

# Decision of the FIBAA Accreditation and Certification Committee



21<sup>th</sup> Meeting on March 27, 2026

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/135 Cluster 2
<b>Higher Education Institution:</b>	Universitas Islam Indonesia
<b>Location:</b>	Sleman Regency, Java, Indonesia
<b>Study programme:</b>	Doctor in Economics
<b>Type of accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited.

Period of Accreditation: March 27, 2026 until March 26, 2031.

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

Universitas Islam Indonesia, Indonesia

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**Doctoral programme:**

Doctoral Study Programme in Economics (Doktor/Dr.)

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**Degree awarding institution (if relevant):**

Universitas Islam Indonesia

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**Qualification awarded on completion:**

Doctor in Economics (Dr.)

# General Information on the Study Programme

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## **Doctor in Economics (Dr.):**

The Doctoral Study Programme in Economics (hereinafter referred to as DE), Faculty of Business and Economics (FBE), Universitas Islam Indonesia (UII), was established by Decree No. 453/D/T/2001 dated 8 April 2001. Graduates typically pursue careers as academics, researchers, or consultants in Economics and related fields. The objectives of DE are:

- To produce graduates with advanced expertise, strong ethical integrity, and internationally recognised scientific output.

**Vision:** To become an internationally recognised doctoral programme in Economics, producing graduates committed to excellence in education, research, community service, and Islamic *da'wah*.

**Mission:** To provide high-quality doctoral education, conduct interdisciplinary research of international standing, contribute to community service, and apply principles of Islamic good governance.

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## **Type of study programme:**

PhD programme

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**Duration:** 6 semesters, 43 credits (69 ECTS)

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## **Mode of study:**

full-time

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## **Didactic approach:**

study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

no

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## **20 study places**

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## **Programme cycle starts in:**

both winter and summer semester

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**Initial start of the programme:** 2001

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## **Type of accreditation:**

initial accreditation

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**Accreditation in two clusters** (Cluster 2: Economics: Bachelor, Master and Doctoral programmes) with FIBAA, Germany

## Procedure:

A contract for the initial accreditation of the Bachelor of Economics, Master of Economics, and Doctor of Economics programmes was concluded between FIBAA and Universitas Islam Indonesia (UII) on November 23, 2021. On July 1, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel consisted of:

### **Ana Gvritishvili**

International Black Sea University, Georgia

PhD Student in Education Science

(MA in Economics and Education Administration; BA in Business Administration)

### **Prof. Dr. Volker Nitsch**

Technische Universität Darmstadt

Full Professor of Economics, Chair of International Economics

(Economics, International Trade, Economic Diplomacy, International Macro and Finance)

### **Prof. Dr. Ibnu Qizam**

State Islamic University (UIN) Syarif Hidayatullah

Full Professor, Faculty of Economics and Business

(Accounting, Islamic Accounting, Islamic Economics, Islamic Banking and Finance)

### **Robert Schmitz**

Tengelmann Audit GmbH, Germany

Head of Internal Audit

(Economics, Auditing, Commercial Business Process Review, QA, HR Management)

### **Dr. Zamzagul Sultanova**

Zhangir Khan West Kazakhstan University

Associate Professor, Higher School of Economics and Audit

(Finance, Money Circulation and Credit, International Economics, Agricultural Financing, Innovative Project Business Planning)

FIBAA project manager:

Yelena Istileulova, PhD

The assessment is based on the self-evaluation report, supplemented by additional documents and updated statistics requested by the panel, and on an on-site visit. The on-site visit took place on November 24 and 25, 2025, at the HEI's premises at Universitas Islam Indonesia (UII), Faculty of Business and Economics (FBE). The same on-site visits also included the assessment of the Bachelor and Master of Economics. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on March, 2026. The statement on the report was given up on [date].

It has been taken into account in the report at hand.

# Summary

The Doctor in Economics (DE) offered by Universitas Islam Indonesia (UII) (University) fulfils with one exception the FIBAA quality requirements for doctoral programme and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 27 March 2026 and finishing on 26 March 2031.

The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The following quality requirement that has not been fulfilled:

- **Management support** (see chapter 4.3.2);

This is not asterisk criterion and therefore does not lead to a condition.

The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified areas in which the doctoral study programme in Economics could be further developed and recommend:

- providing opportunities for doctoral candidates to enrol in courses offered by other study programmes. This would support the development of more diverse future career profiles (see Chapter 3.5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Universitas Islam Indonesia (UII), founded in 1945 and located in Yogyakarta, is the oldest private university in Indonesia. It currently offers 59 study programmes across nine faculties.

The vision of UII is to become an internationally recognised university. Universitas Islam Indonesia aspires to become a mercy for all humankind („rahmatan lil alamin”), an internationally recognised university committed to excellence and Islamic values and ethics in education, research, community service. The mission of the University is “to uphold the Qur’an and Sunnah as the ultimate source of truth and blessing for humankind and to support Indonesia’s noble ideals in advancing the intellectual development of the nation” through:

- Producing devoted, ethical, and skilled Muslim scholars;
- Developing science, technology, and the arts guided by Islamic values;
- Building a prosperous society, based on Pancasila and the Indonesian Constitution;
- Promoting the understanding, development, and dissemination of Islamic teachings to be practiced by members of the university and society at large.

These principles guide the strategic development of the University and are reflected in the activities of its faculties and departments, including the Faculty of Business and Economics (FBE) and the Department of Economics. The University offers a broad range of programmes, including Diploma, Applied Bachelor, Bachelor, Master’s, Doctoral, and professional programmes across disciplines such as economics, business, law, engineering, social sciences, and medicine. According to the Times Higher Education World University Rankings 2025, in the subject area of Economics and Econometrics, the UII is ranked in the 801+ global band, placing 7th nationally and 1st among private universities in Indonesia.

The University has participated in strategic projects with partner institutions in Europe through Erasmus+ programmes on (1) Overcoming the Digital Divide in Europe and Southeast Asia Universities (ODDEA), 2022-26; (2) Indonesian Higher Education Leadership, (iHiLead), 2021-24; (3) ASEAN Network for Green Entrepreneurship and Leadership (ANGEL), 2020-23, (4) Building Universities in Leading Disaster Resilience (BUILD), 2019-22; (5) Growing Indonesia: a Triangular Approach (GITA), 2017-20; (6) Assessing and Improving the Research Performance at SEA Universities (REPESEA), 2016-19. Within the Faculty of Business and Economics (FBE), the Department of Economics offers four programmes (including BE, ME):

- the Undergraduate Programme in Development Economics (BE) (established in 1991),
- the Master’s Programme in Economics (ME) (established in 2009), and
- the Applied Bachelor Programme in Financial Analysis (formerly the Diploma III Programme in Banking and Finance, transformed in 2022),
- the Doctoral Programme in Economics (established in 2001).

The Doctoral study programme in Economics (hereinafter referred to as DE) is one of the study programmes under the auspices of the Faculty of Business and Economics (FBE), which organizes doctoral programme for students who are pursuing full-time education. This study programme received accreditation from the National Accreditation Board with a “Very Good” status from 2022 to 2027.

The organisational structure of FBE includes the Dean, the Deputy Dean for Resources and the Deputy Dean for Student, Religious, and Alumni Affairs. The Department of Economics is led by a Head and Secretary, supported by the leadership of the Undergraduate, Master’s, and Doctoral Programmes in Economics, as well as academic and administrative support units.

## Further development of the programme, statistical data and evaluation results

### Appraisal of Doctoral Programme in Economics (DE)

		1. Cohort 2018/2019	2. Cohort 2019/2020	3. Cohort 2020/2021	4. Cohort 2021/2022	5. Cohort 2022/2023	6. Cohort 2023/2024	7. Cohort 2024/2025
<b># Study Places offered by HEI</b>		20	20	20	20	20	20	20
<b># Applicants</b>	$\Sigma$	21	17	25	37	26	12	26
	f	8	8	8	13	15	3	8
	m	13	9	17	24	11	9	18
<b>Application rate</b>		105,00%	85,00%	125,00%	185,00%	130,00%	60,00%	130,00%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	19	16	22	25	18	8	25
	f	7	8	8	11	9	2	8
	m	12	8	14	14	9	6	17
<b>Rate of female students</b>		0,368421053	0,5	0,363636364	0,44	0,5	0,25	0,32
<b># Foreign Students</b>	$\Sigma$	0	0	0	0	0	1	1
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	1	1
<b>Rate of foreign students</b>		0	0	0	0	0	0,125	0,04
<b>Percentage of occupied study places</b>		95,00%	80,00%	110,00%	125,00%	90,00%	40,00%	125,00%
<b># Graduates</b>	$\Sigma$	8	6	3	0	1	0	0
	f	5	3	2	0	1	0	0
	m	3	3	1	0	0	0	0
<b>Success rate (students who finished their studies)</b>		42,11%	37,50%	13,64%	0,00%	5,56%	0,00%	0,00%
<b>Dropout rate (students who dropped their studies)</b>		5,26%	0,00%	4,55%	8,00%	5,56%	0,00%	0,00%
<b>Average duration of study</b>		4,8	4	3,75	0	2,5	5,5	4
<b>Average grade of final degree</b>		3,91	3,83	3,83	0	3,97	3,71	3,82

Statistics (separated by cohorts and gender) concerning:

- student success rate
- average length of study
- number of first year students
- percentage of foreign participants

## **Appraisal**

### **Doctor of Economics (DE)**

The number of first-year students remains stable, generally ranging between 16 and 25 per cohort, with a balanced gender distribution. Student success rates vary across cohorts (approximately 5% to 42%), reflecting the differing stages of doctoral completion, while dropout rates remain low (0–8%).

The average duration of study ranges from approximately 3.75 to 5.5 years, which is consistent with the requirements of doctoral-level research.

The proportion of international students is currently low but shows initial development, with foreign participation emerging in recent cohorts (up to 12.5%), indicating early progress in internationalisation. Overall, the data indicate a stable enrolment pattern and consistently low dropout rates, alongside high academic performance.

In the academic years of 2023-24, 2024-25 there were 6 and 11 applicants from various countries applied to Doctoral programmes. However, due to limited financial resources, only two students enrolled. Limited scholarship sources are the primary barrier of international students.

While completion rates vary due to cohort progression, there is an emerging trend towards increased internationalisation, with the first intake of foreign students in recent cohorts and potential for further growth.

# Programme Description and Appraisal in Detail

## 1. Goals and Strategy

### 1.1 Objectives of the Doctoral Programme

The Doctoral Study Programme in Economics (hereinafter referred to as DE), Faculty of Business and Economics, Universitas Islam Indonesia, was established by Decree No. 453/D/T/2001 dated 8 April 2001.

The strategic objectives of the doctoral programme, as defined in the Strategic Plan 2022–2026, are:

- a. To produce graduates with strong and reliable expertise in their respective fields.
- b. To produce graduates who demonstrate dedication and high moral integrity in their professional practice.
- c. To produce scientific outputs of international standing and reputation.

The achievement of these objectives is monitored through defined Key Performance Indicators (KPIs), ensuring continuous quality enhancement and alignment with the programme's strategic priorities.

- Average GPA of graduates: target 3.25; achievement in 2025: 3.85.
- Average duration of study: target 7 semesters; achievement in 2025: 6.2 semesters (average based on 13 graduates).
- Proportion of professors among academic staff: target 70%; achievement in 2025: 52% (13 out of 25 staff).
- Average number of citations per academic staff member: target 10; achievement in 2025: 12.48.
- International partnerships: minimum target of 1; achievement in 2025: 2 partnerships.
- Proportion of students with publications: minimum target of 1%; achievement in 2025: 7.14%.

#### **Vision:**

To become an internationally recognised doctoral programme in Economics, distinguished by academic excellence and a sustained commitment to developing graduates who embody the principle of rahmatan lil 'ālamīn ("a blessing for all humanity"), contributing to education, research, community service, and Islamic outreach (da'wah).

#### **Mission:**

- Provide high-quality doctoral education through an integrative approach that combines revealed knowledge with science, technology (Economics, Finance, Technology), and the arts.
- Develop advanced research competences by conducting interdisciplinary research using rigorous and up-to-date empirical methods, leading to original contributions of national and international relevance.
- Promote societal contribution and responsibility by preparing graduates to apply their knowledge and expertise for the benefit of society.
- Ensure effective and ethical programme governance through the application of principles of Islamic good governance in academic and organisational management.

## Objectives:

To produce graduates with advanced expertise, strong ethical integrity, and internationally recognised scientific output.

## Graduate Profile:

Graduates typically pursue careers as academics, researchers, or consultants in Economics and related fields, contributing to teaching, research, and professional practice. The graduate profile also includes competencies in: analysis of economics and business, digital technology-based economics, digital financial practice, entrepreneurship.

The Doctoral Programme DE aims to develop highly qualified graduates with advanced analytical, methodological, and research competences, capable of contributing to academia, policy-making, and professional practice. The programme is designed to accommodate students from diverse academic and professional backgrounds, the majority of whom are employed, predominantly in academic and public-sector roles.

