


Faculty of Veterinary Medicine  
Brawijaya University




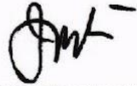
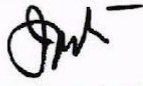
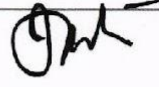

# STRATEGIC PLAN

FACULTY OF VETERINARY MEDICINE  
BRAWIJAYA UNIVERSITY  
YEAR OF 2020-2024

## IDENTIFICATION SHEET

	<b>BRAWIJAYA UNIVERSITY</b>	UN.10/53/PR.01.02.d/2019-2024
		October, 7 <sup>th</sup> , 2019
	<b>Strategic Plan 2020-2024</b>	0
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### Strategic Plan 2020-2024

Process	Person in Charge			Date
	Name	Position	Signature	
1. Formulation	drh. Dyah Ayu Oktavianie AP, M.Biotech	Secretary of the Senate		October, 10th 2019
2. Review	Dr. Ir. Sudarminto Setyo Yuwono, M.App.Sc	Chair of the Senate		October, 10th 2019
3. Approval	Dr. Ir. Sudarminto Setyo Yuwono, M.App.Sc	Chair of the Senate		October, 10th 2019
4. Establishment	Dr. Ir. Sudarminto Setyo Yuwono, M.App.Sc	Chair of the Senate		October, 10th 2019
5. Control	drh. Dyah Ayu Oktavianie AP, M.Biotech	Secretary of the Senate		October, 10th 2019

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of Veterinary Medicine**

**Year of 2020 – 2024**

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## **FOREWORD**

Praise be to Allah SWT for the successful completion of the Strategic Plan document for the Faculty of Veterinary Medicine 2020-2024. The Strategic Plan is a document that contains the vision, mission, objectives, targets, and work plans of the Faculty for the next five years. This document also outlines performance indicators for each program and activity, accompanied by the required budget allocations. It is hoped that through the development of this strategic plan, the Faculty can achieve its envisioned goals and missions through its programs. The strategic plan will also undergo annual evaluation to assess the progress made. Certainly, achieving these visions and missions requires strong cooperation among the departments within the Faculty of Veterinary Medicine, Universitas Brawijaya.

Malang, September 2019

Author

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### CHAPTER 1. INTRODUCTION

#### 1.1 General Condition

The Faculty of Veterinary Medicine, Universitas Brawijaya (FVM UB), is the 13th faculty established at UB based on the Rector's Decree No. 260/SK/2008. FVM UB is the 6th provider of Veterinary Medicine Education after FVM UGM, FVM IPB, FVM Unair, FVM Unsyiah, and FVM Udayana. At its establishment, FVM UB, then known as the Veterinary Medicine Program (PKH), had one study program (PS), namely the Veterinary Medicine Education Program (PS PDH), established under the Directorate General of Higher Education Decree No. 2953/D/T/2008. The issuance date of this decree, September 4, 2008, marks the founding day of

FVM UB. The PS PDH accreditation was extended with Extension Decree No. 4668/DT/K-N/2010 and obtained accreditation from BAN-PT with a B grade on September 16, 2011, under BAN PT Decree No. 0So/BAN.PT/S1-x/DU2011. Subsequently, accreditation B was renewed by BAN PT in 2016 under BAN-PT Decree No. 2616/SK/BAN-PT/Akred/PSPKH/XI/2016. By 2019, PS PDH had admitted a total of 1909 students and graduated 998 of them.

The Faculty of Veterinary Medicine UB, in implementing the Tri Dharma of Higher Education, aims to produce competent veterinary graduates capable of applying and developing veterinary science to compete nationally and internationally. The normative standards for veterinary graduate competence are outlined in the Resolution of the Professional Education Council of Veterinary Medicine (MP2KH) PDHI No. 01-01/MP2KH/PDHI/V/2009, reinforced by the Congress Resolution of PDHI No. 16/Congress 16/PDHI/2010. These nine basic competencies of veterinarians form the basis for developing the Veterinary Medicine Education Standards in Indonesia.

The Professional Program of Veterinary Medicine (PPVM) is a continuation of the Bachelor of Veterinary Medicine Education Program, in accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0311 of 1994, Government Regulation No. 60 of 1999, and the results of the National Workshop on Higher Education of Veterinary Medicine in Bogor on April 26-28, 1999. The PPVM program is under the Faculty of Veterinary Medicine UB, established by the Rector's Decree No. 314/SK/2012 dated July 12, 2012.

As one of the providers of veterinary education, FVM UB is currently part of a cooperative forum within the Indonesian Association of Veterinary Medicine Faculties (AFVMI) alongside 10 other FVM/PKH in Indonesia. Internationally, FVM UB is a member of the South East Asia Veterinary School Association (SEAVSA) and the Association of Veterinary Schools (AAVS). In these associations, FVM UB actively collaborates in exchanging knowledge and technology, student and faculty exchanges, as well as international accreditation of veterinary education.

The existence of the Asian Free Trade Area (AFTA) since 2015 allows graduates of veterinary medicine from outside Indonesia to enter, thereby increasing job market competition for Bachelor of Veterinary Medicine and Veterinary Doctor graduates in Indonesia. To support the competitiveness of UB's veterinary graduates, FVM UB is currently actively involved in the development of international standard curricula conducted jointly through AFVMI, SEAVSA, and AAVS. With this standardization of national and international curricula, graduates from each veterinary education provider are expected to possess the minimum competencies to compete effectively.

## **1.2 Potential and Issues**

In terms of potential and issues, the situational analysis is categorized into two parts: (1) internal situation and (2) external situation. In the internal situational analysis, strengths and weaknesses are assessed, while in the external situational analysis, opportunities and threats are outlined. The institutional condition of the Faculty of Veterinary Medicine, Universitas Brawijaya (FVM-UB), is measured using several parameters, commonly abbreviated as LRAISE: Leadership, Relevance, Academic Atmosphere, Internal Management, Sustainability, as well as Efficiency and Productivity.

## **1.2.1 Internal Situation (Strengths and Weaknesses)**

### **1.2.1.1 Leadership**

#### **Strengths:**

1. Unit policies at FVM-UB align with the organizational structure and specified duties and functions.
2. Coordination mechanisms led by the Dean are conducted through periodic meeting forums.
3. The Faculty is supported by units such as Laboratories, GJM, PSIK, BPPM, and Journals to support the implementation of the Tri Dharma PT.
4. All units at FVM-UB conduct activities according to the RENSTRA FVM-UB.
5. All activities are based on planning and decided in meeting forums.
6. FVM-UB faculty members are grouped according to their fields of interest and expertise to achieve efficiency and effectiveness in educational delivery.
7. Laboratories, GJM, BPPM, PSIK, and Journals are led by a Head responsible for the planning, implementation, and development of Tri Dharma Perguruan Tinggi.

#### **Weaknesses:**

1. The significant age gap between senior and junior faculty members results in suboptimal leadership succession.

### **1.2.1.2 Relevance of Education**

#### **Strengths**

1. FVM UB has two Study Programs, namely the Veterinary Medicine Study Program (VMSP) and the Professional Program of Veterinary Medicine (PPVM), in accordance with Minister of Education and Culture Regulation No. 154 of 2014 concerning Fields of Science and Technology and Higher Education Graduate Degrees.
2. FVM-UB is supported by the Education Animal Hospital and UB's Education Animal Clinic as educational facilities to enhance student competence.
3. The curriculum relevance is ensured through periodic curriculum evaluations adjusted to the Vision, Mission, and Objectives of FVM-UB, Benchmarking with other Higher Education Institutions, National Qualifications Framework, and involving stakeholders. The preparation of course learning plans is conducted in accordance with the Competency Standards of the Veterinary Medicine Study Program (VMSP) and the Professional Program of Veterinary Medicine (PPVM) as well as the results of Teaching and Learning Process evaluations by the Quality Assurance Unit (QUA) every semester.
4. The number of FVM-UB faculty members in the academic year 2019/2020 has increased to 44, placed according to their expertise in educational animal laboratories and clinics.
5. The majority of FVM-UB faculty members are in their productive age, below 40 years old.
6. The ratio of faculty to students in the undergraduate (S1) and Professional Program of Veterinary Medicine (PPVM) meets the standards set by SPMI-UB based on the National Accreditation Board (NAB).

