% Polytechnic: 12%	48% of HEIs completed research proceedings up to 2014, Q-4. University: 88% Polytechnic: 12%

No	PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year-3 and LOP	Results at end of Y-1, 2012	Results at end of Y-2, 2013	Results for Q4 2014	Result for FY 2014	Project to date
12.1	% of HELM-supported HEIs with poor baseline performance on audit reports that exhibit improvement. (Custom)	Type of HEI (University, Polytechnic, Community College); Public/private	Source: External audit report. Frequency: Annually.	Y3: 5% LOP: 20%	Commenced Year-3	N/A	20% of 10 HEIs audit findings reported as improved during 2012-2013	20% of 10 HEIs audit findings reported as improved during 2012-2013	20% of 10 HEIs audit findings reported as improved during 2012-2013
12.2	% of HELM-supported HEIs able to accurately forecast budgets. (Custom)	Type of HEI (University, Polytechnic, Community College); Public/private HEIs	Source: HEI reporting and external audit reports Frequency: Annually	Y3: 50% LOP: 75%	Commenced Year-3	N/A	71.4% of 35 HEIs completed accurate forecasts during 2012-2013	71.4% of 35 HEIs completed accurate forecasts during 2012-2013.	71.4% of 35 HEIs completed accurate forecasts during 2012-2013.
13.1	% of HELM-supported HEIs reviewed by BAN-PT that are either newly accredited, maintain an accreditation ranking of B or higher, or improve their accreditation ranking.	Type of HEI (University, Polytechnic, Community College); Public/private HEIs	Source: HEI partner records; BAN-PT Frequency: Annually	Y3: 70% LOP: 90%	Commenced Year-3	N/A	Total HEIs accredited: 39 HEIs (78%) Total HEIs in process : 6 HEIs (12%) Total HEIs preparing the proposal : 5 HEIS (10%)	Total HEIs accredited: 39 HEIs (78%) Total HEIs in process : 6 HEIs (12%) Total HEIs preparing the proposal : 5 HEIS (10%)	Total HEIs accredited: 39 HEIs (78%) Total HEIs in process : 6 HEIs (12%) Total HEIs preparing the proposal : 5 HEIS (10%)
							Newly: 29 HEIs (58%) Maintn: 10 HEIs (10%) Public: 85% Private : 15%	Newly: 29 HEIs (58%) Maintn: 10 HEIs (10%) Public: 85% Private : 15%	Newly: 29 HEIs (58%) Maintn: 10 HEIs (10%) Public: 85% Private : 15%

No	PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year-3 and LOP	Results at end of Y-1, 2012	Results at end of Y-2, 2013	Results for Q4 2014	Result for FY 2014	Project to date
13.2	% of HELM-supported HEIs with study programs reviewed by BAN-PT that are either newly accredited, maintain an accreditation ranking of B or higher, or improve their accreditation ranking	Type of HEI (University, Polytechnic, Community College); Public/private HEIs	Source: HEI partner records; BAN-PT Frequency: Annually	Y3: 70% LOP: 90%	Commenced Year-3	N/A	Total Study Program = 2179 SP (100%) Total SP Accredited : 1787 (82%) Grade A = 301 SP (13.8%) Grade B = 1056 SP (48.5%) Grade C = 430 SP (19.7%) Expired/Not Accredited = 210 SP (9.6%)	Total Study Program = 2179 SP (100%) Total SP Accredited : 1787 (82%) Grade A = 301 SP (13.8%) Grade B = 1056 SP (48.5%) Grade C = 430 SP (19.7%) Expired/Not Accredited = 210 SP (9.6%) In process : 179 SP (8.2%)	Total Study Program = 2179 SP (100%) Total SP Accredited : 1787 (82%) Grade A = 301 SP (13.8%) Grade B = 1056 SP (48.5%) Grade C = 430 SP (19.7%) Expired/Not Accredited = 210 SP (9.6%) In process : 179 SP (8.2%)
14	# of new partnerships actively pursued by HELM-supported HEIs.	Type of HEI (University, Polytechnic, Community College); Public/private HEIs. Type of partnership (private sector, Gov, NGOs, Indonesian/	Source: HELM and HEI partner records. Frequency: Annually	Y3: 10 LOP: 30	Commenced Year-3	N/A	190 new partnerships in progress *Data for this indicator is collected annually and reflected calendar year 2013	190 new partnerships in progress *Data for this indicator is collected annually and reflected calendar year 2013	190 new partnerships in progress *Data for this indicator is collected annually and reflected calendar year 2013