To ensure a consistent level of preparedness, the programme provides matriculation activities and targeted workshops on dissertation proposal writing, analytical tools, Artificial Intelligence (AI), and international scientific publication.

A distinctive feature of the programme is the high level of diversity within the student cohort, encompassing varied academic disciplines, professional sectors, geographical origins, and research interests. This diversity is deliberately integrated into the pedagogical design and constitutes a strategic asset for achieving the intended learning outcomes.

The programme's objectives are supported by the diversity of DE programme in several ways.

- First, it enhances analytical and methodological competences by incorporating a wide range of empirical perspectives and case-based experiences.
- Second, it strengthens the application of theoretical knowledge to real-world contexts through the interaction between academics and practitioners.
- Third, it fosters the development of social, intercultural, and communication skills through engagement with peers from different professional and regional backgrounds.
- Finally, it contributes to the quality and relevance of research outputs by providing access to diverse data sources and professional networks.

Overall, the programme aims to produce graduates with strong research capabilities, high ethical standards, and the ability to operate effectively in interdisciplinary and international environments, while contributing to scientific advancement and societal development.

## Appraisal:

The doctoral programme corresponds to the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Objectives of the Doctoral Programme			X		

## 1.2 Positioning of the Doctoral Programme in the education market

The Doctoral programme DE is well positioned within the national postgraduate education market, supported by its academic profile, accreditation status, and institutional reputation.

The programme has been accredited “Baik Sekali” (Very Good) for the period 2022–2027 by the Institute of Accreditation for Economics, Management, and Accounting (LAMEMBA), confirming its quality and standards.

The DE benefits from the strong academic standing of the Faculty of Business and Economics at University (UII) which is ranked *9th* nationally in the Business and Economics category (according to the World University Rankings 2024).

Among comparable institutions, several leading universities do not offer a doctoral programme in economics, further strengthening the DE’s competitive position. Additionally, University is recognised as one of the leading private universities in Indonesia and is the only private institution in Yogyakarta offering a doctoral programme in economics.

Geographically, the DE operates within a highly competitive academic environment, with nearby public universities; however, its location in Yogyakarta - Indonesia’s recognised educational and cultural hub - enhances its attractiveness to prospective students.

The DE attracts applicants from across Indonesia, reflecting its national reach. Since 2001, the programme has received a substantial number of applications from diverse regions. More recently, it has begun to attract international candidates, demonstrating its growing global visibility. The introduction of flexible study tracks (course-based, research-based, and publication-based) further strengthens the programme’s positioning by accommodating diverse academic backgrounds and career goals. This flexibility enhances its appeal to prospective doctoral candidates.

Overall, the DE is convincingly positioned in the postgraduate education market, supported by its strong institutional profile, accreditation, national reach, and developing internationalisation.

### Appraisal:

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	<b>STRATEGY AND OBJECTIVES</b>					
1.2	Positioning of the Doctoral Programme in the educational market			X		

## 1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

### 1.3.1 in the research fields

**The Doctoral programme** DE, established in 2001, has developed a strong profile in preparing graduates for academic and research-oriented careers.

Initially focused on management, the programme expanded to include the following areas of research:

- economics (from 2009),
- accounting (from 2017),
- management specialisation (from 2022, - it became an independent study programme, further strengthening the DE's academic focus in 2022)

Graduates of the DE are primarily prepared for the following professional pathways within research fields:

- Academic careers: university lecturers, researchers, and supervisors;
- Academic leadership roles: programme coordinators, heads of departments, and institutional leaders;
- Research-intensive positions: researchers in academic and research institutions;
- Consultants, researchers, and analysts in the fields of business, finance, and economics;

These opportunities are available both within institutional settings and in independent professional roles at national and international levels.

The DE ensures that doctoral candidates acquire advanced research competencies, including the ability to conduct independent research, produce scholarly manuscripts, and publish in conference proceedings, national journals, and reputable international journals. All candidates are required to conduct research within their respective fields of specialisation.

Dissertation guidelines emphasise scientific contribution (novelty) and require that research outputs are suitable for publication in reputable international journals.

Since its establishment, the DE has enrolled - 367 doctoral candidates, of whom

- 145 have successfully completed their studies, while
- 51 candidates did not complete the programme.

At present, the DE has 117 active students, of whom 81% are academics, indicating strong alignment with academic career pathways and immediate opportunities for career advancement upon graduation.

The programme demonstrates its research performance:

between 2021 and 2024, doctoral candidates published 65 articles in national journals and 40 articles in internationally reputable (Scopus-indexed) journals. Graduates also regularly present their research at international conferences, enhancing their academic visibility.

Doctoral students come from diverse academic and professional backgrounds to DE programme:

- Approximately 90 per cent of students are employed, predominantly in academic roles, alongside positions in government and industry. To address variations in prior knowledge and professional experience, the programme organises matriculation activities at the beginning of study.
- The diversity of the doctoral cohort constitutes a strategic asset that enriches the learning environment and is deliberately integrated into the programme's pedagogical design.
- Students represent a wide range of professional backgrounds, including academics from public and private universities, government officials (e.g. Bappeda, KPK, and BPKAD),

professionals in Islamic and conventional banking, capital market practitioners, as well as representatives from non-governmental organisations and the private sector.

- Their academic origins are equally diverse, encompassing economics, Islamic economics and finance, development studies, management, accounting, and public administration.
- DE programme attracts students from across various regions of Indonesia - including Java, Sumatra, Kalimantan, and Eastern Indonesia—as well as international students, thereby contributing to both regional and global perspectives. Research interests also span multiple domains, such as Islamic finance, public policy, regional development, income inequality, fiscal decentralisation, MSME development, and sustainability.

The programme has also demonstrated strong outcomes in academic career progression: Eleven out of 146 graduates have attained Full Professor status, reflecting the effectiveness of the DE in fostering high-level academic achievement and research excellence.

In the Indonesian context, there remains a significant demand for doctoral-qualified academic staff, particularly within private higher education institutions, where the proportion of staff holding postgraduate degrees remains below recommended thresholds. This creates favourable employment prospects for DE graduates in teaching, research, and academic leadership.

Overall, the DE equips its graduates with the competencies required for successful academic careers, including advanced research skills, publication experience, and the ability to contribute to the advancement of knowledge in economics and related disciplines.

Graduates who do not hold academic positions prior to completing the programme, but aspire to academic careers, benefit from strong employment prospects. They are readily recruited by both public and private universities, reflecting the significant national demand for doctoral-qualified academic staff. This demand is particularly evident within private higher education institutions, where the proportion of lecturers holding postgraduate degrees remains below 30% on average, significantly lower than the 50% threshold required for achieving excellent accreditation status. As a result, DE graduates are well positioned to fill this gap and advance within academic careers.

### **1.3.2 outside the research fields**

The DE attracts candidates from diverse professional backgrounds, including government institutions and private sector organisations. This diversity enriches the learning environment, as doctoral candidates engage in discussions that integrate theoretical knowledge with practical experience from their respective institutions. In addition to academic careers, the DE prepares graduates for roles in government, industry, and financial institutions. Many doctoral candidates originate from professional backgrounds and return to their institutions with enhanced analytical and problem-solving skills.

Through exposure to recent developments in economics, empirical research, and advanced analytical approaches, graduates develop the ability to address complex, real-world challenges within their professional contexts. This strengthens their capacity to contribute effectively to organisational decision-making and policy development.

In the Indonesian context, career progression in both public and private sectors is often linked to educational attainment. Holding a doctoral degree therefore provides a significant advantage in accessing senior and leadership positions within industry and government institutions.

Beyond academic careers, DE graduates are well prepared for roles such as:

- Public policy analysts
- Financial and banking analysts
- Consultants and applied researchers in economics and related fields

The DE maintains an alignment with labour market needs by combining academic rigour with practical relevance. The integration of research, professional experience, and stakeholder engagement ensures that graduates are equipped to address complex economic challenges at both national and international levels. Overall, the DE equips its graduates with transferable skills that support career advancement across a wide range of professional sectors at both national and international levels.

### Appraisal:

The doctoral programme DE with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research. The doctoral programme is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

## 1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

To meet national higher education standards, the DE operates in accordance with University Regulation No. 2 of 2017 on the Education and Learning Process at the University - Universitas Islam Indonesia.

The DE wants to achieve the University's objectives, as its graduates contribute significantly to institutional reputation, research output, community development, and publications at both national and international levels. The DE supports the University's educational mission through:

- collaboration and networking with national and international institutions;
- strengthening research capacity and international publications;
- producing high-quality graduates in economics and related disciplines.

The scientific orientation of the DE focuses on developing advanced knowledge in economics and accounting, grounded in national development priorities, Islamic principles, and ethical values. This is reflected in:

- mastery of economics and accounting within an Islamic framework;

- mastery of quantitative and qualitative analytical methods and their interpretation within this framework.

The strategic development of the DE is centred on enhancing academic performance and achieving international recognition. In this context, a revised curriculum has been implemented since September 2023, in line with Regulation of the Minister of Education and Culture No. 53 of 2023. The curriculum has undergone external review and international benchmarking to ensure quality and comparability. The curriculum offers three structured study tracks:

1. coursework-based;
2. publication-based;
3. research-based.

All tracks are designed to enable completion within three years, while maintaining high academic standards and alignment with programme objectives. These tracks provide flexibility while maintaining academic rigour and supporting timely completion of doctoral studies.

Since 2022, the DE has strengthened its international integration through collaboration with partner universities, including joint teaching and doctoral supervision. International experts are also involved in supervision and examination processes, including external examiners for proposal and defence stages. These measures enhance academic quality, ensure alignment with international standards, and support the DE's role within the University's internationalisation strategy.

## Appraisal:

The goal oriented integration of the programme in the strategic concept of the higher education institution is described and presented in a comprehensive manner.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

## 1.5 Gender Equality and Equal Opportunities

The Doctoral programme DE follows the principles of fairness, inclusivity, and gender equality in the recruitment and promotion of academic and administrative staff, as well as in the admission of doctoral candidates. Selection processes are based solely on merit and competence, without discrimination on the basis of gender, ethnicity, religion, or social background.

Equal opportunities are ensured through institutional regulations, particularly University Regulation No. 2 of 2017 on the Education and Learning Process. This regulation explicitly guarantees non-discriminatory access to education and equal treatment for all applicants. It also provides for the inclusion of students with disabilities and special needs, subject to academic feasibility.

The University supports accessibility through appropriate facilities and infrastructure, including elevators, dedicated pathways, and accessible sanitary facilities. These provisions ensure that students with special needs can participate fully in academic life.

Institutional commitment to gender equality is further demonstrated through dedicated structures, including a *Gender Study Centre and a Task Force for the Prevention and Handling of Sexual Violence*. These bodies promote awareness, prevention, and support mechanisms within the academic community.

The gender distribution within the DE reflects ongoing efforts towards inclusivity, with female students representing 25% of the student body in 2025.

In addition, the DE demonstrates openness and diversity in student recruitment, including the participation of students from different religious backgrounds.

Overall, the DE ensures equal opportunities and promotes an inclusive academic environment in line with institutional policies and national standards.

## Appraisal:

The higher education institution fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the Doctoral programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
				X		
1.5	Gender Equality and Equal Opportunities			X		

## 2. Admission

The programme employs various approaches, including marketing, partnerships, and scholarships for admission.

- Marketing initiatives include a dedicated international admissions website, targeted social media campaigns (e.g. Instagram and Facebook), and promotion through mobility programmes such as the International Student Mobility (ISM) scheme.
- Recruitment partnerships support international intake through agreements with embassies, participation in programmes such as ACICIS, and active institutional networks across Asia (including Korea, China, Malaysia, and Turkey), which facilitate student exchange and dual degree pathways.
- Scholarships:
  - Future Global Leaders Scholarship (FGLS) provided by University to 50 international students annually across undergraduate, Master's, and doctoral programmes, covering tuition, living/accommodation allowances, books, and thesis support
  - Indonesian Government-funded KNB Scholarship covers tuition, living expenses, health insurance, and flights for Master's and Doctoral programmes in economics and targets students from developing countries and includes a one-year BIPA (Indonesian Language for Foreign Speakers) preparatory course, and
  - TIAS Scholarship.

The International Admission Office carries out various promotional activities through international education expos such as European Association for

International Education (EAIE), the Asia-Pacific Association for International Education (APAIE), and other education fairs organised by Indonesian Embassies overseas.

The International Office also collaborates closely with the Marketing Department to prepare and implement these promotional tours to reach potential students more effectively

## 2.1 Admission conditions and procedures (Asterisk)

The admission process to the Doctoral programme DE is conducted through a comprehensive and transparent online system accessible via the University's official admissions platform. Separate portals are available for domestic and international applicants, providing detailed information on admission procedures, requirements, timelines, and selection criteria.

The admission of new students:

**domestic** applicants is carried out comprehensively through the website:

- <https://pmb.uii.ac.id/>.