#### **Weaknesses:**

1. The low number of faculty members holding the titles of Professor and Doctor.
2. The track record or specialization of faculty members in research still needs improvement.

### **1.2.1.3 Academic Atmosphere**

#### **Strengths:**

1. Increasing number of collaborations with institutions both domestic and international.

2. Faculty members conduct high-quality teaching processes using active learning strategies and varied teaching media. Each faculty member holds a teaching certification, a requirement to actively engage in teaching activities.
3. Availability of facilities for e-learning development.
4. The development of faculty evaluation systems through student feedback questionnaires on the learning process has enhanced the academic atmosphere.
5. Several faculty members have received grants from national and international research competitions.
6. Leading research conducted by FVM-UB faculty has resulted in innovative products applicable to society.
7. The number of scholarly publications by FVM-UB faculty in the last 5 years, including journals and proceedings published nationally and internationally, has increased
8. The development of students' interests, talents, and scientific reasoning abilities has been fostered through IMPROVE activities (Association of Veterinary Profession Interest Groups), comprising several fields: (1) KELAWAR (Group of Interest in Aquatic, Exotic, and Wild Animals); (2) KERTAS (Group of Interest in Large Livestock); (3) KEPETA (Group of Pet Animal Lovers); (4) KESPER (Group of Poultry Studies), creating a conducive academic environment for students.

**Weaknesses:**

1. There are a low number of textbooks developed by course instructors.
2. The use of e-learning based teaching media still needs improvement.

**1.2.1.4 Internal Management**

**Strengths**

1. Budget planning is always conducted through faculty meetings involving faculty leadership, departments, and supporting units involved in implementing Tridharma PT.
2. Financial reception information is reported and adjusted according to UB Financial calculations with the Deputy Dean for Administration and Finance, and reported at the FVM-UB Leadership Meeting.
3. There is an allocation of funds for supporting units implementing Tridharma, including the Quality Assurance Group (GJM) as a quality assurance unit at the FVM-UB level and the Unit for Quality Assurance (UJM) at the program level, aimed at improving quality management at FVM-UB.

**Weaknesses**

1. Budget constraints at the faculty level lead to suboptimal activity planning.
2. Modern learning facility-equipped classrooms are not yet available at FVM-UB.
3. Income generating supporting units are still not optimally functional.

**1.2.1.5 Sustainability**

**Strengths**

1. FVM-UB has the Animal Disease Diagnostic Laboratory (ADD) and Educational Veterinary Clinic, developed as income-generating service units. The number of applicants to FVM-UB remains high, with a competitiveness ratio of more than 1:10

**Weaknesses**

1. The number of research collaborations with external partners still needs improvement.

**1.2.1.6 Efficiency and Productivity**

**Strengths**

1. The average GPA of graduates is over 3.0 and the average study period tends to decrease.



2. The passing rate of the Indonesian Veterinary Competency Examination (UKDHI) is high, more than 95%.
3. Internal Quality Evaluation (AIM) activities are routinely conducted by GJM every year.
4. There are Quality Assurance Groups (GJM) and Units (UJM) overseeing the quality of learning based on efficiency and productivity.
5. FVM-UB implements a Quality Assurance System based on ISO 9001:2008.
6. Resource sharing has occurred in various activities, such as the mutual use of faculty support equipment between laboratories to enhance efficient productivity.

#### **Weaknesses**

1. Laboratory equipment is still incomplete, requiring improvement in both quality and quantity.

### **1.2.2 External Situations (Strengths and Weaknesses)**

#### **Opportunities**

1. Sustainable cooperation has been established both domestically and internationally in the fields of education and student exchange.
2. The number of stakeholders interested in FVM-UB veterinary graduates is increasing.
3. FVM-UB is located in an area surrounded by institutions focusing on animal health education.
4. The direction of veterinary research development is included in the national research master plan
5. FVM's membership in organizations for Veterinary Education Providers, both domestic and international, provides opportunities to standardize competencies with other veterinary faculties.
6. There is a broad and open job market for veterinary alumni in various fields, including Government, Livestock Departments, Veterinary Hospitals, Police and Military, Educational and Research Institutions, Industry, Cooperatives, Zoos, and others.

#### **Threats**

1. The increasing number of universities opening veterinary faculties/programs intensifies competition among graduates.
2. Some companies require foreign language proficiency as a minimum competence, posing a threat to job competition for graduates, not only domestically but also against foreign workers in the increasingly competitive global era.

## **CHAPTER II. VISION, MISSION, GOALS, AND OBJECTIVES**

### **2.1 VISION**

To become an outstanding institution in producing professional graduates in the field of veterinary medicine through strengthening education, research, and community service with an international perspective to support national development.

### **2.2 MISSION**

1. To provide quality education adhering to international standards to produce professional graduates.
2. To conduct research to support the development of knowledge and technology in the field of veterinary medicine.
3. To engage in community service activities to enhance societal well-being in support of national development.
4. To establish and develop collaborations with various institutions nationally and internationally to enhance the quality of education, research, and community service.

### **2.3 GOALS**

1. To produce graduates in veterinary medicine who are professional and competitive at the national and international levels.
2. To generate research works in veterinary medicine that contribute to improving human welfare through enhanced animal health and environmental health.
3. To produce community service activities that enhance societal well-being in support of national development.
4. To establish mutually beneficial collaborations among relevant institutions nationally and internationally to enhance the quality of education, research, and community service.

### **2.4 STRATEGIC TARGETS-PROGRAM ACTIVITIES**

1. Mission 1 "To provide quality education adhering to international standards to produce professional graduates" with objectives:
  - a. Availability of skilled, high-achieving, and independently characterized students.
  - b. Implementation of learning processes based on international standards.
  - c. Achievement of competent and internationally aware teaching staff and educational personnel
  - d. Availability of learning infrastructure in line with technological advancements.
  - e. Production of professional and globally qualified graduates.

2. Mission 2 "To conduct research to support the development of research, science, and technology in the field of veterinary medicine" with objectives:
  - a. Enhancement of the quality and quantity of research in accordance with theFKR&D Plan referencing the UB R&D Plan.
  - b. Improving the quality and quantity of resources supporting research.
  - c. Enhancing the dissemination and utilization of research results for the community.
3. Mission 3 "Conducting community service activities to enhance community welfare in supporting national development" with objectives:
  - a. Improving the quality of community service through laboratory capacity development.
  - b. Improving the quality of community services through involvement in solving livestock and veterinary medicine issues.
4. Mission 4 "Establishing and developing partnerships with various institutions at home and abroad to enhance the quality of education, research, and community service" with objectives:
  - a. Enhancing the quality of educational partnerships with governmental and private institutions both domestically and internationally.
  - b. Enhancing the quality of research and community service partnerships with government sectors, industries, and national and international research institutions.
  - c. Increasing capacity building including enhancing human resource competencies and utilizing facilities for educational and research purposes

## CHAPTER III. POLICY DIRECTION, STRATEGY, AND FUNDING FRAMEWORK

### 3.1 Policy Direction

The policy direction and development strategy of FVM are formulated based on its vision, mission, and objectives. The strategies developed are aligned with the analysis of strengths and weaknesses in internal potentials, as well as external potentials in terms of opportunities and challenges. Supporting factors from internal and external potentials need to be empowered to achieve quality education provision. This policy direction and development strategy are structured as guidelines for FVM's operations over the next 5 years, synergising with the policies of Universitas Brawijaya.