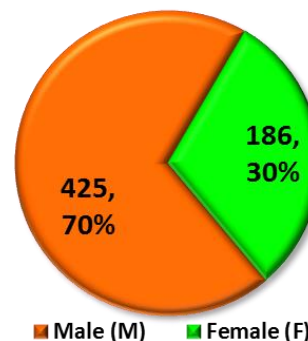
Overview on Gender Participation

In terms of gender participation, for overall participation in workshops in FY14, there was still imbalance. Combining training across HELM, participants were 30% female and 70% male. The female participation proportion was consistent across each core program at 34% for GAL, 30% for FM, 33% for QA, 26% for CES, and 35% for others (Post Graduate and Action Research Program). We did see a slightly higher proportion of females in other non-training activities, however, and 38% of the researchers participating in ARP were female.

Female participation was also consistent across the different types of HEIS: there were **31%** female participants from university, **35%** from community college, and 28% from polytechnics

Although the proportion of total number of female participant was low as compared to male, those who did participate reported improved self-efficacy. During 2014, **69%** of female participants (or 180 female participants) reported increased self-efficacy as a result of HELM inputs.

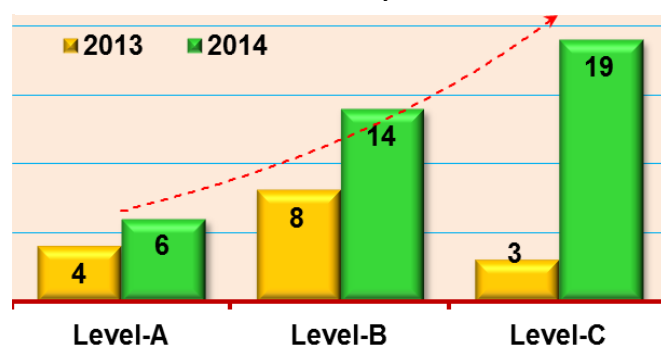
Participant by Gender, 2014



Overview on HEI Accreditation Progress

HELM partners made progress in accreditation in 2014, as one can see by comparing the number of accreditations by HELM partners at the end of 2013 with the number at the end of September 2014. In

Exhibit 13: HEI Accreditations by Level and Year



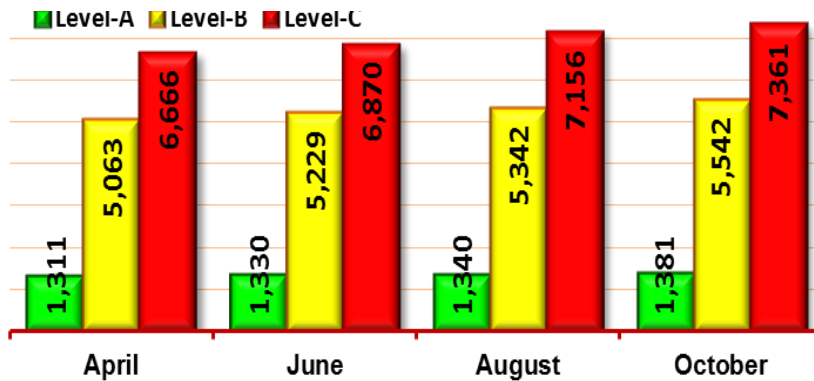
the last quarter of 2014, the number of accredited HEIs that have been reviewed by BAN-PT increased from 15 to 39 (**78%** of HELM partners). HEIs with accreditation level A increased from 4 to 6, for level B from 8 to 14 HEIs, and for level C from 3 to 19 accredited HEIs. These accreditations reflect HELM HEI partners that have undergone BAN-PT review, despite the provision for level C accreditation without BAN-PT review per Circular Letter from MoEC Number **194/E.E3/AK Year-2014** about License and Accreditation of Higher