**international** applicants:

- <https://pmb.uii.ac.id/international/>,  
including
- <https://pmb.uii.ac.id/international/faq-international/>
- <https://pmb.uii.ac.id/faq/>,

The **DE** follows the institutional regulations governing admissions, which are updated annually. The process is designed to ensure inclusiveness, fairness, and equal opportunities for all applicants, regardless of gender, ethnicity, religion, or academic background.

The admission process of the Doctoral programme (DE) covers

1. selection patterns,
2. registration requirements,
3. application timelines, and
4. withdrawal procedures.

**Application and Registration:** The application process begins with the creation of a

- Primary Identification Number (NIU), which serves as the applicant's unique identifier throughout the selection process.
- Applicants submit required documents and select their intended study programme through the online system.
- International applicants are supported through dedicated information channels and scholarship schemes.

These elements are clearly defined and communicated through the University's official online admission system, ensuring transparency and accessibility for all prospective applicants.

The DE offers two admission cycles annually:

- Odd semester intake: closing on 30 June
- Even semester intake: closing on 31 December

### **Evaluation and Decision-Making:**

Admission decisions are based on a weighted evaluation system:

- Academic Potential Test: 50%

- Interview: 30%
- Language proficiency: 20%

Applicants have to successfully pass all selection stages, including the psychological assessment. Final decisions are made through a formal process involving

- the Selection Committee,
- Programme Head, and
- Faculty leadership.

## 2.2 Selection procedure

The selection process consists of several structured stages (described above):

- Registration and Initial Verification
- Applications are reviewed for completeness and eligibility.
- Academic and Language Assessment

Applicants must meet minimum requirements with the various tests and interviews.

**Table 2.2 The stages of selection processes**

No.	Test Type	Description
1	Academic Potential Test	Minimum Score: 320
2	Test of English as a Foreign Language (in-house English proficiency test)	Minimum Score: 500
3	Interview by the Head of the Study Programme and the Team	Declared passed by the Head of the Study Programme and the Team
4	Psychological Test involving professionals	Declared passed by the examiner team

Internationalisation and Access: The DE demonstrates growing international engagement, having received 6 international applications, with 1 student enrolled since 2024. The University further supports international access through scholarship schemes, including programmes targeting global and developing-country applicants

## 2.3 Transparency of the Decision on Admission

All stages of the admission process, including criteria, procedures, and results, are communicated through the official website with the stages described in

- the Stages of selection process (see Table 2.2 with description above)

Applicants can monitor their application status online and receive transparent notification of outcomes.

The University's Admission Committee determines admission capacities for each pathway based on academic and operational considerations, including the availability of academic staff, previous intake levels, and institutional resources.

For both internal and external scholarship schemes, places are more limited and are allocated proportionally across study programmes.

The DE aims for:

- a minimum of **80%** of students to be admitted through academic pathways (e.g. academic records and entrance examinations);
- a maximum of **20%** through non-academic pathways (e.g. sports, arts, or other recognised achievements).

The Doctoral programme DE does not apply rigid quotas; instead, it adopts target admission proportions to ensure a balanced and high-quality student body.

Furthermore, the DE has established an internationalisation target: to achieve at least **10%** international students within the next five years, supported by dedicated scholarship schemes.

Irrespective of the admission pathway, all applicants are required to meet the defined minimum academic standards. This ensures that the intended learning outcomes (CPL) and overall academic quality are maintained, while allowing for diversity in entry routes.

### Appraisal:

Admission conditions and procedures are properly defined and transparent. The selection procedure satisfies the legal requirements.

The decision on admission is based on transparent criteria, and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>2.</b>	<b>ADMISSION</b>					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

## 3. Implementation

### 3.1 Structure

Projected study time	6 semesters
Number of Credit Points (CP)	43 credits – 69 ECTS
Workload per CP	1 ECTS – 25 hours
Number of courses	5 compulsory modules, 2 elective modules 9 dissertations
Number of contact hours	6 semesters

#### 3.1.1 Structural Setup of the Doctoral Programme (Asterisk)

Since 2022, DE has offered two areas of specialisation:

- Economics and Accounting.

The Economics concentration comprises two fields:

- Islamic Economics and
- Public Policy.

The Accounting concentration includes four fields of specialisations:

- Financial Accounting,
- Information Systems,
- Public Sector Accounting,
- and Auditing.

The curriculum and learning system are designed to enable doctoral candidates to complete their studies within three to four years, while maintaining high academic standards.

The DE offers three structured study tracks:

- coursework-based;
- publication-based;
- research-based.

The curriculum is based on the principles of Outcome-Based Education (OBE) and is aligned with the programme’s vision, mission, and objectives, particularly in enhancing academic performance and international reputation.

The curriculum further reflects the institution’s ethical identity, alongside its commitment to international relevance. Several courses within the specialisation structure integrate moral (Islamic) values with global perspectives, ensuring that doctoral candidates engage with both ethical considerations and international issues in their field.

The curriculum requires the completion of a total study load

- of 43 credits, which can be achieved within a minimum of six semesters and a maximum of fourteen semesters.
- Detailed information on the distribution of courses and credits across the different study tracks is provided in Tables 3.1

**Table 3.1 Number of courses and credits: by course track**

No.	Component	Course Track		
		1	2	3
1	Compulsory courses	5 courses / 13 credits	5 courses / 14 credits	2 courses / 5 credits
2	Elective Courses	2 courses / 6 credits	2 courses / 6 credits	1 course / 3 credits
3	Dissertation	9 courses / 24 credits	9 courses / 23 credits	9 courses / 35 credits
	credits	43	43	43

The comparison of study tracks demonstrates a consistent total workload of 43 credits across all pathways, ensuring equivalence in academic requirements. While the coursework and publication tracks maintain a stronger emphasis on taught components, the research track is significantly more dissertation-focused, allocating 35 credits to independent research.

This structure reflects a flexible curriculum design that accommodates different academic orientations while maintaining overall consistency in learning outcomes and programme standards. The curriculum structure supports the progressive development of competencies.

- Introductory courses provide a strong theoretical foundation for analysing economic and accounting issues.
- Methodological (tools) courses develop advanced qualitative and quantitative research skills, which directly support dissertation work.

These are complemented by concentration-specific courses, enabling candidates to deepen expertise within their chosen field.

The curriculum is designed in accordance with national higher education standards and institutional regulations, including the Regulation of the Minister of Education and Culture No. 53 of 2023, as well as internal academic policies and doctoral programme guidelines. These include academic handbooks and dissertation guidelines, which define the requirements for research quality and scientific contribution.

The DE ensures that specialisation courses provide advanced knowledge, critical understanding, and in-depth insights within specific fields. These courses are delivered in a seminar format, encouraging engagement with current scientific literature and recent journal publications.

The doctoral programme is organised into structured and sequential stages, including theoretical learning, independent research, academic writing, seminars, discussions, and examinations. Doctoral candidates are required to successfully complete each stage, with continuous monitoring and evaluation of their academic progress to ensure timely completion and academic quality.

### **3.1.2 Doctoral Degree Regulations (Asterisk)**

The DE complies with national and institutional requirements for doctoral education, including programme objectives, degree awarding, study duration, supervision, examinations, and dissertation procedures. These are governed by national regulations, in particular the Regulation of the Minister of Education and Culture No. 3 of 2020, as well as institutional frameworks such as the University Statute (2017) and University Regulation No. 2 of 2017.

The DE ensures that its curriculum and doctoral regulations are regularly reviewed and updated in line with changes in national legislation and institutional policies. Key reference documents include Regulation No. 53 of 2023, academic and admission policies, and the Doctoral Programme Handbook, which incorporates academic and dissertation guidelines.

The doctoral study process is structured into sequential stages, including coursework, research, academic writing, seminars, and examinations.

Student progress is systematically monitored and evaluated to ensure timely completion and adherence to academic standards.

### **3.1.3 Status of the Doctoral Students**

Student status within DE is regulated according to the University Regulation No. 2 of 2017 on the Education and Learning Process. All doctoral candidates are required to be formally registered in the University's student registration system.

Student status is validated through official documentation, including:

- the Admission Letter issued by the Rector;

- a Student Identification Number;
- a Student Card.

In addition, student records are maintained in the national Higher Education Database, in line with Regulation of the Minister of Research and Higher Education No. 61 of 2016.

The DE conducts regular (semester-based) verification of student status to ensure the accuracy and consistency of records. Doctoral candidates are required to complete re-registration and fulfil administrative obligations before progressing to the subsequent semester.

All registered students are subject to the University's academic regulations and codes of conduct. They are also granted full access to institutional academic resources, including teaching facilities, digital services, libraries, and subscribed academic databases.

### **3.1.4 Module/Course Description (Asterisk)**

Each course within the DE is supported by a Semester Learning Plan, which outlines learning outcomes, teaching methods, assessment criteria, and course requirements.

The programme offers three study tracks:

- (a) coursework-based,
- (b) publication-based, and
- (c) research-based - each designed for completion within six semesters.

(1): In the coursework track, candidates complete taught modules (19 credits) over two semesters, followed by a dissertation, including seminars and final defences. The public defence may be substituted by a publication in a Scopus-indexed journal.

(2): The publication track targets candidates with prior academic achievements, combining coursework (19 credits) with the requirement to publish one international article and two Scopus-indexed articles, integrated into the dissertation.

(3): The research track emphasises independent study with minimal coursework. Candidates undertake a proposal seminar in the second semester, followed by dissertation research, publications, and both closed and public defences.

Each course/module includes its title, the code, course (compulsory or optional), together with the description on its content, scope/duration, requirements, required reading, degree and the qualifications/competencies (example – 3.1.4 Figure):

Figure 3.1.4 Example of Course Description

**Description of Course Unit**  
according to the ECTS User's Guide 2015

Course unit title	Publication of Articles in Reputable International Journals 2
Course unit code	DIE520
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Doctoral
Year of study when the course unit is delivered (if applicable)	Third Year
Semester/trimester when the course unit is delivered	5
Number of ECTS credits allocated	9,6 ECTS
Course content	This course contains materials related to closed exams that are in accordance with existing procedures and guidelines. Students are also trained to master effective presentation techniques when closed exams are held. This course also provides an understanding of the roles of promoters and co-promoters, flows and requirements as well as closed exam assessment methods.
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Doctoral Handbook of Economics FBE UII</li> <li>2. Law No.20/U/2003 on the National Education System</li> <li>3. Closed test procedure</li> <li>4. Flow, conditions, conditions and closed exam assessment</li> </ol>
Planned learning activities and teaching methods	<ol style="list-style-type: none"> <li>1. Dissertation preparation</li> <li>2. Role of promoter and co-promoter</li> <li>3. Closed test requirements</li> <li>4. Closed Exam Flow</li> <li>5. Closed Exam Simulation</li> <li>6. Closed Exams</li> </ol>
Language of instruction	English and Indonesia
Assessment methods and criteria	Independent Assignments, Structured Assignments, Quizzes, and Exams

### Appraisal:

The structure corresponds with the objectives of the doctoral programme, and it properly connects the range of courses with the research tasks of the doctoral students.

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation.

The doctoral study programme regulations ensure alignment with international standards in credit allocation and grading practices in order to facilitate doctoral candidates' mobility and participation in international exchange, thereby enhancing the comparability and recognition of the doctoral

programme. There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements.

In their statement on the report, UII submitted the Diploma Supplement, and the transcripts are supplied with ECTS credits. An ECTS grading table is provided in the Diploma Supplement.

In terms of law and of fact the status is regulated properly. The range of courses/modules are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

## 3.2 Content

The University designs and delivers its study programmes within a coherent academic and regulatory framework that ensures alignment between programme learning outcomes, curriculum structure, and graduate profiles. This framework is guided by national regulations, particularly Ministry Regulation No. 3 of 2020 on the National Standards for Higher Education, which governs curriculum design, academic processes, and internal and external quality assurance systems across Indonesian universities.

At the institutional level, the University has established its internal academic framework through University Regulation No. 2 of 2017 on the Education and Learning Process, which defines:

- standards for graduate competencies,
- teaching and learning processes,
- curriculum development, and
- assessment systems.

These regulations ensure consistency between the University's vision, educational strategy, and programme-level implementation.

### 3.2.1 Logic and Conceptual Consistency (Asterisk)

**Table 3.2 Expected Learning outcomes (ELO)**

Learning Outcomes	Description of outcome

S	Being faithful and devoted to God Almighty by adhering to Sharia law and upholding Islamic and universal ethics in daily, academic, and professional life.
KU	Able to independently contribute to scientific development by applying logical, critical, systematic, and innovative thinking to competitive, inter-, multi-, and transdisciplinary research, and publish the results.
KK1	Able to deepen and expand economic knowledge by incorporating Islamic perspectives to produce new, original, and tested concepts, applications, or policy recommendations that contribute to community development.
KK2	Able to identify and solve social and economic problems through science- and technology-based research using inter-, multi-, and transdisciplinary approaches, and publish the results in reputable seminars, accredited national journals, and international journals.
PP1	Mastering advanced knowledge in microeconomics, macroeconomics, public policy economics, and financial economics from both conventional and Islamic perspectives.
PP2	Mastering the philosophy and research methods of economics, as well as the latest relevant empirical analysis tools (econometrics, etc.) to identify and solve economic and social problems, develop economic science, and disseminate the results.

