Decision of the FIBAA Accreditation and Certification Committee

13ᵗʰ Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number: 22/106 Cluster 4
Higher Education Institution: Universitas Padjadjaran
Location: Indonesia
Study programme: Doctor of Management (Dr.)
Type of accreditation: 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 programmes are accredited.

Period of Accreditation: March 6, 2024 until March 5, 2029.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
University of Padjadjaran, Indonesia

Doctoral programme:
Doctor of Management

Qualification awarded on completion:
 Doctor of Management /Doktor Manajemen (Dr.)

General Information on the Study Programme

Brief description of the study programme:

The Doctoral programme in Management (DM) was launched in 2013 at the Faculty of Economics and Business (FEB), Universitas Padjadjaran. The study programme is targeted towards the development of doctoral graduates who are able to apply theoretical knowledge of Management to practice and publish articles in reputable international journals based on their research in interdisciplinary or multidisciplinary research (including theoretical studies, empirical studies, and/or experiments in the field of science, technology, and innovation), gaining their managerial abilities in managing various types of organisations.

Type of study programme:

Doctoral programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

3 years; 42 sks credits or 70.14 ECTS credits, based on the calculation that 1 sks credit is equivalent to 1,67 ECTS credits. Dissertation writing is not credited within the national sks system.

Mode of study:

full-time study

Didactic approach:

study programme with obligatory class attendance / blended-learning study programme

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

20 students per year

Programme cycle starts in:

August and February

Initial start of the programme:

2013

Type of accreditation:

initial accreditation

Procedure:

A contract for the initial accreditation of the Doctoral programme in Management was made between FIBAA and Universitas Padjadjaran on September 13, 2022. On April 10, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met. At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Reinhard Bachmann
University of London, the United Kingdom
Professor of International Management (Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organizational Behaviour)

Muhammad Fakhri Husein, Ph.D
State Islamic University of Sunan Kalijaga
Lecturer of Accounting at Islamic Economic Law Department of Faculty of Syaria and law
Head of Quality Assurance office

Prof. Dr. Alexandra Luig
Hochschule Fresenius, University of Applied Sciences, Germany
Professor for corporate and personnel management/Business Administration, Corporate Management, Personnel Management, Strategic Management, Sustainability Management, Innovation Management, Change Management, Human Resources Management, Digital Transformation, Agility, New Work)

Pascal Kruggel
IU Internationale Hochschule GmbH, University of Applied Sciences, Germany
Student Master of Business Administration (MBA)

Tanja Zurwehme
IBM Germany GmbH, currently self-employed (ex-Head of Department HR University Programs & Head of Training)
(Human Resource Management, General Business Administration, Coaching, Digital Learning Formats, Project Management, Agile Working Methods)

FIBAA project manager:
Yelena Istileulova, PhD

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on October 5-7, 2023, via the video conferencing tool *Zoom*. The cluster includes an appraisal of the Bachelor of Management (S.E.) and Master of Management (MM). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of

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[1] The panel is presented in alphabetical order.

the HEI. The assessment report based on this was delivered to the HEI for comment on January 19, 2024. The statement on the report was given up on January 26, 2024. It has been taken into account in the report at hand.

Summary

The Doctoral programme in Management (DM) offered by University of Padjadjaran fulfils the FIBAA quality requirements and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. 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 panel members also identified one area where the programme could be further developed:

•   Academic Environment and Framework Condition (see chapter 4.1)

The panel recommends that UNPAD/ the FEB programmes should consider a concept for what it could offer researchers from abroad in order to increase its attractiveness for international lecturers. Overall, the panel considers it beneficial to bring more researchers from abroad to the FEB programmes in order to enrich the programmes with new perspectives and new insights. As a result, it could also be possible that these measures will automatically attract more international students.

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

Information

Information on the Institution

The University Padjadjaran or Universitas Padjadjaran (hereinafter referred to as UNPAD), established on September 11, 1957, and located in Bandung, West Java, Indonesia, is a public University. It is one of 15 universities with the status of "state university" as a legal entity (PTNBH, see PP 80/2014). UNPAD has "A" accreditation status from the National Accreditation Body for Higher Education (BAN-PT) (see BAN-PT 408/2018).

The University participates in the following rankings with the following results in 2022:

1. The *Times Higher Education* (THE) Impact Ranking 2022: UNPAD is ranked 101–200 in the world, and it is number "fourth" nationally.

2. The QS World University Rankings 2023: UNPAD is ranked 751–800 in the world, and it is number 7 - nationally. In 2022, UNPAD was ranked 801–1,000 in the world, 192 - in Asia, and number 7 - nationally.