Education Institutions. In accordance with this circular, after the 10th of August 2014, HEIs which have submitted the form but are not yet accredited by BAN-PT are **granted the minimum accreditation standards (or level C)** and which is valid for 5 (five) years from the date of the permit was issued, and even they still are required to propose for improving the status of accreditation to BAN-PT.

The accreditation achievement for all (added by HEIs with the provision or granted accreditation by BAN-PT) currently reaches **96% of HEIs accredited**. Accordingly, project performance to date on **Indicator #13.1** has already exceeded the life of project target of **90%**. The HELM team will therefore continue to track any improvements in accreditation, but no other changes should occur in the time that remains.

All certificates of HEI accreditation will be valid for 5 years from the issued date, and the earliest round of re-accreditation for HELM partners will be in 2017 (for *Politeknik Negeri Pontianak, Politeknik Negeri Lhokseumawe, Universitas Negeri Makassar, UPI, Universitas Haluoleo*).

Exhibit 14

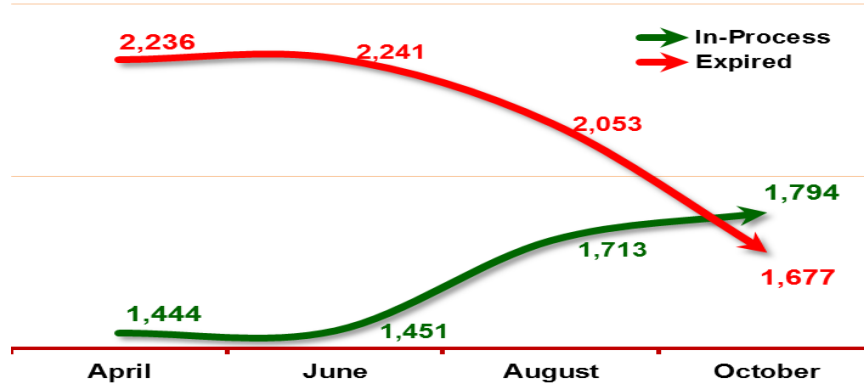


For the accreditation of study programs, there have also been significant improvements in the number of accredited study programs during 2014. There has been an increase of 70 study programs accredited at the A level (from 1,311 to 1,381 study programs); an increase of 479 study programs at the B level; and an increase of 695 study programs at the C level.

These increases primarily reflect accredited study programs obtaining re-accreditation status (83%), and only 15.2% for newly accredited programs.

Exhibit 15

Trend of Study Program Accreditation (In-Process vs. Expired)



The adjacent chart shows that over the past two quarters, fewer study programs have lapsed into expired status (decrease from 2,236 to 1,677) and conversely, study programs beginning the process to obtain re-accreditation status has increased from 1,444 to 1,794 study programs. Overall, the average achievement for Indicator #13.2 is **75.4%**.

Financial Management

Financial management (Indicator #12.2). 25 out of 35 HEIs (**71.4%**) demonstrated acceptable spending or good financial forecasting, calculated by comparing the budget developed in 2012 with actual expenses in 2013 and identifying those that performed within +/- 10% of budget. The below graph shown that there are 10 HEIs that underspent by more than 10% (red color). The highest underspending rate is from Politeknik Pertanian Negeri Pangkep since it is a relatively new HEIs with some delayed expenses for constructing infrastructure, although most HEIs underspent their budgets, largely due to delayed receipt of funds for the year.