Different 3 tracks of study programmes are prepared in the Figure 1 and Figure 2.

Doctoral students in the Doctoral Programme in Economics come from diverse academic and professional backgrounds. Approximately 90 per cent of students are employed, predominantly in academic roles, alongside positions in government and industry. To address variations in prior knowledge and professional experience, the programme organises matriculation activities at the beginning of study. In addition, to enhance learning outcomes, the programme provides a range of academic workshops, including dissertation proposal writing, analytical tools, artificial intelligence (AI), and manuscript preparation for publication in internationally indexed journals (e.g. Scopus).

The diversity of the doctoral cohort constitutes a strategic asset that enriches the learning environment and is deliberately integrated into the programme's pedagogical design.

Students represent a wide range of professional backgrounds, including academics from public and private universities, government officials (e.g. Bappeda, KPK, and BPKAD), professionals in Islamic and conventional banking, capital market practitioners, as well as representatives from non-governmental organisations and the private sector. Their academic origins are equally diverse, encompassing economics, Islamic economics and finance, development studies, management, accounting, and public administration.

Furthermore, the programme attracts students from across various regions of Indonesia—including Java, Sumatra, Kalimantan, and Eastern Indonesia—as well as international students, thereby contributing to both regional and global perspectives.

Research interests also span multiple domains, such as Islamic finance, public policy, regional development, income inequality, fiscal decentralisation, MSME development, and sustainability.

This diversity of students of DE significantly contributes to the achievement of the programme's Intended Learning Outcomes (ILOs):

- First, it enhances analytical and methodological competence, as students bring varied empirical experiences and case contexts that enrich academic discussions.
- Second, it strengthens the application of theoretical knowledge to practical settings, supported by the interaction between academic and professional participants.
- Third, it promotes the development of social, intercultural, and communication skills through engagement with peers from different regions and professional backgrounds.
- Fourth, it improves research quality and output by enabling access to diverse data sources and networks, particularly in government, financial, and community sectors.
- Finally, it supports the development of transferable skills, including collaboration, peer review, and interdisciplinary thinking, which are essential for careers in academia, policymaking, and industry.

Figure 1. Economics-focused Study programmes

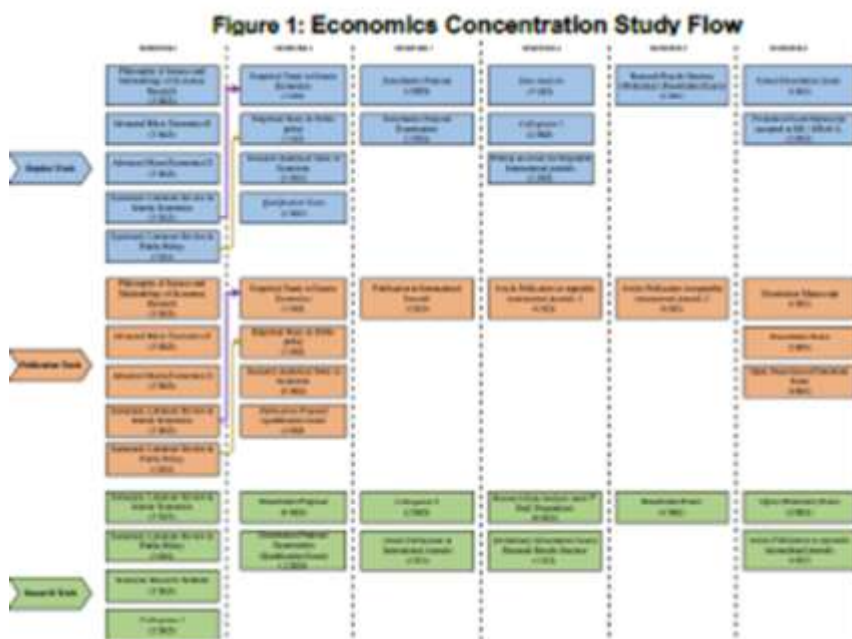
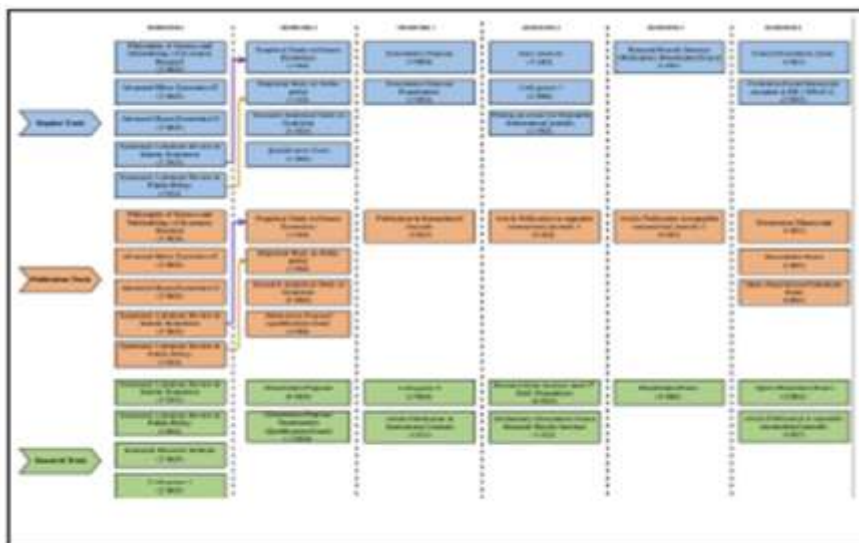


Figure 2. Accounting – focused Study Flow



A new arrangement in 2025 for the electives courses was added with the number of subjects: 6 (for Bachelor) – 4 (for Master) – 2 (for PhD) levels. The curriculum does not strictly regulate the number of courses. The new curriculum came into force in September 2025, following the regular curriculum revision cycle conducted every four years. The course of Artificial Intelligence (AI) is incorporated as an emerging topic in the programme.

A new course “Big Data for Economics” has been introduced, the course “Growth and Development” has been revised, including the removal of Arabic-related content.

### **3.2.2 Science and Research Based Teaching (Asterisk)**

As part of the University’s strategic objective to achieve academic excellence, the Doctoral programme (DE) integrates current research conducted by academic staff into the teaching and learning process. Lecturers’ research outputs serve as key references in course design and delivery, as reflected in course descriptions and Semester Learning Plans.

These plans are regularly reviewed and updated to ensure the inclusion of relevant and up-to-date scientific literature.

Teaching within the DE is strongly research-oriented and based on a combination of classical and contemporary sources. Lectures typically begin with foundational studies, which are then linked to recent international journal articles, including those produced by the teaching staff.

This approach enables doctoral candidates to develop a comprehensive understanding of both theoretical foundations and current scientific developments.

Research-based learning is embedded across the curriculum through courses such as

- Research Literature Review,
- Systematic Literature Review,
- Research Methods, and
- Research Analysis Tools.

These courses are designed to strengthen students’ analytical, methodological, and critical thinking skills, supporting the development of independent research competencies.

In addition, the DE actively encourages doctoral candidates to engage in scientific activities beyond the classroom. Incentives are provided for participation in international conferences and for publication in reputable international journals, in accordance with institutional regulations.

This approach further enhances students’ research experience, academic visibility, and contribution to the advancement of knowledge.

The Doctoral programme DE actively encourages doctoral candidates to engage in scientific activities beyond the classroom. To support this, incentives are provided for participation in international conferences and for publication in reputable international journals, as stipulated in the Dean’s Decree No. 243/SK-DEK-FBE/IX/2024.

This further enhances students’ research experience, academic visibility, and contribution to the advancement of knowledge.

The doctoral programme has a structured and integrated support system to facilitate student publications, especially in reputable international journals.

- a. **Publication-Oriented Curriculum:** The programme offers three distinct tracks: Regular, Publication, and Research, each with specific publication requirements and support mechanisms. (1) Publication track, designed for students with prior research and publication experience, requires students to publish at least two articles in reputable international journals. (2)

Research track requires students to publish at least one publication in a reputable international journal. (3) Regular track requires students to publish in a nationally accredited journal, but students may substitute the public dissertation examination (ujian terbuka) with a publication in a Scopus-indexed journal (SJR > 0.1).

- b. Dedicated Publication Courses are included in the curriculum to guide students through the publication process:
  - (1) DIE420: Penulisan Artikel di Jurnal Internasional Bereputasi (Writing Articles for Reputable International Journals), and
  - (2) DIE330: Publikasi di Jurnal Internasional (Publication in International Journals).
- c. The programme conducts regular workshops, including: Scientific Writing Workshops; Bridging Programme workshops (journal searching, reference management, academic writing); Research Methodology Workshops; Colloquium Feedback Workshops; and Research Grant Proposal Workshops.
- d. Incentives and Facilities. Doctoral Students have opportunities for collaborative research with faculty, access to internal and external research grants, access to digital libraries (ProQuest, ScienceDirect, Emerald, Springer, BankFocus database, etc.) and fast internet via Eduroam and VPN, strengthened training in analytical and methodological skills, and a small-class and research-oriented environment, which further helps students produce research suitable for publication.

### **3.2.3 Focus of the Curriculum on Qualification and Competency Development (Asterisk)**

Doctoral programme DE systematically aligned with the graduate profile and competency standards, as defined by the study programme.

Course mapping ensures coherence between curriculum components and the intended learning outcomes. The graduate profile includes competencies in: analysis of economics and business, digital technology-based economics, digital financial practice, and entrepreneurship.

The learning outcomes are structured into three categories:

- General outcomes, aligned with the National Higher Education Standards (SNPT);
- Specific outcomes, reflecting disciplinary competencies;
- Institutional outcomes, derived from the University's vision and mission.

Figure 3.2.3 (a, b, c, d) – is about the Specialisation (in the table – it is “concentration”) with the listed courses with the Learning Outcomes

#### **Figure 3.2.3 Subjects and the learning outcomes (a, b, c, d)**

Graduation path	Course Name	Semester	CPL					
			S	KU	KK1	KK2	PP1	PP2
Regular Track	<b>Economics Concentration</b>							
	Philosophy of Science and Methodology of Economic Research	1	√	√			√	
	Advanced Micro Economics II	1		√	√		√	
	Advanced Macro Economics II	1		√	√		√	
	Systematic Literature Review in Islamic Economics	1	√				√	
	Systematic Literature Review in Public Policy						√	
	Empirical Study in Islamic Economics	2		√		√	√	
	Empirical Study in Public Policy							
	Research Analytical Tools in Economics	2		√			√	
	<i>Qualification Exam</i>	2				√	√	
	Dissertation Proposal	3		√		√	√	
	Dissertation Proposal Examination	3		√			√	
	<i>Data analysis</i>	4			√	√	√	
	<i>Colloquium 1</i>	4			√		√	
	Writing an article for Reputable International journals	4		√		√	√	
	Research Results Seminar (Preliminary Dissertation Exam)	5				√	√	
	Closed Dissertation Exam	6				√	√	
	Promotion Exam/Manuscript accepted at RIJ ( SJR>0.1).	6				√	√	
	<b>Accounting Concentration</b>							
	Philosophy of Science and Accounting Research Methodology	1	√	√			√	
	Advanced Economic Theory	1		√	√		√	
	Accounting Theory	1		√	√		√	

Research Track	Systematic Literature Review in Public Policy		√				√	√
	Systematic Literature Review in Islamic Economics	1						
	Economic Research Methods	1		√	√		√	√
	Colloquium 1	1			√	√	√	√
	Dissertation Proposal	2		√		√		√
	Dissertation Proposal Examination (Qualification Exam)	2		√				√
	Colloquium 2	3			√	√	√	√
	Article Publication in International Journals	3		√		√		√
	Research Data Analysis (and 1st Draft Preparation)	4		√	√		√	
	(Preliminary Dissertation Exam) Research Results Seminar	4	√			√		√
	Dissertation Exam	5		√		√	√	√
	Open (Promotion) Exam	6		√		√	√	√
	Article Publication in reputable international journals in reputable international journals	6		√		√		√
	<b>Accounting Concentration</b>							
	Literature Review in the Field of Financial Accounting	1	√				√	√
	Literature Review in the Field of Public Sector Accounting							
	Literature Review in the Field of Auditing							
	Literature Review in the Field of Information Systems							
	Research methods for Accounting	1		√	√		√	√
	Colloquium 1	1			√	√	√	√
	Dissertation Proposal	2		√		√		√
	Dissertation Proposal Exam (Qualification Exam )	2		√				√
	Colloquium 2	3			√	√	√	√
	Article Publication in International Journals	3		√		√		√