The policy directions undertaken by the Faculty of Veterinary Medicine, Universitas Brawijaya are as follows:

1. Promoting study programmes as a means to increase the passing grade of new students.
2. Enhancing the quality of students' soft skills and hard skills through empowering student activity units and high-quality academic programmes.
3. Developing, refining, and implementing curricula that meet national and international standards.
4. Maximising the role of internal and external audits to enhance academic quality standards.
5. Encouraging the improvement of faculty human resources through various training programmes and expediting further studies.
6. Ensuring the availability of teaching facilities and infrastructure that meet national and international accreditation standards.
7. Accelerating job placement through enhanced collaboration with stakeholders and alumni.
8. Designing and establishing a faculty research roadmap based on its potential in alignment with the university's research and innovation plan.
9. Increasing the involvement of faculty and students in research to produce scholarly works beneficial to the nation and state.
10. Strengthening laboratory facilities and infrastructure as efforts to enhance research quality and community service.
11. Improving the dissemination of research findings to the public and professions.
12. Enhancing research outcomes that have potential applications for the community as a form of community service.
13. Increasing the faculty's role and involvement in enhancing productivity and problem-solving in veterinary medicine through community service.
14. Developing and enhancing partnerships with various local and international entities in the three pillars of higher education.
15. Establishing and expediting mutually beneficial collaborations with other parties to improve the quality of education provision
16. Enhancing capacity building to support the implementation of education and research through strengthening collaboration between FVM and stakeholders. The development strategy is formulated in alignment with the policy direction of the Faculty of Veterinary Medicine, Universitas Brawijaya for the period 2019-2024.

The development strategy framework is implemented through the following approaches:

1. Participating in regular university programme exhibitions.
2. Optimising, improving, and strengthening student activity units (UKM) owned by the faculty and encouraging student involvement in university UKMs.
3. Creatively and innovatively creating a conducive learning system that follows technological advancements.
4. Conducting comprehensive and regular evaluations and monitoring of academic activities.
5. Increasing staff participation in various competency-enhancing training programmes.
6. Facilitating faculty participation in meetings, seminars, and scientific workshops.
7. Equipping lecture rooms, staff rooms, and faculty rooms with facilities that are up-to-date.
8. Enhancing the role of information and communication technology in the faculty's governance.
9. Holding regular forums with stakeholders and alumni.
10. Socialising and discussing the potential flagship research of the faculty with all faculty members.
11. Involving students in research and community service conducted by faculty members.
12. Providing rewards to outstanding faculty members and students.
13. Increasing community involvement.
14. Increasing the budget for the procurement of laboratory materials and equipment.
15. Enhancing the quality and quantity of institutional collaborations domestically and internationally
16. Strengthening collaboration networks in the fields of education, research, and community service.

### 3.2 Unit Work Policy Direction

To achieve the vision, mission, goals, and objectives, work programs are established in accordance with the policy direction set by the Faculty of Veterinary Medicine to be implemented by each unit as follows:

Goal	Target	Policy Direction	Activity Programme	Implementing Work Unit
1. Producing graduates in veterinary medicine who are professional and capable of competing at national and international levels.	1. Availability of students who are skilled, high-achieving, and possess independent character.	<ol style="list-style-type: none"> <li>1. Promoting study programs as the way to increase the passing grade of new students.</li> <li>2. Enhancing the quality of students' soft skills and hard skills through empowering student activity units and high-quality academic programs.</li> </ol>	1. Programme promotion	Vice Dean (VD) 1
			2. Establishment of student counselling bureau	VD 1
			3. Enhancement of the role of Academic advisors Lecturers	Head of study programme (S1 and proffesion)
			4. Establishment of English Language Service Unit for Students, Staff, and Lecturers	Head of academic sub-division
			5. Character education through PKK Maba, KRIMA, student community service, and ESQ for students	Head of academic sub-division
			6. Enhancement of students' hard skills	Vice Dean 3
			7. Outbound/inbound student exchange	Vice Dean 3
			8. Implementation of International class	Vice Dean 1
			9. Incentives for outstanding students and lecturers	Vice Dean 1
			10. Student entrepreneurship mentoring	Vice Dean 3

	<p>2. Implemented learning processes according to international standards</p>	<p>1. Developing, refining, and implementing curricula that adhere to national and international standards</p> <p>2. Maximizing the role of internal and external audits to enhance academic quality standards</p>	<p>1. Curriculum development aligned with Ristek Dikti standards, KKNI, OIE, and ASEAN, Asian, and Global Vet School Curricula.</p> <p>2. Development of learning outcomes and syllabi based on Outcome-Based Education (OBE).</p> <p>3. Implementation of OBE-based learning.</p> <p>4. Evaluation and curriculum updates based on OBE (Assessment and workshops).</p> <p>5. Lectures with foreign lecturers.</p> <p>6. Student activities supporting the curriculum.</p> <p>7. Quality assurance in education through internal audits.</p>	<p>VD 1, Head of study programme (S1 and profession)</p> <p>VD 1, Head of study programme (S1 and profession)</p> <p>VD 1, Head of study programme (S1 and profession)</p> <p>VD1, Head of study programme (S1 and profession), Quality Assurance Group (QAG), Quality Assurance Unit (QAU)</p> <p>VD1, Head of study programme (S1)</p> <p>VD3, Kasubag Kemahasiswaan</p> <p>Head of study programme (S1 and profession),</p>
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			8. International accreditation and certification.	QAU VD1, QAG
	3. Achieving competent and internationally-minded faculty and educational staff	1. Encouraging the improvement of faculty human resources through various training programs and accelerating advanced studies	1. Updating the faculty data in the FVM database 2. a. Arrangement of postgraduate faculty members b. Acceleration of promotion processes 3. Enhancement of faculty competence through training and seminars 4. Improvement of qualifications and competencies of human resources for effective and efficient educational	VD2 VD2 VD1 VD2



			personnel 5. Enhancement of English Language proficiency for human resources	VD1
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	4. Provision of learning facilities in line with technological advancements.	1. Ensuring the availability of teaching facilities and infrastructure that meet national and international accreditation standards.	1. Improvement in the quality and quantity of educational facilities in accordance with national and international accreditation standards	VD2 and Head of administration
	5. Production of graduates who are professional and globally competent.	1. Accelerating job placement through increased collaboration with stakeholders and alumni	<ol style="list-style-type: none"> <li>1. Enhancement of extracurricular activities to improve graduates' competencies.</li> <li>2. Improvement in preparation for Indonesian Veterinary Competency Examination</li> <li>3. Enhancement of collaboration quality with stakeholders through Job Fair activities.</li> <li>4. Increased role of alumni in enhancing graduates' competencies and employment absorption</li> </ol>	<p>VD1</p> <p>Head of study programme (profession)</p> <p>VD1, Center for Information Systems, Information Technology Infrastructure, and Public Relations (CITIP)</p> <p>CITIP, Collaboration unit</p>