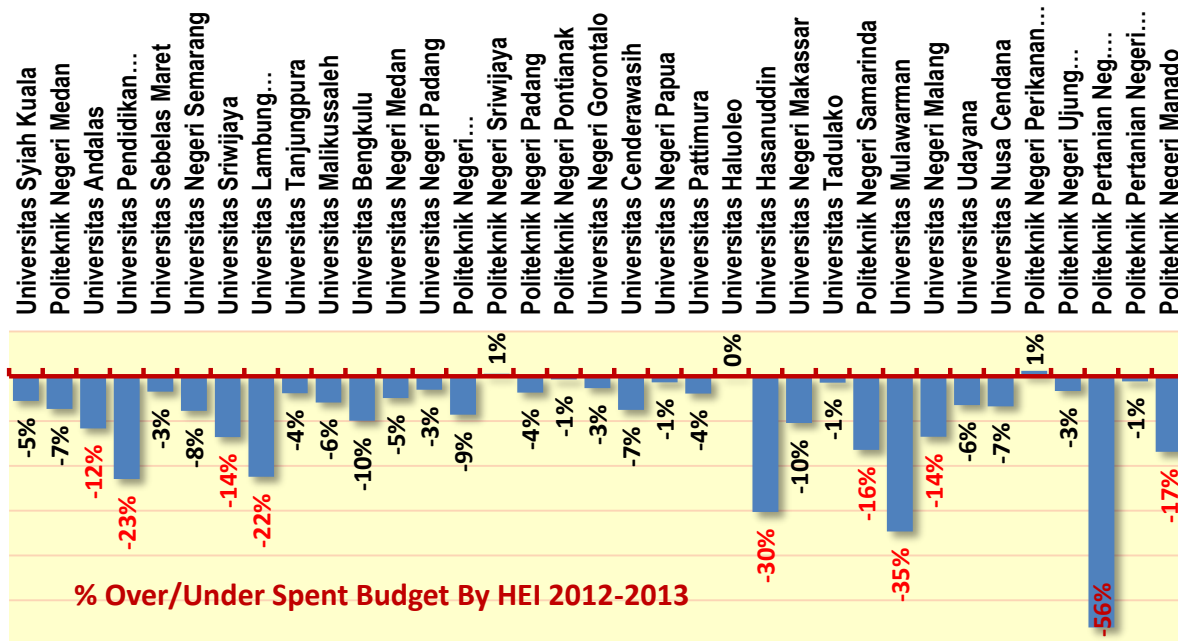
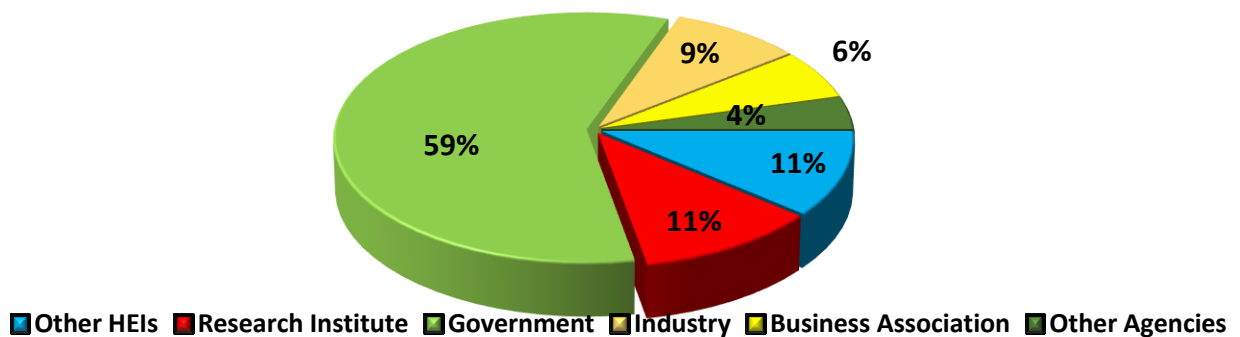


Exhibit 16

Partnerships and Organizational Improvements

In addition to improved financial management capacity, rapid survey results to date indicate that HELM partners have instituted changes as a result of their involvement with HELM that led to 25 different improvements in organizational capacity and management. HEIs also made significant strides in expanding their external collaboration (indicator #14), as HEI partners reported 190 new partnerships finalized or in progress with other HEIs, research institutes, government, industry, business associations, and others. This exceeds the life of project target of 30 partnerships.