Publication Proposal (qualification exam)	2				√	√	√
Publication in International Journals	3		√		√		√
Article Publication in reputable international journals 1	4		√		√		√
Article Publication in reputable international journals 2	5		√		√		√
Dissertation Manuscript	6			√	√	√	
Dissertation Exam	6				√	√	√
Open Dissertation (Promotion) Exam	6				√	√	√
<b>Accounting Concentration</b>							
Philosophy of Science and Accounting Research Methodology	1	√	√				√
Advanced Economic Theory	1		√	√		√	
Accounting Theory	1		√	√		√	√
Systematic Literature Review	1	√				√	√
Literature Review in the Field of Financial Accounting	2		√		√		√
Literature Review in the Field of Public Sector Accounting							
Literature Review in the Field of Auditing							
Literature Review in the Field of Information Systems							
Research Analytical Tools for Accounting	2		√	√			√
Qualification Exam	2				√	√	√
Article Publication in International Journals	3		√		√		√
Article Publication in reputable international journals in reputable international journals 1	4		√		√		√
Article Publication in reputable international journals in reputable international journals 2	5		√		√		√
Dissertation Manuscript	6			√	√	√	
Dissertation Exam	6				√	√	√
Open Dissertation (Promotion) Exam	6				√	√	√
<b>Economics Concentration</b>							

Research Track	Systematic Literature Review in Public Policy		√				√	√	
	Systematic Literature Review in Islamic Economics	1							
	Economic Research Methods	1		√	√		√	√	
	Colloquium 1	1			√	√	√	√	
	Dissertation Proposal	2		√		√		√	
	Dissertation Proposal Examination (Qualification Exam)	2		√				√	
	Colloquium 2	3			√	√	√	√	
	Article Publication in International Journals	3		√		√		√	
	Research Data Analysis (and 1st Draft Preparation)	4		√	√		√		
	(Preliminary Dissertation Exam) Research Results Seminar	4	√			√		√	
	Dissertation Exam	5		√		√	√	√	
	Open (Promotion) Exam	6		√		√	√	√	
	Article Publication in reputable international journals in reputable international journals	6		√		√		√	
	<b>Accounting Concentration</b>								
	Literature Review in the Field of Financial Accounting	1		√				√	√
	Literature Review in the Field of Public Sector Accounting								
	Literature Review in the Field of Auditing								
	Literature Review in the Field of Information Systems								
	Research methods for Accounting	1		√	√		√	√	
	Colloquium 1	1			√	√	√	√	
Dissertation Proposal	2		√		√		√		
Dissertation Proposal Exam (Qualification Exam )	2		√				√		
Colloquium 2	3			√	√	√	√		
Article Publication in International Journals	3		√		√		√		

The achievement of these outcomes is guided by established academic standards and quality targets. The DE has defined procedures to ensure that teaching, learning, and assessment processes are aligned with these objectives.

Student achievement is monitored through defined performance indicators, including a minimum Grade Point Average (GPA) requirement of 3.35, ensuring that graduates meet the expected academic standards.

### 3.2.4 Technical Offers

Student support and guidance within the DE are systematically planned and reflected in annual planning and budgeting documents. From the outset, doctoral candidates participate in a bridging programme, which introduces essential academic skills, including reading and reviewing journal articles, using reference management tools (e.g. Mendeley), and developing critical analysis and academic writing.

Throughout the study process, candidates are supported through structured and supplementary activities aimed at enhancing research competence, mastery of analytical methods, and academic writing skills.

In addition, the DE offers a series of workshops running alongside the formal curriculum:

- Analytical Tools Workshop: develops skills in selecting appropriate qualitative and quantitative methods, including econometric techniques and software-based analysis.
- Article Writing Workshop: supports candidates in preparing publishable journal articles based on their research, including topic selection and publication strategies.
- Dissertation Proposal Workshop: provides guidance on developing well-structured and academically rigorous research proposals.

These activities are designed to strengthen research capabilities and support timely and successful completion of doctoral studies.

### 3.2.5 Multidisciplinary Qualifications (Asterisk)

The Doctoral candidates are expected not only to understand their field of study but also to contribute to its development. Accordingly, the curriculum is designed to ensure both intra- and multidisciplinary coherence.

Intradisciplinary coherence is achieved through the selection of courses that support a comprehensive and in-depth understanding of the core discipline. Multidisciplinary integration is reflected in the inclusion of courses that connect economics with related fields of knowledge.

A distinctive feature of the study programme is the integration of economic knowledge with Islamic values, enabling candidates to engage with both disciplinary and ethical dimensions of their research.

Table 3.2.5 List of Courses of multidisciplinary dimensions

<b>Courses</b>	<b>Multidisciplinary Dimension</b>	<b>Course Code</b>
Philosophy of Science and Methodology of Economic Research	Adopting philosophy, political science, ethics, history of science, mathematics, and statistics	DIE103

The Systematic Literature Review in Islamic Economics	Integrates religious, ethical, legal, social, and methodological perspectives	DIE901
The Systematic Literature Review in Public Policy	Integration of politics, economics, society, law, and ethics	DIE901
Literature Review in the Field of Financial Accounting	Drawing from economics, finance, law, ethics, psychology, sociology, and technology	DIE910

## Appraisal:

The concept of the doctoral programme (profile elements, unique selling points etc.) and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

The teaching presents the current status of scientific knowledge in accordance with objectives, and it takes into account the associated relevant research.

The modules/events are aimed at qualification and competency development and are sensible linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum.

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

## 3.3 Examination Procedures

### 3.3.1 Examinations (Asterisk)

The doctoral examination process is structured into several stages, ensuring systematic assessment of academic and research progress.

#### 1. Course Examinations

Doctoral candidates are required to successfully complete the prescribed coursework. Assessment is based on a combination of assignments, examinations, presentations, and written work. Examinations are conducted during the mid-semester and at the end of the semester. The minimum passing grade for each course is B.

#### 2. Proposal Examination

Following successful completion of coursework, candidates prepare a dissertation proposal under the supervision of a supervisory team. The proposal is presented in a formal seminar before supervisors and examiners. Successful candidates are admitted to doctoral candidacy.

#### 3. Dissertation Results Seminar

Candidates may present their research results upon approval of the dissertation draft by the supervisor and fulfilment of academic requirements. The seminar assesses the quality and progress of the research and may result in: pass without revision, pass with revision, or fail.

#### 4. Dissertation Examination

The final stage consists of a closed-session dissertation defence followed by a public defence. Successful completion of all examination stages leads to the award of the doctoral degree. In certain cases, the public defence may be substituted by publication in a Scopus-indexed journal, subject to institutional regulations.

### 3.3.2 Organisation of the Examination Procedure

The organisation and procedures of examinations, including the criteria and qualifications of examiners, are regulated by Rector's Regulation No. 29 of 2012 on the Management of Postgraduate and Professional Education. Additional guidance is provided in the DE academic handbook.

Examinations are conducted in structured stages. At the end of each semester, doctoral candidates are assessed through course examinations. Upon completion of coursework, candidates proceed to dissertation-related examinations, with examiners appointed in accordance with established qualifications.

The assessment of dissertation quality involves an examination committee comprising academic staff from the University and at least one external examiner from another institution.

Dissertation evaluation is carried out across several stages, including proposal, results seminar, closed defence, and public defence.

A dissertation is considered acceptable if it achieves a minimum grade of B. Progression to the final defence requires satisfactory performance in prior stages, with the overall evaluation based on both closed (75%) and public (25%) examinations. Several elements are also assessed:

Average Total Score	Score
>4.2 to 5.0	A

>3.4 to 4.2	A-
>2.6 to 3.4	A/B
>2.6 to 3.4	B+
1.0 to 1.8	B+
<1.0	C

Assessment criteria include:

- Dissertation quality: originality (novelty), theoretical depth, methodological rigour, depth of analysis, and academic contribution;
- Presentation and defence: understanding of research methods, clarity of explanation, and ability to present and defend arguments.
- Final grades are determined based on the average scores assigned by the examiners in accordance with established grading criteria.

### Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

## 3.4 Didactic Concept

### 3.4.1 Logic and Comprehensibility of the Didactic Concept (Asterisk)

The didactic concept of the DE is coherent, transparent, and aligned with institutional regulations, particularly University Regulation No. 2 of 2017 on the Learning Process in Higher Education.

The curriculum adopts a student-centred learning (SCL) approach, ensuring consistency between learning objectives, teaching methods, and assessment strategies.

The logic of the didactic design is reflected in the progressive development of doctoral competencies. Learning methods such as critical review articles, literature reviews, and mini-research projects are systematically employed to foster advanced analytical, evaluative, and research skills. These methods are flexibly combined within courses through lectures, seminars, and discussions, allowing for both structured knowledge acquisition and independent scholarly inquiry.

Assessment methods are directly aligned with intended learning outcomes and include written examinations, academic papers, presentations, and research-based assignments. This ensures that evaluation is both transparent and appropriate to the level of doctoral study.

The didactic concept is further strengthened by integrated academic support mechanisms.

Supervision is organised in accordance with institutional regulations, with supervisors appointed based on expertise and formalised through official procedures. Continuous monitoring of student progress is ensured through regular evaluations, colloquia, and structured feedback mechanisms. Where necessary, targeted support measures, such as dissertation writing support activities, are provided to maintain academic progression.

In addition, the programme enhances the comprehensibility and applicability of its didactic approach through opportunities for academic networking and engagement. Doctoral candidates participate in seminars, conferences, collaborative research, and international workshops, thereby integrating theoretical learning with practical research experience and global academic interaction.

### **3.4.2 Diversity of the Teaching Methods**

The Doctoral programme applies a diverse range of teaching methods aligned with learning objectives, course outcomes, and the advanced competencies expected at doctoral level.

The didactic approach is designed to foster critical analysis, independent thinking, and the synthesis of new knowledge.

The following learning methods include:

1. **Critical Review Articles:** doctoral candidates critically analyse scientific publications from international journals, present their findings, and engage in structured academic discussions.
2. **Literature Reviews:** candidates systematically collect, synthesise, and discuss relevant scholarly sources to develop comprehensive understanding of specific research areas.
3. **Mini Research Projects:** candidates conduct small-scale, supervised research activities to apply methodological knowledge and develop empirical skills.

These methods are applied flexibly, either individually or in combination, and are delivered through lectures, seminars, and interactive discussions. This ensures both structured knowledge acquisition and active student participation.

An example of integrated teaching methods is found in Research Analytical Tools courses, where candidates conduct mini-research projects and present their results in rotation. Non-presenting students contribute through critical reviews, providing summaries and analytical feedback, thereby reinforcing peer learning and critical engagement.

Overall, the diversity of teaching methods supports the development of advanced research competencies and ensures an interactive, student-centred learning environment.

### **3.4.3 Networking of the Doctoral Students**

Doctoral candidates develop academic and professional networks through a range of structured activities:

- collaborative group discussions in lectures,
- participation in national and international conferences,
- and engagement in joint research and publication initiatives.

The programme fosters international collaboration through partnerships with external institutions, including annual events such as the International Workshop in Islamic Economic Theory (IWIET), which provides opportunities for candidates to present their research and engage with global scholars.

In addition, public lectures, seminars, and conferences are organised to promote interaction between doctoral candidates and academic and professional communities.

### **3.4.4 Scientific Supervision**

Supervisors and co-supervisors are appointed in accordance with University Regulation No. 22 of 2017 on Mentoring and Learning, with qualifications guided by national regulations issued by the Ministry of Research, Technology, and Higher Education.

PhD supervision is structured through a formal multi-supervisor system, consisting of a main supervisor and one or more co-supervisors. This framework ensures that each doctoral candidate is supported by supervisors whose academic expertise is directly aligned with the student's research interests.

#### **Supervisor Appointment Mechanism:**

The appointment of supervisors follows a structured and formalised procedure:

Doctoral candidates submit a request to the Head of the Study Programme.

Based on the candidate's research area and the academic expertise and publication records of staff, a suitable supervisory team is identified.

The appointment is formalised through a Dean's Decree.

The formal appointment takes place after the student passes the Qualification Exam, during which the candidate presents a refined research proposal developed from the initial admission proposal. Within a maximum of three months after passing the Qualification Exam, students - guided by the programme - must identify and propose their supervisory team.

Students are encouraged to approach potential supervisors whose scholarly expertise aligns with their research topic. If a student is unable to form a supervisory team within the stipulated timeframe, the Programme Chair appoints an appropriate team to prevent delays in research progress.

#### **Basis for Supervisor Selection:**

Supervisors are assigned based on: Alignment between the student's research topic and the supervisor's expertise; Relevant publication record; Methodological compatibility

This matching mechanism ensures both academic relevance and effective research guidance.  
Roles and Responsibilities of Supervisors

Supervisors are responsible for guiding doctoral candidates throughout the entire research lifecycle, including:

- Topic refinement
- Methodological development
- Research implementation
- Preparation of publications

They are also expected to provide regular feedback, maintain availability for consultation, and actively support students' academic development.