<p>2. Generating research in veterinary medicine that supports human welfare through improvements in animal health and the environment</p>	<p>6. Enhancement of the quality and quantity of research in accordance with FVM's Research Master Plan (RIP) aligned with UB's RIP.</p>	<ol style="list-style-type: none"> <li>1. Designing and establishing a faculty research roadmap based on its potential aligned with the university's RIP</li> <li>2. Increasing the involvement of faculty and students in conducting research to produce scientific works beneficial to the nation and state</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhancement of faculty abilities in writing grant proposals through proposal writing mentoring</li> <li>2. Enhancement of faculty competencies in research execution through training or CPD (Continuing Professional Development)</li> <li>3. Increase in internal faculty research funding allocation</li> <li>4. Enhancement of joint research with institutions and/or researchers both domestically and internationally.</li> </ol>	<p>Research and Community Service Body (RCSB/BPPM)</p> <p>RCSB RCSB VD2</p>
	<p>7. Enhancing the quality and quantity of resources supporting research</p>	<ol style="list-style-type: none"> <li>1. Strengthening laboratory facilities as an effort to enhance research quality and service to the community</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhancing laboratory capabilities to support research implementation</li> <li>2. Improving the competence of laboratory staff to support research implementation</li> <li>3. Enhancing laboratory capabilities for community service</li> </ol>	<p>VD1</p> <p>VD2</p> <p>VD1, Head of laboratory</p>
	<p>8. Improving the dissemination and utilization of research results for the community</p>	<ol style="list-style-type: none"> <li>1. Improving the dissemination of research results to the community and the profession</li> </ol>	<ol style="list-style-type: none"> <li>1. Organizing national and/or international seminars</li> <li>2. Organizing technical guidance on patent creation and/or intellectual property rights (IPR)</li> <li>3. Organizing Continuing Professional Development (CPD) activities for the community and profession</li> <li>4. Increasing the dissemination of research results to the community</li> <li>5. Developing income-generating units</li> </ol>	<p>VD1, RCSB</p> <p>VD1, RCSB</p> <p>RCSB</p> <p>RCSB</p> <p>VD2</p>

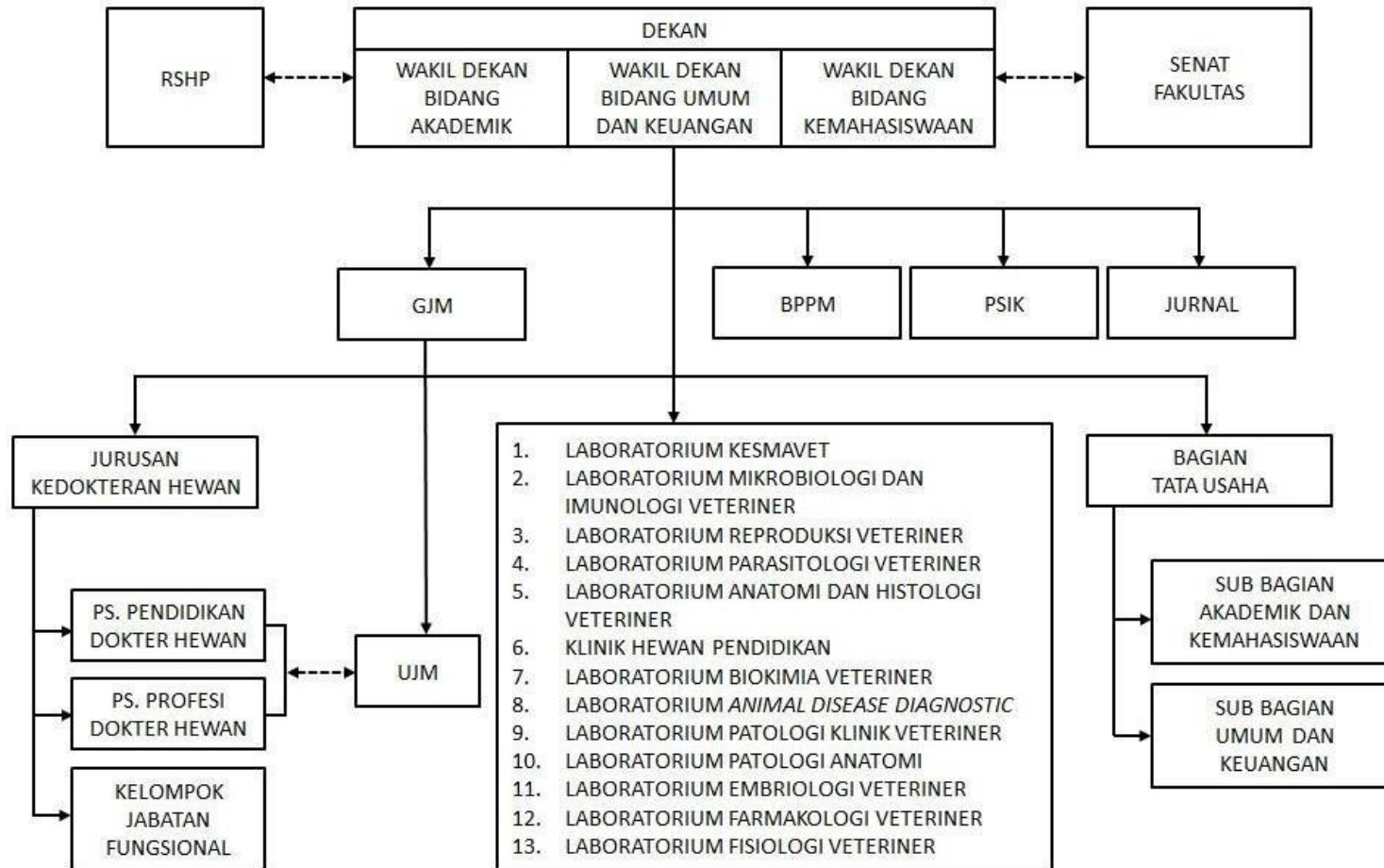
4. Producing community service projects that enhance community welfare in supporting national development	9. Increasing the quality of community service through laboratory capacity development	1. Enhancing research outcomes with potential applications for the community as a form of community service	<ol style="list-style-type: none"> <li>1. Increasing the provision of funding for community service projects sourced from internal and external faculty</li> <li>2. Enhancing the abilities/competence of lecturers to conduct community service activities</li> </ol>	<p>VD2, VD3</p> <p>RCSB</p>
	10. Improving community service quality through involvement in solving livestock and veterinary medicine issues	1. Increasing the role and involvement of the faculty in enhancing productivity and problem-solving in veterinary medicine through community service	<ol style="list-style-type: none"> <li>1. Increasing faculty support for solving veterinary issues at local and national levels</li> <li>2. Enhancing the active role of the faculty in various important issues (disease and reproduction problems) through collaboration with various institutions</li> <li>3. Improving community productivity facilitated by community service activities</li> </ol>	<p>VD1</p> <p>VD1, Collaboration unit</p> <p>RCSB</p>

<p>4. Establishing mutually beneficial collaborations with relevant institutions both domestically and internationally to enhance the quality of education, research, and community service.</p>	<p>1. Improving the quality of educational collaborations with government and private institutions both domestically and internationally.</p>	<p>1. Developing and enhancing collaborations with various parties both domestically and internationally in the field of the three pillars of higher education</p>	<p>1. Renewal of MoUs with government and private institutions both domestically and internationally in the field of education</p> <p>2. Sending PPVM students and undergraduate students for internships and work placements at government and private institutions both domestically and internationally</p> <p>3. Implementation of student and staff exchanges with universities abroad</p> <p>4. Sending lecturers to be speakers at scientific forums organized by other institutions</p>	<p>Collaboration unit</p> <p>Head of study programme (S1 &amp; profession)</p> <p>Head of study programme (S1 &amp; profession)</p> <p>VD1</p>
	<p>2. Enhancing the quality of research and community service collaborations with government sectors, industry, and national and international research institutions.</p>	<p>2. Establishing and accelerating mutually beneficial collaborations with other parties to improve the quality of educational provision.</p>	<p>1. Increasing the number of MoUs with national and local institutions in the field of research and community service</p> <p>2. Increasing the number of joint publications with researchers from other institutions</p>	<p>UKHI</p> <p>RCSB</p>

	<p>3. Increasing capacity building that includes enhancing human resource competencies and utilizing facilities for educational and research purposes.</p>	<p>3. Increasing capacity building to support the implementation of education and research through strengthening FVM's collaboration with stakeholders.</p>	<p>1. Implementing collaboration activities between FVM UB and stakeholders in the field of capacity building</p>	<p>VD1</p>
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### 3.3 Institutional Framework