Exhibit 17: Collaboration by Type



In addition, under the Post Graduate Program, there were **8 MoUs** signed between Illinois and Indiana University with IPB, UGM, UPI, and UNP, with four MoUs still in process for partnerships between Ohio State University and IPB, UGM, UPI, and UNP.

Issues, Constraints, and Challenges

One issue, although positive, is that HELM is already nearing its life of project targets for some of the project’s output indicators. In the next year, HELM will re-examine these indicators and determine

whether there is a need to set more ambitious targets or if the project would be best served by revising the indicators.

Some HELM activities involve more intensive use of the Internet, including event registration, monitoring training events and blended learning. The HELM team's experience with these activities indicates that many HEI staff are yet not comfortable with web-based systems, and using these systems required the M&E team to orient and guide internal and external partners through the process gradually.

Other challenges include incomplete pre- and post-tests and survey submissions. The missing data hinders the M&E team's ability to produce reliable analyses (for example, any differences in outcomes for male and female participants).

In addition to technical challenges, several other challenges are more related to the procedure and the accuracy of the data sources, the credibility of the data reported by the HEIs and the availability of sources for cross-checking and verifying data.

Solutions

1. Use tablets to facilitate internet access both for event evaluation and assessment when possible.
2. Development of an online system for direct data input by participants to reduce typos and eliminate data gaps by using required fields and drop-down menus for simple fields such as gender and institution. This will reduce the workload of clerical administration but should not be used for open-ended questions where valuable qualitative data can be collected.

ANNEXES

Annex 1: Demographic Data on Individuals Trained

Higher Education Leadership and Management (HELM) Individual Trained Tracking Summary For 2014

This page is summary of database of trained attendees by individual to track the progress of indicator #1 for 2014.

Indicator #1: "Number of host-country Individual-Trained in Indonesia as a result of USG investments involving higher education institutions" (USAID-Standard).

Indicator-Definition (according to PMP document):

HEIs is defined as US/host-country/third-country. Individuals trained include all individuals participating in activities meant to enhance their knowledge or skills. Activities might include courses, explicit formal or informal training, research, or coaching, and mentoring.

USG investments involving higher education institutions include but are not limited to research and training programs, scholarships, exchanges, and partnerships undertaken under HELM. Higher education institutions include research institutes, teacher training colleges and institutes, universities, community colleges, and post-secondary professional skills colleges.

Summary: Total Accumulated Individual Trained for 2014 are 616 Trained-Attendees.

1. Event Participants By Cohort :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
Cohort-1	117	79	153	58	407	66.1%
Cohort-2	36	43	92	38	209	33.9%
TOTAL	153	122	245	96	616	100.0%

2. Event Participants By Gender :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
Male (M)	117	86	161	66	430	69.8%
Female (F)	36	36	84	30	186	30.2%
TOTAL	153	122	245	96	616	100.0%

3. Event Participants By Type of Management :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
Public	133	114	216	89	552	89.6%
Private	20	8	29	7	64	10.4%
TOTAL	153	122	245	96	616	100.0%

4. Event Participants By Type of HEI :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
University	122	86	192	72	472	76.6%
Polytechnic	31	31	44	19	125	20.3%

Community-College	0	5	9	5	19	3.1%
TOTAL	153	122	245	96	616	100.0%

5. Event Participants By Core-Program :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
Gen-Adm & Leadership	0	25	40	0	65	10.6%
Financial Management	5	26	43	0	74	12.0%
Quality Assurance	0	0	69	56	125	20.3%
External Collaboration	143	28	40	24	235	38.1%
Others	5	43	53	16	117	19.0%
TOTAL	153	122	245	96	616	100.0%