### **Structure of the Supervision Process:**

The supervision process is embedded within a structured academic pathway, including:

- Proposal seminar
- Periodic colloquia
  - Once for coursework and publication tracks/ Twice for the research track
- Semester-based progress evaluations submitted by both students and supervisors

In addition, regular meetings, feedback sessions, and mandatory research workshops are integral components of the supervision system.

### **Monitoring and Evaluation of Student Progress.**

Student progress is systematically monitored and evaluated at the end of each semester.

Following Colloquium 1 (typically at the end of the second semester), continuation in the programme is formally assessed.

The dissertation process is continuously monitored through regular colloquia, where students present their research progress.

These sessions are conducted each semester after the proposal stage and evaluated by academic staff.

This structured monitoring ensures that research progresses according to the expected timeline and that potential challenges are identified early.

### **Support and Intervention Mechanisms.**

- If students do not meet required academic standards, targeted support measures are implemented, including:
- Formal evaluation meetings with the Head of the Study Programme
- Participation in a Dissertation Writing Camp

### **Workload Regulation and Quality Assurance**

Supervisor workload is institutionally regulated to maintain high-quality supervision. Each supervisor is assigned a maximum number of doctoral supervisees, ensuring adequate time for guidance, feedback, and consultation.

Monitoring and evaluation involve both the Head of the Study Programme and the supervisory team. Student progress is regularly reviewed in programme meetings to ensure:

- Continuous academic monitoring

- Transparency in research progress
- Balanced workload distribution among faculty
- Timely completion of doctoral studies

The dissertation process is continuously monitored through regular colloquia, where doctoral candidates present and discuss their research progress. These sessions are evaluated by academic staff and conducted each semester following the proposal stage.

Where students do not meet the required standards, additional support measures are implemented, including formal evaluation meetings with the Head of the Study Programme and participation in a Dissertation Writing Camp. Overall, monitoring and evaluation involve both the Head of the Study Programme and the supervisory team, with progress regularly reviewed in programme meetings to ensure academic quality and timely completion.

### Appraisal:

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas.

A mix of methods for the modules/courses are executed according to the didactic concept for face-to-face Doctoral programme.

In accordance with the objectives, the Doctoral programme promotes the exchange of experiences and research results among the doctoral students, and it contributes towards the broadening of the research-based knowledge.

Being allocated to a supervisor/assessor both in fact and in law secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

### 3.5 Professional Competencies / Employability

Graduates of the DE are expected to demonstrate ethical, professional, and academic excellence grounded in Islamic values. The DE programme aims to develop the primary competency of independently advancing economic knowledge through high-quality research.

Supporting competencies include advanced expertise in economics and the ability to apply analytical methods to produce scientific work of international standard.

In addition, graduates are expected to demonstrate personal and professional conduct aligned with Islamic principles.

The achievement of these competencies is ensured through a structured assessment process. Doctoral candidates progress through key stages, including proposal development and examination, dissertation research and writing, and final evaluation through closed and public defences. Academic skills are further strengthened through scientific publications and participation in conferences. Successful completion of all assessment stages confirms that graduates have acquired the professional qualifications required for careers in academia, research, and industry.

#### Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research-oriented fields of activity. In doing so, the professional qualification is aimed both at a research-oriented activity (including teaching) as well as a practical vocational activity.

The panel members **suggest** to further improve the DE programme providing opportunities for doctoral candidates to enroll in courses offered by other study programmes, in order to support diverse future career profiles.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

## 4. Scientific Environment and Framework conditions

### 4.1 Teaching Staff

#### 4.1.1 Structure and Number of Teaching Staff (Asterisk)

The number of teaching staff in the Doctoral programme follows Article 20 of Law No. 20/2012 on Higher Education and Article 53 of University Regulation No. 2/2017 to support doctoral-level education and research supervision.

These regulations require that teaching staff in doctoral programmes hold at least a doctoral degree or equivalent qualification. The DE employs 27 academic staff, comprising professors, associate professors and assistant professors (Table 4.1):

Table 4.1 Teaching staff qualifications and research activities

Academic rank	Number of staff	International qualifications	Key activities and roles
Professors	12 (44.44%)	The majority have PhD from top institutions of USA, Australia and Canada	High-impact publications, international journal reviewers and editors
Associate Professors	10 (37.04%)	Degrees from globally recognised institutions	Collaborative research with Universities; Project management certification
Assistant Professors	5 (18.52%)	Trained Internationally (e.g.: Germany and Thailand)	Engaged in national and international conferences and involvement in funded research projects

This strong representation of senior academic staff ensures high-quality supervision and academic leadership. Employment arrangements are designed to ensure continuity and long-term engagement, thereby providing stable supervision for doctoral candidates. Recruitment follows a gender-neutral approach, promoting inclusivity and diversity within the academic environment.

These qualifications are aligned with the faculty's strategic plan, the DE's vision and mission, the graduate profile, and the curriculum, all of which comply with the National Regulation on Higher Education Standards. Their expertise and research agendas are closely connected to the programme's core areas, supporting the strategic objective of the study programme to establish itself as a leading institution in Islamic economics and public policy.

The fulfilment and relevance of these qualifications are systematically evaluated every semester through the Lecturer Performance Score (NKD). In addition, scientific field mapping is conducted based on publications from the past five years to ensure continued alignment with the DE curriculum.

#### 4.1.2 Scientific Qualification of the Teaching Staff (Asterisk)

The teaching staff of the Doctoral programme has a professional qualifications (Table 4.1).

The pedagogical qualifications of the teaching staff in the Doctoral Programme in Economics are governed by the Minister of National Education Regulation No. 47 of 2009 on Teaching Certification for Lecturers, which remains in force and mandates that all teaching staff hold professional certification. This regulatory foundation ensures that all lecturers meet nationally recognised standards of pedagogical competence.

To operationalise these standards and maintain high-quality teaching and supervision, the programme implements a systematic evaluation mechanism through the Lecturer Performance Score (NKD), conducted each semester. This evaluation assesses both teaching effectiveness and the quality of dissertation supervision, ensuring continuous monitoring and improvement of academic performance.

In addition, the Doctoral Programme in Economics emphasises continuous pedagogical development. Teaching staff regularly engage in curriculum evaluation activities and participate in professional development workshops to ensure that teaching practices remain aligned with current

academic standards and learning objectives. These workshops include training in case study methodologies, quantitative analysis, and international academic publication writing, equipping lecturers with up-to-date pedagogical approaches that enhance student engagement and learning outcomes.

Furthermore, the programme strengthens its academic quality through periodic curriculum benchmarking against reputable international institutions, such as Universiti Kebangsaan Malaysia (UKM) and the Athens University of Economics and Business. This benchmarking process ensures that the curriculum remains globally relevant, competitive, and aligned with international best practices.

#### 4.1.3 Pedagogical Qualification of the Teaching Staff (Asterisk)

The Pedagogical qualifications are explained in the Regulation of the Minister of National Education Regulation N 47 of 2009 on Teaching Certification for Lecturers.

Table 4.1.3 Pedagogical qualification of the teaching staff and activities

<b>Qualification/Activity</b>	<b>Details</b>
1 Doctoral Degree Holders	100% of faculty hold doctoral degrees, with 71% trained internationally
2 Pedagogical Workshops	Regular workshops on case studies, research methodologies, and publication writing
3 Teaching Performance Evaluation	NKMD system evaluates attendance, student feedback, alignment with outcomes; scores exceed target
5 Curriculum Benchmarking	Partnerships with UKM and Athens University to align with international teaching standards
5 External Peer Reviews	Participation of international professors in curriculum reviews,

#### 4.1.4 Internationality of the Teaching Staff

The Strategic Plan of the Faculty of Business and Economics at University for 2022–2026 aims to position the Faculty as an Excellent Teaching University, with a focus on enhancing the capacity and quality of its lecturers. In alignment with this objective, the Doctoral Programme in Economics has demonstrated significant progress, as evidenced by the increasing number of Scopus-indexed publications, strengthened research collaborations, and the involvement of visiting professors.

To ensure that these developments are sustained and aligned with institutional goals, the programme conducts regular evaluations of the internationalisation of teaching and research activities. The most recent review was carried out by the Independent National Accreditation Body for Higher Education in Business and Economics (LAMEMBA). Based on the evaluation outcomes, the Doctoral Programme, Faculty, and University have implemented follow-up measures, including organising workshops and training on writing for reputable international journals, as well as providing incentives for successfully published articles.

A key contributing factor to the programme’s internationalization is the global educational background of its teaching staff. Approximately 71% of the lecturers hold advanced degrees (Ph.D. or

Master's) from reputable international institutions in countries such as the United States, Canada, Australia, Germany, Thailand, and Malaysia. This international academic exposure enables lecturers to bring diverse perspectives into the classroom, thereby enriching the curriculum with globally informed insights.

### 2.3.1 Internal Cooperation within the Faculty (Asterisk)

Internal cooperation within the Faculty of Business and Economics is systematically facilitated through regular coordination meetings involving study programme leaders and faculty management. These meetings function as a key platform for aligning academic policies, curriculum development, and teaching standards across all programmes, including the Doctoral Programme in Economics - DE.

In addition, this collaborative framework enables the effective sharing of academic resources, joint organisation of scholarly activities, and coordination of teaching and supervision practices. It also supports the consistent monitoring and evaluation of student progress, ensuring that academic delivery remains aligned with institutional objectives and quality standards.

Despite these established mechanisms, evaluation results indicate that further strengthening of collaboration among academic staff is necessary. Continuous efforts are therefore being undertaken to enhance internal coordination, improve communication, and foster a more integrated academic environment within the Faculty.

### Appraisal:

The structure and number of teaching staff corresponds with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. A balanced gender ratio is pursued among the teaching staff.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme and they support the scientific education of the doctoral students.

The pedagogical qualification of the teaching staff corresponds to the task and it has been proven A considerable number of teachers have relevant experience in international research and/or teaching abroad.

There are regular events concerning programme coordination in the faculty which take place.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		

4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		

## 4.2 Cooperation and Partnership

### 4.2.1 Scientific Integration of the Doctoral Students (Asterisk)

The Doctoral programme promotes the scientific integration of doctoral candidates through structured collaborations and partnerships in accordance with Rector's Decree No. 05/PU/Rek/XI/2008 on Guidelines for Collaboration at Universitas Islam Indonesia. Over the past five years, the DE has established multiple collaborations with governmental and non-governmental organisations and regularly monitors and evaluates these partnerships to ensure their effectiveness and sustainability.

At institutional level, Universitas Islam Indonesia maintains extensive cooperation networks, including numerous domestic and international partners. At faculty and departmental levels, collaborations support research and teaching activities in economics, including partnerships with national universities and international institutions, as well as with central banks, business enterprises, and government bodies aligned with the programme's academic focus. All collaborations are formally documented through official agreements.

The DE is engaged in international academic networks, collaborating with universities in Asia, including Nanjing Xiaozhuang University, Universiti Kebangsaan Malaysia (UKM), Universiti Sains Islam Malaysia (USIM), and Universiti Putra Malaysia (UPM). These partnerships facilitate regular research forums, workshops, and conferences, providing doctoral candidates with opportunities to present their work, develop publication skills, and engage in scholarly exchange.

Doctoral candidates are encouraged to participate in scientific events, including the International Workshop on Islamic Economics Theory (IWIET) and the International Conference in Accounting, Management, and Economics (ICABE), which are organised in collaboration with partner institutions. These platforms support the development of academic competencies, particularly in research dissemination and publication, which is a requirement for graduation.

In addition, the DE fosters engagement in academic networks such as the Organisation of Islamic Studies and Thought Malaysia, supporting ongoing research discussions and collaboration. Opportunities are also provided for doctoral candidates to gain teaching experience through involvement in undergraduate programmes.

### 4.2.2 Networking of the Scientists

The Doctoral programme promotes the active integration of teaching staff into national and international professional networks, thereby strengthening networking opportunities for doctoral candidates. In accordance with Faculty regulations, academic staff are encouraged to engage in professional activities within their respective disciplines, including Islamic economics, regional development, accounting, and finance.

Over recent years, a significant number of academic staff have participated in professional associations at both national and international levels. These include organisations such as:

- the Association of Indonesian Economists (ISEI),
- the Association of Islamic Economics Scholars (IAEI),
- the Syariah Economic Society (MES), the World Economics Association (WEA),
- the Association of Indonesian Accountants (IAI), and
- the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

These networks enhance the academic profile of the DE and provide doctoral candidates with access to international research communities, collaborative opportunities, and expert mentorship. Academic staff regularly participate in seminars, workshops, symposiums, and conferences, which contribute to the continuous development of teaching and learning.

Doctoral candidates benefit from these activities through participation in international scientific events such as the International Workshop on Islamic Economics Theory (IWJET) and the International Conference on Accounting, Management, and Economics (ICAME). These platforms support the development of research dissemination skills and facilitate engagement with global scholars.