## STRUKTUR ORGANISASI FAKULTAS KEDOKTERAN HEWAN



## CHAPTER IV. PERFORMANCE TARGETS AND FUNDING FRAMEWORK

Performance Indicators	Baseline (2019)	Performance Targets					Budget Plan (million) x10 <sup>6</sup>				
		Year of 2020	Year of 2021	Year of 2022	Year of 2023	Year of 2024	Year of 2020	Year of 2021	Year of 2022	Year of 2023	Year of 2024
<ul style="list-style-type: none"> <li>● Ratio of student admission selectivity</li> <li>● Number of visitors to the FVM UB website per day</li> <li>● Number of followers on FVM UB social media per year</li> <li>● Updating news on the FVM UB website per month</li> </ul>	1:6,09 80 600 1	1:7 85 700 2	1:8 90 800 3	1:9 100 900 4	1:10 110 1000 5	1:11 120 1100 6	100	110	121	133	146,41
<ul style="list-style-type: none"> <li>● Percentage of students graduating on time (per cohort)</li> <li>● Percentage of students dropping out (per year)</li> </ul>	S1= 62% Pf= 100% S1= 10% Pf= 0%	S1= 85% Pf= 100% S1= 9% Pf= 0%	S1= 87% Pf= 100% S1= 8% Pf= 0%	S1= 89% Pf= 100% S1= 7% Pf= 0%	S1= 92% Pf= 100% S1= 6% Pf= 0%	S1= 95% Pf= 100% S1= 5% Pf= 0%	5	5,5	6,05	6,655	7,32
<ul style="list-style-type: none"> <li>● Average GPA</li> </ul>	3,047	3,21	3,22	3,23	3,24	3,25	10	11	12,1	13,31	14,641
<ul style="list-style-type: none"> <li>● Duration of students study</li> </ul>	3,7	3,7	3,68	3,68	3,66	3,66					
Average TOEFL score of students	448	450	455	460	465	470	200	220	242	266,2	292,82
Number of certificates of participation in activities that enhance soft skills such as organizational committees, courses, etc. (per student)	3	3	3	3	3	3	200	220	242	266,2	292,82
Certificates of student participation in activities that enhance academic competence (per student)	2	2	2	2	2	2	150	165	181,5	199,65	219,615
Number of student exchange participants per year	7	8	9	10	11	12	200	220	242	266,2	292,82
<ul style="list-style-type: none"> <li>● Number of English-taught courses per year</li> <li>● Number of foreign students per year</li> </ul>	7 3	8 4	9 5	10 6	11 7	12 8	50	55	60,5	66,55	73,205
<ul style="list-style-type: none"> <li>● Number of national and international student achievements per year</li> <li>● Number of nationally and internationally outstanding students per year</li> </ul>	8 12	8 12	9 13	9 13	9 14	10 15	100	110	121	133,1	146,41
Number of student entrepreneurs per year	30	31	32	33	34	35	150	165	181,5	199,65	219,615



Curriculum documents referring to national and international standards (documents per 5 years)	1	1	1	1	1	1	100	110	121	133,1	146,41
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Number of OBE curriculum documents and OBE-based Semester Learning Plan (SLP) per year	0	5	10	15	20	25	70	77	84,7	93,17	102,487
<ul style="list-style-type: none"> <li>Percentage of courses implementing OBE (%)</li> <li>Percentage of e-learning-based courses (%)</li> </ul>	S = 10% Pf = 100% S = 21% Pf = 0%	S = 80% Pf = 100% S = 30% Pf = 10%	S = 85% Pf = 100% S = 40% Pf = 20%	S = 87% Pf = 100% S = 50% Pf = 30%	S = 90% Pf = 100% S = 60% Pf = 40%	S = 95% Pf = 100% S = 70% Pf = 50%	2,5	2,75	3,025	3,3275	3,660
<ul style="list-style-type: none"> <li>Alignment between supervisors, fields of expertise, and topics for internships and theses (%)</li> <li>Teaching materials derived from research corresponding to the course (number per year)</li> <li>Alignment of lecture and practical content with expected student competencies (CPL) (%)</li> <li>Percentage of course exam questions validated (%)</li> </ul>	100%  6  100% 100%	100%  8  100% 100%	100%  10  100% 100%	100%  12  100% 100%	100%  14  100% 100%	100%  16  100% 100%	25	27,5	30,25	33,275	36,602
Number of foreign lecturers per year	6	7	8	9	10	11	150	165	181,5	199,65	219,615
Number of student activities supporting the curriculum per year	2	3	3	4	4	5	55	60,5	66,55	66,55	73,205
<ul style="list-style-type: none"> <li>Percentage of follow-up actions on audit findings</li> <li>Alignment of business processes with SOP (%)</li> </ul>	80 0	85 10	90 20	95 30	100 40	100 50	50	55	60,5	66,55	73,205
Accreditation status	B	A	A	A	A	A	150	165	181,5	199,65	219,615
Number of lecturers updating the database in SIMPEG per year	7	9	9	9	9	9	10	11	12,1	13,31	14,641
<ul style="list-style-type: none"> <li>Documents mapping lecturers and future recruitment plans per year</li> </ul>	1	1	1	1	1	1	5	5,5	6,05	6,655	7,32
<ul style="list-style-type: none"> <li>Cumulative number of lecturers with a PhD</li> <li>Cumulative number of senior lecturer positions</li> </ul>	6 1	8 1	8 2	8 3	8 4	12 5	10	11	12,1	13,31	14,641
Number of seminar and training certificates (number of activities per lecturer per year)	4	4,2	4,4	4,6	4,8	5	220	242	266,2	292,82	322,102

<ul style="list-style-type: none"> <li>● Number of educational staff based on educational qualifications per year: <ul style="list-style-type: none"> <li>- High School</li> <li>- Diploma</li> <li>- Bachelor's Degree</li> <li>- Master's Degree</li> </ul> </li> <li>● Number of training certificates for educational staff per year</li> </ul>	16	16	16	16	16	16	50	55	60,5	66,55	73,205
Average TOEFL scores of educational staff and lecturers	0	500	510	520	530	540	50	55	60,5	66,55	73,205
<ul style="list-style-type: none"> <li>● Increase in IKM scores per year</li> <li>● Number of advanced technology classrooms per year</li> <li>● Availability of applications to support administration and learning (number of applications per year)</li> </ul>	2,86	2,87	2,88	2,89	2,90	2,91	2500	2750	3025	3327,5	3660,25
<ul style="list-style-type: none"> <li>● Waiting time for professional graduates (months)</li> <li>● Number of extracurricular activities participated in by students per year</li> </ul>	1-3	1-3	1-3	1-3	1-3	1-3	50	55	60,5	66,55	73,205
Indonesian Veterinary Competency Examination (IVCE) pass rate percentage	100%	100%	100%	100%	100%	100%	50	55	60,5	66,55	73,205
<ul style="list-style-type: none"> <li>● Number of open recruitment activities per year</li> <li>● Employment data of graduates per stakeholder</li> <li>● Stakeholder satisfaction level with graduates (IKM)</li> </ul>	8	8	9	9	9	9	50	55	60,5	66,55	73,205
Number of activities conducted in collaboration with alumni per year	3	3	3	3	3	3	50	55	60,5	66,55	73,205
Number of lecturer research proposals funded by grants per lecturer per year	18	19	20	21	22	23	25	27,5	30,25	33,275	36,6025
<ul style="list-style-type: none"> <li>● Number of lecturers participating in scientific activities (number of activities per lecturer per year)</li> <li>● Number of lecturers conducting research as principal investigators per year</li> </ul>	0	2	2	2	2	2	50	55	60,5	66,55	73,205
Research funding allocation per lecturer per year	8,6millions	9millions	10millions	10,5millions	11millions	11,5millions	220	242	266,2	292,82	322,102