According to the SER and the presentation of the Rector of the University as of October 4, 2023, UNPAD has a following vision: "*To become a university with world reputation and impact on society*" with the following mission statements[2]:

1) Achieving academic excellence and obtaining the national and international recognitions;

2) Improving relevance, and innovation in education, research and community engagement;

3) Gaining independence by capitalizing internal resources and strategic partnerships;

4) Increasing the contribution of UNPAD in challenging issues with an impact on the people of West Java and Indonesia;

5) Developing leadership with a collective, professional, and integrity culture in the University's sustainability management.

To implement these commitments, UNPAD set the strategic plan for the years of 2020–2024. This strategic plan focuses on developing the quality and competence of human resources, academic excellence with international standards, the common goals (CGs) of West Java Province and Indonesia, and global recognition. It serves as the foundation for UNPAD's future planning and orientations. According to the presentation of Rector (as of October 4, 2023), during 2023-2024, the focus is made on internationalisation with the following directions:
- Increase the number of foreign lecturers and researchers
- Improve the academic reputation
- Improve reputation among employers
- Open the International class
- Increase the number of foreign students
- Accredit study programmes at the international level

UNPAD has produced more than 200,000 graduates for the academic and professional fields. As of September 2022, there are 31,137 students (including 70 international students) enrolled at UNPAD in 190 programmes, ranging from the vocational, undergraduate, to postgraduate programmes. During the academic year of 2020/2021 that ended with the August 2022 graduation ceremony, UNPAD produced 8,257 graduates.

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[2] *https://www.unpad.ac.id/universitas/visi- misi-purpose*

Out of the Faculty staff of 2.062 people, there are 1.155 lecturers with Ph.D degrees, and 244 lecturers – with a status of "full professor". During the academic year 2022/2023, when the university accepted 8,258 new students:

- 84.35 % in the vocational and undergraduate programmes;
- 15.65 % in the professional Master´s and Doctoral programmes.

Faculty of Economics and Business (FEB)

UNPAD established the Faculty of Economics in September 11, 1957. On August 26, 2011, UNPAD changed the title from the Faculty of Economics to the Faculty of Economics and Business (FEB), UNPAD. This change has positioned the FEB as a national and international institution in the field of science and business management, and as a step towards world-class university.

FEB UNPAD follows to Law on the National Education System (No. 20/2003). FEB UNPAD prepares its students with the formal education system to develop the skills, and competences of a nation. Faculty of Economics and Business (FEB) UNPAD currently has 19 active course programmes ranging from the four-year Diploma programme up to the Doctorate programme.

Currently, FEB UNPAD has four Campuses, five Research Centres and 144 full-time faculty members, 22 Professors, lecturers, and researchers, 128 Staffs, 4423 Students, more than 40+ foreign partners from 17 countries as well as :

- Three departments: the Department of Accounting, the Department of Economics, and the Department of Business and Management.

- 19 Study Programmes: Five Bachelor Programmes, six Master Programmes, four of four-years Diploma Programmes, one Professional Programme, and three Doctoral Programmes.

FEB received the following position of Quacquarelli Symonds World University Rankings (QS WUR) for two subjects in 2022

#451 – 500 for Economics and Econometrics

#451 – 500 for Social Sciences and Management

- 14 study programmes have been accredited by ABEST 21, - the Alliance on Business Education and Scholarship for Tomorrow.

- Member of AAPBS (Association of Asia-Pacific Business Schools) since 2020

- Magister Management (MM) Study Programme, certified internationally by Quality Management System (QMS) ISO 9001:2015 since 2014

Since December 2021, FEB has been designated as one of the government agencies with an Zona Integritas, or ZI, a corruption-free zone (WBK) to prevent corruption and improve the quality of public services.

Statistical data

Table 1. Doctoral programme in Management (DM) The Doctoral programme of Management or Doctorate in Management Science (DM)

		2022	2021	2020	2019
# Study Places offered by HEI		20	19	23	21
# Applicants	Σ	11	41	45	67
Application rate		55%	215,8%	195,7%	319,0%
# First-Year Students *(accepted applicants)*	Σ	10	19	24	21
	f	7	8	8	7
	m	3	11	16	14
Rate of female students		0,70	0,42	0,33	0,33
# Foreign Students	Σ	2	0	0	1
	f	1			1
	m	1			0
Rate of foreign students		0,2	0,00	0,00	0,05
Percentage of occupied study places		50%	100,00%	104,35%	100,00%
# Graduates	Σ	14	14	22	40
	f	4	5	8	18
	m	10	9	14	22
Success rate *(students who finished their studies)*		100,00%	100,00%	100,00%	100,00%
Dropout rate *(students who dropped studies)*		0,00%	0,00%	0,00%	0,00%

Average duration of study		5.5	4,11	4,6	4,5
Average grade of final degree		3.77	3,85	3,9	*3,79*