In addition, academic staff serve as editors and reviewers for international journals, providing doctoral candidates with guidance on academic publishing and access to established scholarly networks. Through these mechanisms, the DE ensures that doctoral candidates are well integrated into the wider academic and professional community.

## Appraisal:

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments. The scientific networking has a recognisable benefit for doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

## 4.3 Programme Management

### 4.3.1 Structural Organisation (Asterisk)

The DE's organisational structure and decision-making processes are designed to ensure efficient operations, inclusivity, and alignment with its vision, mission, and strategic objectives. These

processes adhere to the University's internal regulations and are supported by clearly defined roles, responsibilities, and established procedures.

Decision-making within the DE is collaborative and follows a structured, multi-level process involving academic staff, doctoral candidates, and external stakeholders. Proposals are initiated at the Programme Head and staff level, consolidated within the Lecturers' Council, reviewed by the Board of Academic, and subsequently aligned at Faculty level before final approval by the Senate. This process ensures transparency, coordination, and institutional consistency (see Figure 4.3).

**Figure 4.3 The decision-making processes in Doctoral Programme in Economics**



The DE is organised through a clearly defined governance structure that ensures accountability in academic and administrative management.

The Programme Head oversees faculty assignments, monitors doctoral candidate progress, and ensures compliance with institutional and national standards, reporting directly to the Dean of the Faculty of Business and Economics.

The Programme Head ensures implementation and compliance, faculty members are responsible for teaching, supervision, and committee participation, and doctoral candidates contribute through structured feedback and academic engagement.

Formal mechanisms for handling complaints and feedback are in place, ensuring transparency and continuous improvement. Complaints can be submitted through established channels, with documented procedures and clear communication of outcomes. Insights from recurring issues are used to inform policy development and programme enhancement.

The structure is supported by specialised committees with distinct responsibilities, including curriculum development, quality assurance, admissions and selection, and academic advising. These committees ensure the continuous development of the programme, the quality of academic delivery, transparent recruitment processes, and structured academic guidance for doctoral candidates.

Stakeholder involvement is integrated into the organisational framework, with contributions from faculty, alumni, and industry representatives to maintain academic relevance and responsiveness to labour market needs.

Roles and responsibilities are clearly defined to enhance accountability and avoid duplication.

#### **4.3.2 Management Support**

The Doctoral programme demonstrates a commitment to supporting doctoral candidates and teaching staff through transparent governance, clear allocation of responsibilities, and sustainable academic development.

### **Sustainability and Continuous Improvement**

Management support is embedded within the DE's governance framework to ensure long-term sustainability. Feedback mechanisms, including complaints procedures and evaluations, are systematically used to inform improvements. This integrated approach fosters a collaborative academic environment and supports continuous enhancement of teaching and research quality. From admission onwards, candidates receive comprehensive orientation, programme guidelines, and continuous academic mentorship.

Candidates benefit from access to advanced research facilities, including databases, software, and academic journals. Financial support is provided for conferences, academic exchanges, and publications. Additional training in research methods, academic writing, and presentation skills further enhances their academic and professional development.

### **Supervision and Task Allocation**

Supervisors are assigned based on expertise aligned with the candidate's research area, ensuring high-quality academic guidance. Regular supervisory meetings are conducted, with documented feedback and biannual progress reporting to maintain oversight and ensure timely intervention where necessary.

The Guidelines for Dissertation include:

1. Dissertation Guidance book
2. Dissertation Guidance report
3. Dissertation Guidelines

### **Resources and Opportunities**

Doctoral candidates have access to advanced research facilities, including specialised databases, statistical software, and academic journals. Financial support is available for participation in international conferences, workshops, and academic exchanges, as well as for publication in indexed journals. These opportunities enhance research quality, global engagement, and academic visibility.

### **Professional Development**

The Doctoral programme offers targeted training in research methodologies, academic writing, and presentation skills. Activities such as thesis defence simulations further support the development of critical thinking and academic confidence.

### **Support for Teaching Staff**

Management ensures that teaching staff are effectively supported in both teaching and research activities, fostering a productive and sustainable academic environment.

Teaching and administrative responsibilities are allocated transparently to ensure balanced workloads. Flexibility, including reduced teaching loads, is provided for staff engaged in significant research activities. The DE supports research through funding, conference participation, and international collaboration opportunities. Teaching staff also benefit from regular professional development in pedagogy and digital learning, alongside performance-based incentives linked to research output.

### **Workload Management**

Teaching and administrative responsibilities are allocated transparently to ensure a balanced workload. Flexibility is provided for staff engaged in significant research activities, including adjusted teaching loads.

#### **Research and Collaboration**

The programme supports research through funding, conference participation, and access to international collaboration networks. Academic partnerships and guest lectures contribute to an enriched scholarly environment and strengthen research output.

#### **Professional Development and Incentives**

Teaching staff benefit from regular training in pedagogy and digital learning. Performance-based incentives, including research grants and publication rewards, are governed by transparent policies and encourage sustained academic productivity.

#### **Sustainability and Quality Assurance**

The management support system is embedded within the DE's governance framework to ensure long-term sustainability and continuous improvement. Through integrated support mechanisms, transparent processes, and ongoing development initiatives, the DE fosters a collaborative academic environment in which both doctoral candidates and staff can achieve their full potential.

### **4.3.3 Documentation of the Doctoral Programme (Asterisk)**

The documentation of the DE is a key component of its governance, ensuring transparency, accessibility, and alignment with academic standards. It clearly outlines the programme's content, structure, design, duration, study processes, and examination requirements, making it accessible to all stakeholders.

The documentation complies with the regulations of the Dean of the Faculty of Business and Economics and is available online via the one-stop web page service, UII Gateway:

<https://gateway.uii.ac.id/account/login>

It is reviewed and updated to reflect changes in University and Faculty policies, ensuring its continued relevance and reliability. Core elements of the documentation include the programme overview, curriculum and learning objectives, study process and duration, and examination and assessment procedures. The documentation is made widely accessible in both electronic and print formats.

#### **Appraisal:**

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

The University offers the management support concerning the allocation of tasks that are transparent and efficiently guaranteed.

At the same time, the panel **recommends the establishment of formal procedures to ensure that students and faculty are systematically involved in decision-making processes relating to organisational procedures and administrative support.**

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support				X	
4.3.3	Documentation of the Doctoral Programme			X		

## 4.4 Material Resources

### 4.4.1 Quality of the Classrooms and Working Places (Asterisk)

Learning facilities at University are provided in accordance with University Regulation No. 2 of 2017 concerning the Education and Learning Process. The facilities available to support the Doctoral Programme in Economics are comprehensive and adequate, including administrative offices and management rooms, lecturers' offices, classrooms, independent study rooms, a library, laboratories, discussion rooms, and co-working spaces or student lounges.

The University also ensures inclusivity and accessibility by providing lifts, appropriate road access, and designated bathroom facilities for students with disabilities. The adequacy and effectiveness of these facilities are regularly evaluated through institutional meetings that review infrastructure capacity and availability, as well as through student satisfaction surveys.

A key component of learning support is the provision of reliable information technology infrastructure. University offers high-speed internet access, with Wi-Fi connectivity reaching up to 200 Mbps across the campus.

The network operates using a single SSID with multiple VLANs, ensuring stable and widespread access. Furthermore, University participates in the eduroam network, enabling lecturers and students to access secure Wi-Fi services across more than 12,000 educational and research institutions in over 72 countries.

The Ace Partadiredja Building of the Faculty of Business and Economics provides comprehensive learning facilities for the BE and ME programmes, including 27 classrooms, eight computer laboratories, discussion rooms, a student hall, co-working space, investment gallery (IDX Corner), SAP Room Centre, and student support facilities. All classrooms are equipped with air conditioning, computers, projectors, internet access (eduroam), microphones, and audiovisual systems, supporting both in-person and blended learning.

To enhance digital integration, University has implemented a Single Sign-On (SSO) system, allowing users to access multiple institutional platforms using a single set of credentials. This is complemented by the UII Gateway, an integrated information system that provides access to

various services, including academic records, attendance, finance, scholarships, and staff remuneration.

The Doctoral Programme also supports digital learning through subscriptions to premium platforms such as Zoom, Google Classroom integrated with the official Learning Management System, Panopto, and various academic journal databases.

Students and staff also have access to shared university facilities, such as auditoriums, sports facilities, student dormitories, health services, and organisational spaces. Campus infrastructure follows health and safety standards, including medical services, waste management systems, and security infrastructure.

#### 4.4.2 Equipment (Literature, Magazines, Databases) for the Library (Asterisk)

The University provides high-speed internet (up to 200 Mbps) and integrated digital systems, including the University Single Sign-On (SSO) and the University Gateway, which provide access to academic information, learning platforms, and services. Digital teaching is supported through platforms such as Zoom, Google Classroom, Panopto, and the University's Learning Management System. To support the academic and research needs of students and faculty members, FBE) and University provide comprehensive access to high-quality literature and learning resources in both physical and digital formats.

All libraries are open to undergraduate, master's, and doctoral students, as well as faculty members. Access to academic literature is ensured through both the Faculty Library and the Central University Library, which offer extensive collections of textbooks, journals, theses, and research publications.

- The FBE library is open from Monday to Saturday:

08:00 – 16:00 WIB and offers a quiet and well-equipped environment for reading and studying.

- The Central Library of UII operates from Monday to Friday:

08:00 – 22:00 WIB, and

on Saturday from 08:00 – 16:00 WIB, providing extended hours to accommodate diverse student schedules.

Textbooks and reference books in economics, business, and related disciplines,

National and international academic journals and proceedings, Theses, dissertations, and scientific papers produced by UII students and faculty.

To support digital learning, students have access to multiple digital platforms, such as:

- <https://library.uui.ac.id> – UII Library portal,
- <https://simpus.uui.ac.id> – UII library catalogue,
- <https://library.fbe.uui.ac.id> – FBE digital library,
- <https://digital-library.uui.ac.id> – UII digital book repository,
- <https://karya.uui.ac.id> – student thesis and final project database,
- <https://journal.uui.ac.id> – UII's open-access journal portal,
- <https://dspace.uui.ac.id> – digital repository of institutional publications.

Library services further strengthen the learning environment. The Faculty-level library is open from Monday to Saturday (08:00–16:00 WIB), while the central university library operates from Monday to Friday (08:00–22:00 WIB) and on Saturdays (08:00–16:00 WIB). These libraries provide extensive collections of academic resources, including textbooks, national and international

journals, conference proceedings, theses, and dissertations. Facilities include reading areas equipped with desks, seating, and computers connected to the e-library system.

Access to digital and physical resources is available through multiple platforms, including the UII library portals and institutional repositories. In addition, the Faculty of Business and Economics library provides access to specialised databases such as Osiris and BankFocus. Library services are accessible to all students and lecturers, and support is available both in person and through official communication channels such as WhatsApp, Instagram, and email.

All library resources and services are periodically evaluated through user satisfaction surveys, the results of which are utilised to enhance service quality and resource provision.

## Appraisal:

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access for technical literature is guaranteed. Outside of the university the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		

## 4.5 Finance Planning and Financing

### 4.5.1 Finance Planning and Financing of the Doctoral Programme (Asterisk)

Planning and budgeting at Universitas Islam Indonesia (UII) are governed by the regulations of the Islamic University of Indonesia Endowment Foundation (PYBW-UII) No. 13 of 2018, which outline the procedures for programme preparation, budgeting mechanisms, and financial reporting within the Annual Work Plan and Budget (RKAT). Financial planning, implementation, and control are supported by an integrated Enterprise Resource Planning (ERP) system, specifically SAP (ERP-SAP), ensuring transparency, accountability, and efficiency in financial management.

The Doctoral Programme in Economics develops an annual budget work plan aligned with the Faculty's Strategic Plan. To support the continuity and quality of the learning process.

This alignment ensures that financial resources are effectively allocated to support academic activities, research development, and institutional priorities.

In addition, to ensure sustainable programme development, the Faculty has established a comprehensive manpower plan. This plan enables systematic mapping of lecturer requirements, taking into account factors such as staff availability, retirement projections, academic ranks, and future programme needs. As a result, the programme is able to anticipate human resource demands and maintain an appropriate balance between teaching capacity and academic development. Based on sustainable programme planning, the Faculty has established a comprehensive manpower plan to ensure the adequacy and continuity of academic staff – on Table 4.5.A, 4.5 B.