Number of research activities involved in joint research per year	1	1	2	2	2	2	250	275	302,5	332,75	366,025
Accumulated number of laboratory services available to support research	7	8	9	10	11	12	2500	2750	3025	3327	3660,25
Accumulated number of laboratory technicians attending competency-enhancing training (number of activities per technician per year)	1	1	2	3	4	5	50	55	60,5	66,55	73,205
Accumulated number of laboratory services available to support community service	7	8	9	9	10	11	1000	1100	1210	1331	1464,1
Number of national and international seminars held per year	1	1	1	1	1	1	200	220	242	266,2	292,82
<ul style="list-style-type: none"> <li>Number of patent/IPR applications per year</li> <li>Number of patents and IPRs per year</li> </ul>	1 0	1 1	1 2	1 3	1 4	1 5	50	55	60,5	66,55	73,205
Number of CPD activities held per year	3	3	4	4	4	5	50	55	60,5	66,55	73,205
<ul style="list-style-type: none"> <li>Number of scientific articles by lecturers per year</li> <li>Number of nationally accredited scientific articles per year</li> <li>Number of indexed international scientific articles per year</li> <li>Number of citations of lecturers' work per year</li> <li>Number of ISBN-registered books written by lecturers per year (accumulated)</li> <li>Number of products or technologies successfully utilised by the community per year (accumulated)</li> </ul>	2 4 9 6 4 4	2 6 10 7 5 5	2 8 11 8 6 6	2 10 12 9 7 7	2 12 13 10 8 8	2 14 14 11 9 9	50	55	60,5	66,55	73,205
Total faculty income per year excluding tuition fees (Rupiah)	80millions	90millions	100millions	110millions	120millions	130millions	25	27,5	30,25	33,275	36,6025
Community service funding per lecturer per year	1,5millions	2,5millions	3millions	3,5millions	4millions	4,5millions	90	99	108,9	119,79	131,769

<ul style="list-style-type: none"> <li>● Percentage of lecturers conducting community service per year (%)</li> <li>● Number of students involved in community service per year</li> <li>● Number of students involved in lecturers' community service per year</li> <li>● Number of community service publications per year</li> </ul>	100%	100%	100%	100%	100%	100%	20	22	24,2	26,62	29,282
	879	890	905	920	935	950					
	24	30	32	34	36	38					
	8	10	12	14	16	18					
Number of community service activities per lecturer per year	2	2	2	2	2	2	50	55	60,5	66,55	73,205
Number of lecturers acting as speakers at national and international community service events per year	15	15	15	16	16	17	50	55	60,5	66,55	73,205
<ul style="list-style-type: none"> <li>● Number of technologies utilised by the community per year</li> <li>● Accumulated number of fostered villages</li> </ul>	2 2	3 2	4 2	5 2	6 2	7 3	50	55	60,5	66,55	73,205
Accumulated number of renewed MoUs	34	35	35	36	36	36	100	110	121	133,1	146,41
<ul style="list-style-type: none"> <li>● Number of MoU institutions that become PKL (fieldwork) locations for students per year</li> <li>● Accumulated number of MoU institutions that become rotation locations for PPVM (Professional Program of Veterinary Medicine) per year</li> </ul>	6 2	7 3	7 4	7 5	8 6	8 7	900	990	1089	1197,9	1317,69
<ul style="list-style-type: none"> <li>● Number of guest lecturers from government and private institutions per year</li> <li>● Number of foreign lecturers from overseas institutions per year</li> <li>● Number of students participating in inbound and outbound activities per year</li> <li>● Number of lecturers participating in outbound activities per year</li> <li>● Number of lecturers participating in inbound activities per year</li> </ul>	15 8 7 0 5	16 8 7 2 6	16 8 8 2 7	17 8 9 2 8	17 8 10 2 9	17 9 11 2 10	100	110	121	133,1	146,41
Number of lecturers serving as speakers at scientific forums in other institutions per year	15	15	16	16	16	17	80	88	96,8	106,48	117,128
Accumulated number of research and community service collaborations per year	25	26	27	28	29	30	100	110	121	133,1	146,41

Number of joint publications from research and community service with other institutions per year (accumulated)	27	30	35	40	45	50	100	110	121	133,1	146,41
<ul style="list-style-type: none"> <li>Number of educational activity speakers from stakeholders to the academic community of FVM UB per year</li> <li>Amount of funding assistance from stakeholders (Rupiah per year)</li> <li>Accumulated number of FVM UB product downstreaming to stakeholders per year</li> <li>Number of U to U scholarships or stakeholder scholarships per year</li> </ul>	6	7	7	8	8	8	85	93,5	102,85	113,135	124,4485
	10millions	20millions	30 millions	40millions	50millions	60millions					
	2	5	5	5	6	6					
	40 millions	50millions	60millions	70millions	80millions	90millions					
						<b>Total</b>	<b>13500</b>	<b>14850</b>	<b>16335</b>	<b>17968,5</b>	<b>19765,35</b>

## **CHAPTER V. CONCLUSION**

The strategic plan of the Faculty of Veterinary Medicine, Universitas Brawijaya, is designed to be implemented over the next five years and will be evaluated annually by the strategic plan evaluation team. The results of the strategic plan achievement evaluation will be reported in the form of the Faculty of Veterinary Medicine's Strategic Plan Achievement Evaluation Document for 2020-2024.

## APPENDIX

### Strategic Plan Form

### Strategic Plan for the Years 2020 to 2024

### Organisational Unit/Work Unit: Faculty of Veterinary Medicine, Universitas Brawijaya

Vision	Mission	Strategic Goals	Strategic Targets	Policy Direction	Strategic Targets / Program targets/ Activity Targets	IKSS/ IKP/ IKK	Baseline (Year of 2019)	Performance Targets					Budget plans (millions) x10 <sup>9</sup>				
								Year of 2020	Year of 2021	Year of 2022	Year of 2023	Year of 2024	Year of 2020	Year of 2021	Year of 2022	Year of 2023	Year of 2024
1	2	3			4	5	6	7	8	9	10	11	12	13	14	15	16
To become an outstanding institution in producing professional graduates in the field of veterinary medicine through the strengthening of education, research, and community service with an international perspective to support national development.	1. Providing quality education adhering to international standards to produce professional graduates.	1. Producing graduates in the field of veterinary medicine who are professional and capable of competing at national and international levels.	1. Ensuring the availability of skilled, high-achieving, and independent-character students	1. Promoting study programs as an effort to increase the passing grade of new students.	1. Study program promotion	1. Ratio of student admission selectivity 2. Number of visitors to the FVM UB website per day 3. Number of FVM UB social media followers per year 4. Updating news on the FVM UB website monthly	1:6,09	1:7	1:8	1:9	1:10	1:11	100	110	121	133	146,41
							600	700	800	900	1000	1100					
				2. Enhancing the quality of students' soft skills and hard skills through empowering student activity units and high-quality academic programs.	2. Establishing a student counselling bureau	<ul style="list-style-type: none"> <li>Percentage of students graduating on time (per cohort)</li> <li>Percentage of students dropping out (% of students per year)</li> </ul>	S1= 62 Pf= 100  S1= 10 Pf= 0	S1=85 Pf=10  0 Pf= 0 S1= 9	S1=87 Pf=10 0  S1= 8 Pf= 0	S1=90 Pf=10 0  S1= 7 Pf= 0	S1=92 Pf=10 0 S1= 6 Pf= 0	S1=95 Pf=10 0  S1= 5 Pf= 0	5	5,5	6,05	6,655	7,32

				3. Enhancing the role of Academic Advisors Lecturers	<ul style="list-style-type: none"> <li>Average GPA</li> </ul>	3,047	3,21	3,22	3,23	3,24	3,25	10	11	12,1	13,31	14,641
					<ul style="list-style-type: none"> <li>Student study duration</li> </ul>	3,7	3,7	3,68	3,68	3,66	3,66	3,64				
				4. Establishment of an English Language Service Unit for students, staff, and lecturers	Average TOEFL score of students	448	450	455	460	465	470	200	220	242	266,2	292,82
				5. Character education through PKK Maba, KRIMA, student community service, and ESQ	Number of certificates of participation in activities that enhance soft skills, such as organisational committees, courses, etc. (number per student)	3	3	3	3	3	3	200	220	242	266,2	292,82
				6. Enhancement of students' hard skills	Certificates of student participation in activities that enhance academic competence (number per student)	2	2	2	2	2	2	150	165	181,5	199,65	219,615
				7. Sending students for inbound/outbound exchange	Number of student exchange participants per year	7	8	9	10	11	12	200	220	242	266,2	292,82



