ACCELERATION OF ACADEMIC POSITION OF FIS UNY LECTURER: PROBLEMS AND ITS STRATEGIES

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ABSTRACT

The purpose of this institutional research is to analyze: (1) the profile of lecturers in terms of academic positions, (2) the problems that occur in the acceleration program for academic promotions, and (3) the strategies used in order to accelerate the promotion of academic positions of lecturers at the Faculty of Social Sciences, University Yogyakarta State (FIS UNY).
This research is a descriptive research with a quantitative approach. The population in this study were all 122 FIS UNY lecturers. All members of the population are sampled, so it can be called a population study. Data collection method is documentation technique. Documentation techniques are used to collect data on the management of promotions for all lecturers in the faculty staffing documents and the dean's report documents. The analysis technique uses descriptive analysis, namely data analysis by describing or describing the data that has been collected as it is referring to the size of the central symptom with a percentage. The results showed: (1) Profile of the academic position of Professor Professor 9 people (7.37%), Head Lector 26 people (21.31%), Lector 33 people (27.04%), Expert Assistant 24 people (19, 67%), and 30 teaching staff (24.59%). (2) Problems in managing promotions: for lecturers who will propose to GB there are obstacles to the requirements for the first author of articles published in Scopus indexed journals, while in general the majority of lecturers say that due to lack of awareness and order in storing documents, certificates, decrees, and others -other. (3) The strategies used in accelerating the promotion of lecturers are encouraging further studies, providing RG research schemes and PkM lecturers for activities outside the campus, providing intensive publications, displaying data on lecturers' positions in the agenda book, and a Friday blessing forum to motivate lecturers to get promoted/ rank.

Kata Kunci: *Acceleration, Promotion, Lecturer*