Appraisal

The Doctor of Management (DM) programme has a capacity of 21 students, however, the overall interest towards its Doctorate programme in Management is decreasing: the percentage of occupied study places dropped to 5 0% only in the last 2022 year. At the same time, there is a positive sign that the foreign students started applying for the DM programme in 2022. During the indicated four-years´ period, the overall rate of female students has also been growing fast from 33 % in 2019 year till 70 % in 2022. The average study period in 2022 is 5.5 years with its grade of about 3.8 in 2022. Average length of study is increasing while the number of students is decreasing.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The objectives of Doctor of Management (DM) programme (also: Doctorate in Management Science), of the Faculty of Economics and Business (FEB), of the University of Padjadjaran (UNPAD) are:

● to provide doctoral students with the knowledge of the latest trends in science and technology innovations and with the managerial abilities and skills applying the theory in practice through analytical tools and methods of planning, organising, staffing, directing, and controlling.

● to develop doctoral students with the growing ability of applying organisational knowledge and skills (in marketing, operation, human resource, or finance) in different types of organisations in the forms of doctoral dissertations.

● to advance doctoral students through preparing the interdisciplinary or multidisciplinary research in their dissertations (which include theoretical studies, empirical studies, and/or experiments in the field of science, technology, and innovations) with the skills to publish articles in reputable international journals.

Table 2. Graduate Profile of Doctoral Students

Graduate Profile	Graduate Profile Description	Relate to the Objective & Strategy of the Study Program
Top Level Executive / Top Manager of the Company or Head of Government Institutions/ or Professional	As a top-level professional executive / Top manager who has persistence, integrity, rationality, with humanitarian and environmentally friendly norms that is able to develop scientific and technological insights, especially in the field of science management. The Doctor of Management can pursue and is willing to use his capacities for the benefits of the society or *stakeholders* and has effective skills to implement, anticipate future challenges in the local and global areas	Objective no. 1 and no.2
Management and Business Consultants/ Associate Researcher	As a top-level business management consultant who is able to scrutinize problems, analyse and recommend critical solutions to solve strategic business problems. Consultant/and Researcher have an attitude as a leader in research. They are able to lead the team with a bold and strategic attitude in conveying research, have the ability to motivate the team in developing curiosity and truth, scientifically and critically in proposing problem solving.	Objective no. 2 and no.3

Large and Medium scale Entrepreneur	As an entrepreneur that is able to implement business concepts, identify strategic business ideas and develop them into innovative business. They are able to carry out strategic entrepreneurial activities characterized by having entrepreneurial and managerial abilities, thinking creatively and innovatively, and utilizing their management skills by communicating, negotiating and having a wide network. They are aware of the changing needs and desires of markets and industries in facing local and global challenges.	Objective no. 1 and no.2
Senior Lecturer	Able to work in the field of education according to his expertise in the field of management, conducting research and community service, by following the development of science management and technology and thinking logically based on the values of honesty, care, and responsibility	Objective no. 2 and no.3

The education framework in the Doctoral programme is based on the Indonesian National Qualifications Framework (KKNI - level 9).

Figure 1. Programme Learning Objectives

Program Learning Objectives (ODO):	
1.	Students are able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention and applies humanity values in accordance with their field of research/expertise.
2.	Students are able to demonstrate independent, quality, and measurable performance.
3.	Students are able to examine the implications of the development or implementation of science and technology that pays attention and applies humanity values in accordance with their field of research/expertise based on scientific principles, procedure and ethics in order to generate solutions, ideas, designs, or art criticisms.
4.	Students are able to make appropriate decisions in the context of solving problems in their area of expertise based on the analysis results of information and data in their research.
5.	Students are able to apply ethical principles in developing and publishing their research results.

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	Excellentl	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1. **STRATEGY AND OBJECTIVES**					
1.1 Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

The positioning of a Doctorate in Management Science (DM)/ or Doctor of Management programme of UNPAD is as follows:

● Doctor of Management (DM) is a study programme that has an International curriculum and pursues its qualifications based on scientific research in the postgraduate education market.

● Doctor of Management (DM) follows its objectives and built its competencies thanks to the established networks with foreign and domestic scientific institutions. The partnership with those institutions is carried out in the form of scientific supervision over the dissertations for doctoral students, as well as the expert examinations for students, with the scientific joint events.

● Doctor of Management (DM) conducts an international Conference "The Global Advanced Research Conference on Management Business Studies" (Garcombs) on a regular basis.

● The DM Programme´s location for Doctoral students of FEB UNPAD is organised in the downtown area of Bandung City, West Java, Indonesia.