					8. Implementation of international classes	<ul style="list-style-type: none"> <li>• Number of English-taught courses per year</li> <li>• Number of foreign students per year</li> </ul>	7	8	9	10	11	12	50	55	60,5	66,55	73,205
					9. Providing incentives for outstanding students and lecturers	<ul style="list-style-type: none"> <li>• Number of national and international student achievements per year</li> <li>• Number of nationally and internationally outstanding students per year</li> </ul>	8	8	9	9	9	10	100	110	121	133,1	146,41
					10. Student entrepreneurship mentoring	Number of student entrepreneurs per year	30	31	32	33	34	35	150	165	181,5	199,65	219,615
			2. Implementation of international standard learning processes	1. Developing, refining, and implementing curricula that adhere to national and international standards	1. Curriculum development aligned with RISTEK DIKTI standards, KKNI, OIE, and ASEAN, Asian, and Global Vet School curricula	Curriculum documents referring to national and international standards (documents per 5 years)	1	1	1	1	1	1	100	110	121	133,1	146,41

					2. Development of learning outcomes and OBE-based RPS (Semester Learning Plan)	<ul style="list-style-type: none"> <li>Number of OBE curriculum documents and OBE-based RPS per year</li> </ul>	0	5	10	15	20	25	70	77	84,7	93,17	102,487
					3. Implementation of OBE-based learning	<ul style="list-style-type: none"> <li>Percentage of courses implementing OBE (%)</li> <li>Percentage of e-learning-based courses (%)</li> </ul>	S=10 Pf=100	S=80 Pf=100	S=85 Pf=100	S=90 Pf=100	S=95 Pf=100	S=10 Pf=100	2,5	2,75	3,025	3,3275	3,660
							S=21 Pf=0	S=30 Pf=10	S=40 Pf=20	S=60 Pf=30	S=80 Pf=40	S=21 Pf=0					

					4. Evaluation and updating of OBE-based curriculum	<ul style="list-style-type: none"> <li>• Alignment between supervisors, field of expertise, and topics for internships and theses (%)</li> <li>• Teaching materials derived from research corresponding to the course (number per year)</li> <li>• Alignment of lecture and practical content with expected student competencies (CPL) (%)</li> <li>• Percentage of validated course exam questions (%)</li> </ul>	100	100	100	100	100	100	25	27,5	30,25	33,275	36,602
							6	8	10	12	14	16					
							100	100	100	100	100	100					
							100	100	100	100	100	100					
					5. Lectures with foreign lecturers	Number of foreign lecturers per year	6	7	8	9	10	11	150	165	181,5	199,65	219,615
					6. Student activities supporting the curriculum	Number of student activities supporting the curriculum per year	2	3	3	4	4	5	55	60,5	66,55	66,55	73,205

				2. Maximising the role of internal and external audits to improve quality standards	7. Quality assurance in education through internal audits	<ul style="list-style-type: none"> <li>• Percentage of follow-up actions on audit findings (%)</li> <li>• Alignment of business processes with SOP (%)</li> <li>• Accreditation and certification</li> </ul>	80	85	90	95	100	100	50	55	60,5	66,55	73,205
					8. Accreditation status	Accreditation predicate	B	A	A	A	A	A	150	165	181,5	199,65	219,615
			3. Achieving competent and internationally-minded human resources (lecturers and staff)	1. Encouraging the improvement of faculty human resources through various training programmes and accelerating further studies	1. Updating faculty data in the FVM database	Number of lecturers updating the database in SIMPEG per year	7	9	9	9	9	9	10	11	12,1	13,31	14,641
					2.a. Organisation of further studies	<ul style="list-style-type: none"> <li>• Documents mapping lecturers and future recruitment plans per year</li> </ul>	1	1	1	1	1	1	5	5,5	6,05	6,655	7,32

					2b. Acceleration of promotion processes	<ul style="list-style-type: none"> <li>●Cumulative number of lecturers with a PhD</li> <li>●Cumulative number of senior lecturers</li> <li>●Number of professors</li> </ul>	6	8	8	8	8	12	10	11	12,1	13,31	14,641
							1	1	2	3	4	5					
							0	0	0	0	0	0					

					3. Enhancing lecturer competencies through training and seminars	Number of seminar and training certificates (number of activities per lecturer per year)	4	4,2	4,4	4,6	4,8	5	220	242	266,2	292,82	322,102
					4. Improving qualifications and competencies of human resources for effective and efficient educational staff	Number of educational staff based on qualifications per year - Number of training certificates per person per year							50	55	60,5	66,55	73,205
					5. Improving English language proficiency	Average TOEFL scores of educational staff and lecturers	0	500	510	520	530	540	50	55	60,5	66,55	73,205
			4. Availability of learning facilities and infrastructure in line with technological advancements	1. Ensuring the availability of teaching facilities and infrastructure that meet national and international accreditation standards	1. Improving the quality and quantity of educational facilities in accordance with national and international accreditation standards	<ul style="list-style-type: none"> <li>• Increase in IKM scores per year</li> <li>• Number of advanced technology classrooms per year</li> <li>• Availability of applications to support administration and learning (number of applications per year)</li> </ul>	2,86	2,87	2,88	2,89	2,90	2,91	2500	2750	3025	3327,5	3660,25
							0	1	2	3	4	5					
							1	1	1	1	1	1					

			5. Producing professional and globally competent graduates	1. Reducing job placement waiting time through increased collaboration with stakeholders and alumni	1. Enhancing extracurricular activities to improve graduate competencies	<ul style="list-style-type: none"> <li>• Job placement waiting time (months)</li> <li>• Number of extracurricular activities participated in by students per year</li> </ul>	1-3	1-3	1-3	1-3	1-3	1-3	50	55	60,5	66,55	73,205		
							2. Improving preparation for the Indonesian Veterinary Competency Examination (IVCE)	IVCE pass rate percentage	100%	100%	100%	100%	100%	100%	50	55	60,5	66,55	73,205
							3. Enhancing the quality of collaboration with stakeholders through job fair activities	<ul style="list-style-type: none"> <li>• Number of open recruitment activities per year</li> <li>• Employment data of graduates per stakeholder</li> <li>• Stakeholder satisfaction rate with graduates (%)</li> </ul>	8	8	9	9	9	9	50	55	60,5	66,55	73,205
							4. Increasing the role of alumni in enhancing graduate competencies and employment absorption	Number of activities conducted in collaboration with alumni per year	3	3	3	3	3	3	50	55	60,5	66,55	73,205

		2. Producing research works in the field of veterinary medicine that support human welfare through the improvement of animal and environmental health	1. Enhancing the quality and quantity of research in accordance with FVM's Research Master Plan (RMP) aligned with UB's RMP	1. Designing and establishing a faculty research roadmap based on its potential in alignment with the University's RMP	1. Enhancing lecturers' abilities in writing competitive grant proposals through proposal writing mentoring	Number of research proposals funded per lecturer per year	18	19	20	21	22	23	25	27,5	30,25	33,275	36,6025
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				2. Increasing the involvement of lecturers and students in conducting research to produce scientific works that benefit the nation and the country.	1. Improving lecturer competencies in research execution through training or CPD	<ul style="list-style-type: none"> <li>Number of lecturers participating in scientific activities (number of activities per lecturer per year)</li> <li>Number of lecturers conducting research as principal investigators per year</li> </ul>	0	2	2	2	2	2	50	55	60,5	66,55	73,205
				2. Enhancing the quality and quantity of resources supporting research  1. Increasing the involvement of lecturers and students in conducting research to produce scientific works that benefit the nation and the country.  2. Strengthening laboratory facilities and infrastructure as an effort to improve research quality and service to the community	2. Increasing the allocation of internal faculty research funding	Research funding allocation per lecturer per year	8,6millions	9millions	10millions	10,5millions	11millions	11,5millions	220	242	266,2	292,82	322,102
					3. Enhancing joint research with institutions and researchers both domestically and internationally	Number of research activities involved in joint research per year	1	1	2	2	2	2	250	275	302,5	332,75	366,025
					1. Improving laboratory capabilities to support research implementation	Accumulated number of laboratory services available to support research	7	8	9	10	11	12	2500	2750	3025	3327	3660,25