6. Event Participants By Region Area :

Disaggregation by	1st-Q	2nd-Q	3rd-Q	4th-Q	TOTAL	%
West	79	50	147	55	331	53.7%
East	74	72	98	41	285	46.3%
TOTAL	153	122	245	96	616	100.0%

7. Event Participants By HEI and Core-Program :

HEI-Name	GAL	FM	QA	CES	Oths	TOTAL
AK Aceh Tamiang	2	2	1	1	0	6
AK Buru	2	2	1	2	0	7
AK Kolaka	1	2	1	3	0	7
IAIN Antasari	2	2	2	4	0	10
Politeknik Aceh	0	2	0	6	2	10
Politeknik Medan	0	3	1	6	5	15
Politeknik Negeri Lhokseumawe	0	2	3	4	0	9
Politeknik Negeri Kupang	0	0	1	2	0	3
Politeknik Negeri Manado	0	2	2	2	0	6
Politeknik Negeri Padang	2	2	2	4	0	10
Politeknik Negeri Pangkep	0	2	2	11	0	15
Politeknik Negeri Pontianak	0	2	3	2	7	14
Politeknik Negeri Samarinda	0	2	2	4	2	10
Politeknik Negeri Sambas	0	2	2	5	0	9
Politeknik Negeri Sriwijaya	0	2	4	3	0	9
Politeknik Negeri Tual	0	2	1	3	0	6
Politeknik Negeri Ujung Pandang	0	2	2	5	0	9
STAKPN Ambon	2	2	1	4	0	9

UIN Sultan Syarif Kasim	2	0	3	7	7	19
UIN Sunan Kalijaga	2	0	2	4	0	8
Universitas Andalas	0	0	3	6	2	11
Universitas Bengkulu	0	2	3	4	0	9
Universitas Cendrawasih	2	0	2	5	4	13
Universitas Haluoleo	2	2	3	6	3	16
Universitas Hasanuddin	2	0	3	5	3	13
Universitas Katolik De La Salle	2	1	1	4	0	8
Universitas Katolik Widya Mandira	0	2	1	3	0	6
Universitas Kristen Satya Wacana	0	2	4	6	2	14
Universitas Lambung Mangkurat	0	2	3	8	3	16
Universitas Malikussaleh	0	1	1	4	0	6
Universitas Muhammadiyah Kendari	2	2	1	3	0	8
Universitas Muhammadiyah Malang	2	0	1	3	2	8
Universitas Muhammadiyah Surakarta	0	2	4	6	0	12
Universitas Mulawarman	2	0	1	6	3	12
Universitas Negeri Gorontalo	2	2	1	4	0	9
Universitas Negeri Makassar	2	2	3	4	2	13
Universitas Negeri Malang	0	2	17	8	2	29
Universitas Negeri Medan	2	2	3	3	0	10
Universitas Negeri Padang	0	2	3	3	14	22
Universitas Negeri Papua	2	0	1	7	3	13
Universitas Negeri Semarang	2	0	4	6	2	14
Universitas Nusa Cendana	2	0	1	4	0	7
Universitas Pattimura	0	2	2	6	3	13
Universitas Pendidikan Indonesia	18	0	3	7	15	43
Universitas Negeri Sebelas Maret	0	2	3	7	1	13
Universitas Sriwijaya	2	0	6	7	3	18
Universitas Syiah Kuala	0	6	2	5	4	17
Universitas Tadulako	0	2	3	6	3	14
Universitas Tanjungpura	2	0	4	4	20	30
Universitas Udayana	2	1	2	3	0	8
TOTAL	65	74	125	235	117	616