**Table 4.5.1 A. Manpower Plan for Lecturers**

Year	Number of Lecturers	Professor	Associate Professor	Assistant Professor	Pension	Needs	Realization
2020	154	5	25	119	5		
2021	149	5	25	118	1		
2022	148	6	21	115	6	24	
2023	142	8	27	106	1	12	2
2024	151	12	25	111	3	8	11

**Table 4.5.1 B Manpower Plan for Educational staff.**

Year	Total Support Staff	Head of Division	Ka U	Administrative Staff	Supporting	Security	Parking	Cleaning	Pension	Needs	Realization
2020	164	5	7	82	3	18	10	36	4		
2021	155	5	7	77	2	18	10	36	9		
2022	153	5	7	75	2	18	10	36	8		
2023	153	5	7	75	2	18	10	36	8	10	5
2024	156	5	7	78	2	18	10	36	8	10	5

There are three sources of income:

- 1) Public funds: funds sourced from the community, particularly for students, in the form of education fees. The study fee (Single Tuition Fee) for doctoral programme students is 17 mln. Rupiah per semester, amounting to a total education fee of Rp 102 mln. over a study period of 3 years.
- 2) Government funds: funds sourced from the government through grants and cooperative funds, such as research and community service.
- 3) University Funding: Funds from the University Endowment Foundation business unit.

The average budget allocation for education (Table 4.5.C) over the last three years is 39%, to support student activities is 10%, and for lecturer development is 23%; the rest is allocated for administrative and cooperation activities.

**Table 4.5.1 C Annual Doctoral Budget Plan**

Fiscal Year	Income (million IDR)	Expenses (million IDR)	Information
2024	2,185	1,822	-
2023	2,785	2,594	-
2022	3,155	2,811	-

#### 4.5.2 Financial Support and Scholarship Programmes

The Doctoral Programme in Economics supports doctoral students in securing external funding through scholarships and research grants, including those provided by Bank Indonesia, as well as funding from the Ministry of Higher Education, Science, and Technology.

In addition, the programme is committed to fostering a conducive academic environment. This includes scheduled lectures, pre-programme academic activities, structured dissertation writing processes, dissertation writing workshops, analytical tools training, systematic supervision, and the provision of adequate learning facilities.

The DE is also among the scholarship schemes established by the Government of the Republic of Indonesia. Based on the relevant government decree, students have received government-funded scholarships during the period 2021–2024. The selection process for these scholarships follows the standards and criteria established by the government. The number of Number of Scholarship Awardees and Funding Schemes in the Doctoral Programme in Economics (2021–2024) is in the Table 4.5.2 below.

Table 4.5.2 Number of Scholarship Awardees and Funding Schemes in the Doctoral Programme in Economics (2021–2024)

No.	Academic Year	Number of Students	Scholarship Scheme	Scholarship Amount (Million IDR)
1	2023/2024	11	Beasiswa Pendidikan Indonesia (BPI Scholarship), Ministry of Finance–LPDP Scholarship, FGLS-UII	495
2	2022/2023	10	Beasiswa Pendidikan Indonesia (BPI Scholarship), Ministry of Finance–LPDP Scholarship	450
3	2021/2022	6	Beasiswa Pendidikan Indonesia (BPI Scholarship), Ministry of Finance–LPDP Scholarship	270

Evaluation of scholarship recipients is conducted collaboratively between the study programme and the government, with progress monitored on a semester basis. Based on the outcomes of this monitoring, the programme provides targeted support, including workshops and academic assistance, to ensure that scholarship recipients are able to complete their studies in a timely manner.

## Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees/doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation. In accordance with the objectives the higher education institution guarantees the financial protection of the doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

## 5. Quality Assurance

### 5.1 Quality Assurance in terms of Contents, Processes and Results (Asterisk)

The University has introduced and implemented a Quality Assurance System based on ISO 9001:2008 and the Higher Education Quality Assurance Principles (DIKTI), covering both academic and non-academic domains. The system functions to manage, evaluate, monitor, and safeguard the institution's performance. University ensures the quality of inputs, processes, and outputs through clearly defined standards. Quality is embedded as a cultural value across the university, demonstrated through the following key elements, namely attitudes, behaviours, work ethics, services, and interpersonal relationships, all driven by a commitment to excellence and shared responsibility among all members of the academic community.

The University adopted the ISO 9001:2000 and later ISO 9001:2008 frameworks, culminating in the certification of its Quality Management System in 2009 by TÜV Rheinland for all faculties, directorates, and institutional bodies. This certification reflects University's ongoing commitment to institutional quality and continuous improvement in higher education services.

The Quality Assurance Agency (BPM) is an agency responsible for developing and implementing the Quality Assurance System (SPM) within the University, supported by the Faculty, Department, and study programme levels. The Quality Assurance System manages, evaluates, monitors, and oversees the performance of higher education institutions on a regular basis based on the input, process, and output comply with established quality standards. The University standards are compiled in accordance with national higher education standards and are aligned with international higher education standards.

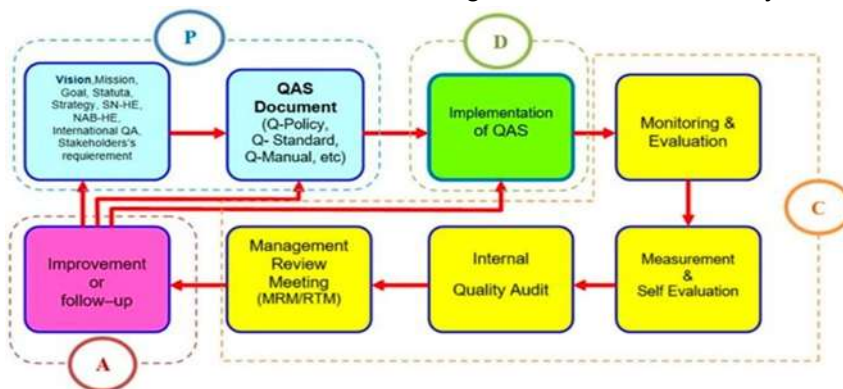
The University has established some frameworks for University standards, for instance:

- Management and Organization standards (M), Education (E), Research (R), Community Service (C), service results (Y), graduation (O), facilities (F), governance (G), alumni and cooperation (O), and Islamic preaching (D) (abbreviated as MERCY OF GOD);
- From the main standards, quality targets are derived as benchmarks for the university, faculties, study programmes, and supporting units. Indicators and responsible units are defined at the university, faculty, and study programme levels.

A series of stages is carried out to ensure that the educational services provided comply with established standards and meet the expectations of all stakeholders.

These stages collectively form a continuous cycle known as the Plan-Do-Check-Act (PDCA) cycle, with Planning, Implementation, Evaluation, Control, and Quality Improvement (Figure 5.1)

Figure 5.1: UII's PDCA cycle



## 5.2 Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk)

Quality target indicators within the DE are systematically aligned with faculty and university-level objectives, while maintaining programme-specific targets.

Key targets:

1. student scientific publications and
2. the achievement of international recognition by graduates.

Monitoring and evaluation are conducted to assess the attainment of these quality targets. This is implemented through the Internal Quality Audit (AMI), coordinated annually by the University's Quality Assurance Agency across all academic and support units. Quality targets are evaluated based on defined indicators and responsibilities outlined in the AMI framework.

Following the audit, control and improvement measures are implemented through Management Review Meetings (RTM) at programme, department, faculty, and university levels. These meetings analyse the causes of unmet targets and identify areas for improvement.

In addition, annual coordination meetings are held to review and enhance study programme standards, ensuring continuous quality improvement in line with institutional policies.

## 5.3 Evaluation by Doctoral Students

Student evaluation of the study programme is conducted annually through a centralised survey administered by the Quality Assurance Agency, in accordance with established procedures.

The survey systematically assesses key aspects of programme quality, including:

- Governance and management, covering services, institutional processes, and cooperation;
- Financial services and infrastructure;
- Educational services, particularly teaching and learning processes.

The results of the survey are analysed and presented during Internal Quality Audit (AMI) Management Review Meetings at both faculty and university levels.

Based on these findings, recommendations are formulated and follow-up actions are defined to address identified issues and enhance programme quality.

The implementation of these follow-up actions is subsequently monitored and evaluated by the Quality Assurance Agency to ensure their effectiveness and contribution to continuous improvement. All findings and corresponding actions are formally documented in Internal Quality Audit reports and made accessible through the official Quality Assurance Agency platform.

In addition, students evaluate the teaching and learning process of each course at the end of every semester. This evaluation contributes to the assessment of lecturers' teaching performance and includes criteria such as lecturer attendance, alignment of delivered material with the Semester Learning Plan, accuracy and timeliness of grading, and overall student feedback on the learning process.

All findings and corresponding actions are formally documented in Internal Quality Audit reports and made accessible through the official Quality Assurance Agency platform.

On the Figure 5.3 - Lecturers' teaching performance demonstrates a generally positive trend over time, with only minor fluctuations in recent semesters.

Overall, the results indicate an improvement and the student satisfaction's level.

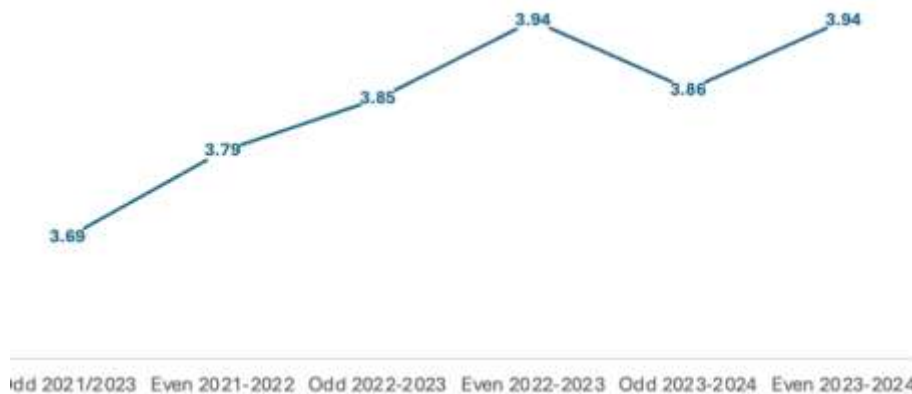


Figure 5.3. Trend of Lecturer Teaching Performance Scores (NKMD)

#### 5.4 Evaluation by Supervisors

The DE conducts learning evaluation in accordance with University Regulation No. 2 of 2017 on the Education and Learning Process. This evaluation aims to monitor academic performance, student competencies, and timely completion of dissertation work.

From the outset, students are supported through structured guidance. This includes an academic guidebook, a bridging programme introducing academic writing, reference management tools (e.g. Mendeley), and strategies for identifying suitable journals for publication. In addition,

students participate in regular training on analytical tools, supported by dissertation guidebooks and proposal writing workshops.

Continuous monitoring is implemented through colloquium sessions, where doctoral candidates present the progress of their dissertation research. These sessions are conducted each semester and evaluated by academic staff, providing structured feedback and ensuring steady academic progression.

The DE establishes a standard timeframe of four semesters for dissertation completion. Students who do not meet this timeframe are subject to additional evaluation and support measures to ensure successful completion of their studies.

## 5.5 Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

The evaluation of the Doctoral programme is supported by an Alumni Tracer Study, which provides essential information on the relevance of the curriculum to the labour market and professional practice. The tracer study also serves as a key feedback mechanism for stakeholders, including the academic community, industry partners, alumni, students, and the wider public. The results of the Tracer Study (Table 5.3), as facilitated through <https://tracer.uui.ac.id> providing valuable insights that inform the continuous development of each study programme

**Table 5.3 Evaluation of Doctoral programme’s graduates: Employers’ satisfaction**

Category	2021	2022	2023
Very Satisfied	60.00	67.86	100
Satisfied	34.29	32.14	0
Quite Satisfied	5.71	0	0
Less Satisfied	0	0	0

Alumni are actively encouraged to contribute to curriculum development by providing feedback on programme relevance and graduate preparedness. In addition, the DE organises regular plenary meetings at the beginning and end of each semester to plan, review, and evaluate the teaching and learning process.

A comprehensive curriculum evaluation is conducted every four years, involving internal and external stakeholders, including students, academic staff, alumni, and employers. This ensures that the curriculum remains responsive to evolving academic and professional requirements.

The results of the tracer study provide valuable insights into:

- the alignment between academic content and labour market expectations;
- the effectiveness of the learning process in preparing graduates for professional roles;
- areas for improvement to enhance curriculum relevance and graduate employability.
- these findings are systematically used to inform continuous improvement and strategic development of the study programme

## Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The responsibilities are clearly defined.

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

There is a regular evaluation concerning the implementation of the programme carried out by the doctoral students according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular evaluation of the implementation of the programme carried out by supervisors according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

<b>Quality Ratings</b>		<b>Excellent</b>	<b>Exceeds quality requirements</b>	<b>Meets quality requirements</b>	<b>Does not meet quality requirements</b>	<b>not relevant</b>
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

# Quality Profile

Institution: Ull

Programme: Doctoral Study Programme in Economics



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates			X		
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities					
<b>2.</b>	<b>ADMISSION</b>					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
<b>3.</b>	<b>IMPLEMENTATION</b>					
3.1	Structure			X		
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2*	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents			X		

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures			X		
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept			X		
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
<b>4.</b>	<b>SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff			X		
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support				X	
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programm			X		
4.5.2	Financial Support and Scholarship Programms			X		
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		