					2. Improving the competencies of laboratory technicians to support research implementation	Accumulated number of laboratory technicians attending competency-enhancing training (number of activities per technician per year)	N/A	1	1	1	2	2	50	55	60,5	66,55	73,205
					3. Enhancing laboratory capabilities for community service	Accumulated number of laboratory services available to support community service	7	8	9	10	11	12	1000	1100	1210	1331	1464,1
			3. Improving the dissemination and utilisation of research results	1. Increasing the dissemination of research results to the public and professions	1. Organising national and/or international seminars	Number of national and international seminars held per year	1	1	1	1	1	1	200	220	242	266,2	292,82
					2. Organising technical guidance on patent creation and/or intellectual property rights (IPR)	<ul style="list-style-type: none"> <li>Number of patent/IPR applications per year</li> <li>Accumulated number of patents and IPRs per year</li> </ul>	1 0	1 1	1 2	1 3	1 4	1 5	50	55	60,5	66,55	73,205
					3. Organising CPD activities for the community and profession	Number of CPD activities held per year	3	3	4	4	4	5	50	55	60,5	66,55	73,205

					4. Increasing the dissemination of research results to the public	<ul style="list-style-type: none"> <li>• Number of scientific articles by lecturers per year</li> <li>• Number of nationally accredited scientific articles per year</li> <li>• Number of indexed international scientific articles per year</li> <li>• Number of citations of lecturers' work per year</li> <li>• Number of ISBN-registered books written by lecturers per year</li> <li>• Number of products or technologies successfully utilised by the community per year</li> </ul>	2	2	2	2	2	2	50	55	60,5	66,55	73,205
							4	6	8	10	12	14					
							9	10	11	12	13	14					
							6	7	8	9	10	11					
							4	5	6	7	8	9					
							4	5	6	7	8	9					
					5. Developing income-generating units	Total faculty income per year excluding tuition fees (Rupiah)	80millions	90millions	100millions	1100millions	120millions	130millions	25	27,5	30,25	33,275	36,6025

		3. Producing community service projects	1. Enhancing the quality of community service through laboratory capacity development	1. Improving research outcomes that have the potential to be applied to the community as a form of community service	1. Increasing the provision of community service funding sourced from internal and external faculty	Community service funding per lecturer per year	1,5millions	2,5millions	3millions	3,5millions	4millions	4,5millions	90	99	108,9	119,79	131,769
					2. Enhancing lecturers' abilities/competencies to conduct community service activities	<ul style="list-style-type: none"> <li>• Percentage of lecturers conducting community service per year (%)</li> <li>• Number of students involved in community service per year</li> <li>• Number of students involved in lecturers' community service per year</li> <li>• Number of community service publications per year</li> </ul>	100%	100%	100%	100%	100%	100%	20	22	24,2	26,62	29,282
							879	890	905	920	935	950					
							24	30	32	34	36	38					
							8	10	12	14	16	18					
			2. Improving the quality of community services through involvement in solving	1. Increasing the role and involvement of the faculty in enhancing productivity and solving veterinary	1. Faculty support for solving veterinary issues at local and national levels	Number of community service activities per lecturer per year	2	2	2	2	2	2	50	55	60,5	66,55	73,205



					2. Increasing the active role of the faculty in addressing various important issues (disease and reproduction problems) through collaboration with various institutions	Number of lecturers acting as speakers at national and international community service events per year	15	15	15	16	16	17	50	55	60,5	66,55	73,205
					3. Peningkatan produktivitas masyarakat yang difasilitasi oleh kegiatan pengabdian masyarakat	<ul style="list-style-type: none"> <li>Number of technologies utilised by the community per year</li> <li>Accumulated number of fostered villages</li> </ul>	2	3	4	5	6	7	50	55	60,5	66,55	73,205
							2	2	2	2	2	3					
		4. Establishing mutually beneficial collaborations with relevant institutions both domestically and internationally to enhance the quality of education, research, and community service	1. Increasing collaboration in the field of education with government and private institutions both domestically and internationally	1. Developing and enhancing collaborations with various parties both domestically and internationally in the three pillars of higher education	1. Renewal of MoUs with government and private institutions both domestically and internationally in the field of education	Accumulated number of renewed MoUs	34	35	35	36	36	36	100	110	121	133,1	146,41

					2. Sending PPVM students and undergraduate students for internships and work placements at government and private institutions both domestically and internationally	<ul style="list-style-type: none"> <li>• Number of MoU institutions that become internship locations for students (number per year)</li> <li>• Accumulated number of MoU institutions that become rotation locations for PPVM (number per year)</li> </ul>	6	7	7	7	8	8	900	990	1089	1197,9	1317,69
							2	3	4	5	6	7					



					3. Implementation of student and staff exchanges with universities abroad	<ul style="list-style-type: none"> <li>● Number of guest lecturers from government and private institutions per year</li> <li>● Number of foreign lecturers from overseas institutions per year</li> <li>● Number of students participating in inbound and outbound activities per year</li> <li>● Number of lecturers participating in outbound activities per year</li> <li>● Number of lecturers participating in inbound activities per year</li> </ul>	15	16	16	17	17	17	100	110	121	133,1	146,41
							8	8	8	8	8	9					
							7	7	8	9	10	11					
							0	2	2	2	2	2					
							5	6	7	8	9	10					

					4. Sending lecturers to be speakers at scientific forums organised by other institutions	Number of lecturers acting as speakers at scientific forums in other institutions per year	15	15	16	16	16	17	80	88	96,8	106,48	117,128
			2. Enhancing the quality of collaboration in research and community service with government sectors, industry, and national and international research institutions	1. Establishing and accelerating mutually beneficial collaborations with other parties to improve the quality of educational provision	1. Increasing the number of MoUs with national and local institutions in the field of research and community service	Accumulated number of research and community service collaborations per year	25	26	27	28	29	30	100	110	121	133,1	146,41
					2. Increasing the number of joint publications with researchers from other institutions	Number of joint publications from research and community service with other institutions per year	27	30	35	37	39	42	100	110	121	133,1	146,41
			3. Increasing capacity building that includes enhancing human resource competencies and utilizing facilities for educational and research purposes	1. Increasing capacity building to support the implementation of education and research through strengthening FVM's collaboration with stakeholders	1. Implementation of collaboration activities between FVM and stakeholders in the field of capacity building	<ul style="list-style-type: none"> <li>Number of educational activity speakers from stakeholder s to the academic community of FVM UB per year</li> <li>Amount of funding assistance from stakeholder s (Rupiah</li> </ul>	6	7	7	8	8	8	85	93,5	102,85	113,135	124,4485
							10million s	20millions	30millions	40millions	50millions	60millions					

						<ul style="list-style-type: none"> <li>per year)</li> <li>• Number of FVM UB products downstreaming to stakeholders per year</li> <li>• Number of U to U scholarships or stakeholder scholarships per year</li> </ul>	2	5	5	5	6	6					
							40million	50millions	60millions	70millions	80millions	90millions					
												<b>Total</b>	<b>13500</b>	<b>14850</b>	<b>16335</b>	<b>17968,5</b>	<b>19765,35</b>