Annex 2: HELM FY2014 Regional Workshops

No	Name of Activities	CORE	Start	end
1	Regional Workshop Change Management for Emerging Leader ARP Orientation	ARP	10/08/2013	10/09/2013
2	Summative Meeting for Regional Workshop Strengthening the Capacity of Research and Community Service Unit (LPPM)	External Collaboration	10/17/2013	10/18/2013
3	Summative Meeting Regional Workshop Audit Strategy of Resources and Follow Up for Auditor Findings	Finance Management	10/29/2013	10/30/2013
4	International Collaborative Forum - Result of the Pilot Study ISSLA/NSSE	Post Grad	11/19/2013	11/19/2013
	Regional Workshop: MoU signing & launching website	GAL		
5	Summative Meeting Regional Workshop Triple Helix Grantsmanship	EC	11/25/2013	11/26/2013
6	Summative Meeting Regional Workshop Improving the Preparation of Accreditation for Study Program and Institutions	QA	11/26/2013	11/27/2013
7	International Collaborative Forum - Labor Demand Study (West Region)	EC	12/11/2013	12/11/2013
8	International Collaborative Forum - Labor Demand Study (East Region)	EC	12/13/2013	12/13/2013
9	International tour & workshop on ARP to Manila	ARP	01/05/2014	01/25/2014
10	Change management in Higher Education includes signing TOR for HELM new partner and grand launching HELM website	GAL	02/26/2014	02/27/2014
11	Cluster workshop : Result for Change Management	GAL	03/13 / 2014	03/15/14
12	Cluster workshop : Finance Management cohort 1	FM	03/12/2014	03/14/14
13	Cluster workshop : Strengthening the LPPM Capacity (cohort 1)	EC	03/25/2014	03/27/2014
14	Cluster workshop : Preparing Accreditation (AIPT & APS)	QA	05/06/2014	05/07/2014
15	Effective Communication Implementation	GAL	06/10/2014	06/12/2014
16	Marketing Strategy	EC	06/16/2014	06/19/2014
17	Cluster workshop : Finance Management cohort 2	FM	06/21/2014	06/24/2014
18	Action Research Meeting	ARP	07/01/2014	07/01/2014
19	Case Study Meeting - Post Grad	PG	08/20/2014	08/20/2014
20	Preparation on International Accreditation	QA	09/02/2014	09/03/2014
21	Strengthening the LPPM Capacity (cohort 2)	EC	09/23/2014	09/25/2014

Annex 3: Action Research Program Study Tour Groups

GROUP: I

TOPIC: Improving Collaboration for Entrepreneurship and Research

INSTITUTION	TOPIC	RESEARCHERS
1. Universitas Pattimura (UNPATTI)	Enhancement of dynamic research culture through collaboration with private and industrial sectors (Research Collaboration with BUMD – PD. Panca Karya-Ambon)	Raden Ayu A Asnawi, SE, M.Si (lecturer and researcher)
		Prof. Dr. Ir. Rafael M Osok, M.Sc., (Head of Research and Community Service)
		Dr. Rohny S. Maail, S.Hut, M.Si (lecturer and researcher)
2. Politeknik Negeri Samarinda (POLNES)	Improving dynamic research culture through cooperation mechanism with corporate social responsibility of the industrial and business worlds	Marinda Rahim, ST., MT (lecturer and researcher)
		Zainal Arifin, ST., MT. (lecturer and researcher)
		Alwathan, ST, M.Si, (Vice Director)
3. Polyteknik Negeri Medan (POLMED)	Strategy for improving research culture based on collaboration with private sector	Rismawaty Situmorang (lecturer and researcher)
		Jhonsy H. Sembiring. ST. MT., (lecturer and researcher)
		Ir. Ashuri, MT. (Head of Quality Assurance Unit)
4. Universitas Cendrawasih (UNCEN)	Development of entrepreneurship model for students at UCEN	Dr. Westim Ratang
		Dr. Mesak Ick, M.Si.,
		Halomoan Hutajulu, SE, MS.,
5. Universitas Mulawarman (UNMUL)	The enhancement of university researchers' strategies and comprehension of industry-collaboration through network-building capacity	Mahdliya Pratiwi, SS, M.A.
		Triana Fitriastuti, S.E,M.Sc.
		Prof. Dr. Susilo, S.Pd.,M.Pd.,

GROUP: II

TOPIC: Expanding Access for Underserved Students

INSTITUTION	TOPIC	RESEARCHER AND ADDRESS
1. Universitas Negeri Makassar (UNM)	Entrepreneurship training for disadvantaged students	Murni M, S.Pd, M.Hum, Ph.D.
		Prof. Muhammad Jufri, MA.
		Dr. Romansyah Sahabuddin, SE. M.Si,
2. Universitas Negeri Papua (UNIPA)	Improving freshmen students' performance by mastering learning skills, A case of agrotech study program	Sisca Syaranamual, SP, M.Sc. (lecturer and researcher)
		Ir. Alexander Yaku, M.Sc., (Dean – Agriculture)
		Denny Anjelus Iyai, S.Pt., M.Sc., (Head - Animal Husbandry Department)
3. Universitas Tanjungpura (UNTAN)	Status and position of community development and outreaching in the university organizational structure	Entin Daningsih (lecturer and researcher)
		Asriah Nurdini M, S.Si., M.Pd, (Outreach Coordinator)
		Muhammad Fahmi, SE, MM (lecturer and researcher)
4. Universitas Haluoleo (UHO)	Improved access to bidik misi scholarship for underserved students in Konawe Utara, Southeast Sulawesi	Dr. Darnawati, S.Pd, M.Pd (Head of Character Education Unit)
		La Ode Nggawu, (Head of English Department)
		La Ode Syukur, (Head of Research Center)
5. Universitas Tadulako (UNTAD)	Empowering underserved UNTAD students to improve academic achievement	Darmawati Darwis, Ph.D. (lecturer and researcher)
		Prof. Daud K. Walanda, Ph.D. (Head of Quality Assurance Unit)
		Prof. Konder Manurung, (Director – Graduate Program)

GROUP: III

TOPIC: Improving Quality Assurance Systems

INSTITUTION	TOPIC	RESEARCHER AND ADDRESS
1. Politeknik Aceh	Improving study program accreditation through management of accreditation data	Nurul Izzati (lecturer and researcher)
		Ilham Hasbiullah, (Head – Academic Affair)
		Fitriady, (Head – Electronic Industry Department)
2. University Syiah Kuala (UNSYIAH)	The Strategy to Enhance the Quality of Accreditation in Study Program toward Continuous Quality Improvement	Dr. Hesti Meilina, ST. M.Sc.(quality assurance member)
		Dr. Ir. Suhendrayatna, M.Eng. (Head of Quality Assurance unit)
		Dr. Syahrin Nur, M.Si.,M.Sc (quality assurance member)
3. Universitas Lambung Mangkurat (UNLAM)	Strengthening teaching skills of prospective teachers through school internship program	Noor Eka Chandra, M.Pd (researcher)
		Drs H. Ahmad Sofyan, MA, (lecturer and researcher)
		Prof. Dr. Sutarto Hadi, M.Sc., (Vice Rector – Planning and Partnership)
4. Univesrsitas Islam Negeri Sultan Syarif Kasim (UIN SUSKA)	Improving dynamic research culture through cooperation mechanism with corporate social responsibility of industrial and business world	Dra. Kafrina (lecturer and researcher)
		Drs. Syafruddin, M.Pd., (Head of Quality Assurance and Academic Affairs)
		Nasrullah Djamil, SE, M.Si. Ak., (Head of Internal Quality Assurance Unit)
5. Universitas Hasanuddin (UNHAS)	Internalizing Learning Management System (LMS) to increase learning quality at selected study programs at Hasanuddin University	Dr. Ir. Sitti Aisjah Farhum Lamoto
		Yusring Sanusi Baso, S.S. M.App. Lin, (Planning and Development Unit)
		Muhammad Ridwan, S.S. MA. (lecturer and researcher)

Annex 4: HELM Organizational Chart