The courses of Doctoral Programme in Management are organised according to the following structure of credits/ECTS by each semester:
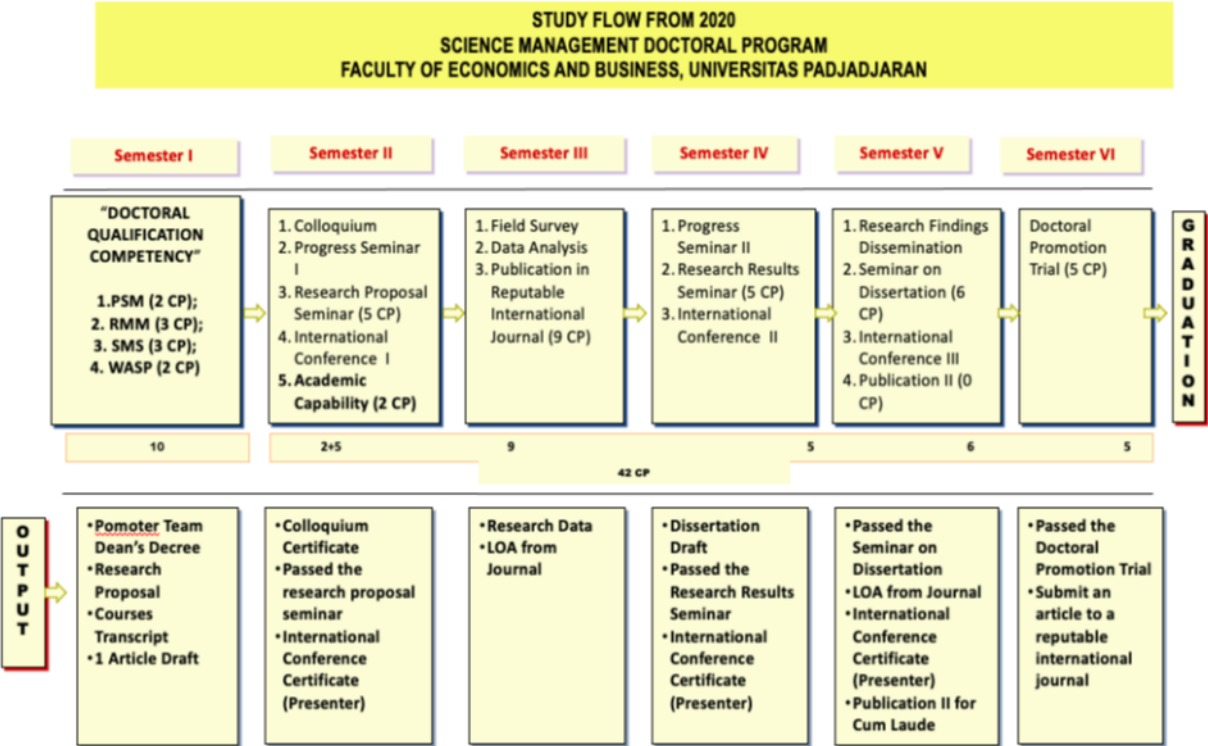
Table 3. Courses of Doctoral Programme in Management

No.	Courses		Credits/ECTS
	Code	Name	
Semester 1			
1	B30C.1001	Philosophy of Management Science	2 credits/3.34 ects
2	B30C.1002	Management Research Methods	3 credits/5.01 ects
3	B30C.1003	Management Science Seminar	3 credits/5.01 ects
4	B30C.1004	Writing and Science Publication	2 credits/3.34 ects
Subtotal Credits for Semester 1			10 credits/16.7 ects
Semester 2			
1	B30C.2404	Academic Capability	2 credits/3.34 ects
2	B30C.2404	Research proposal Seminar	5 credits/8.35 ects
Subtotal Credits for Semester 2			7 credits/11.69 ects
Semester 3			
1	B30C.3501	Publikasi I	9 credits/15.03 ects
Subtotal Credits for Semester 3			9 credits/15.03 ects
Semester 4			
1	B30C.2501	Seminar on Research proposal	5 credits/8.35 ects
Subtotal Credits for Semester 4			5 credits/8.35 ects
Semester 5			
1	UNB30.6301	Dissertation Manuscript Seminar	6 credits/10.02 ects
Subtotal Credits for Semester 5			6 credits/10.02 ects
Semester 6			
1	UNB30.6408	Seminar of Doctoral Promotion	5 credits/8.35 ects
Subtotal Credits for Semester 6			5 credits/8.35 ects

Table 3 informs curriculum for the doctoral programme in management. The table lists the minimum of required subjects and activities that can be taken in the table in yellow (Figure 2).

Table in yellow (Figure 2) describes the study path of doctoral in management programme from semester one to semester six. If a student finishes the work in each semester, then he/she can finish this programme in 6 semesters.

Figure 2. Science Management Doctoral Programme/Doctor of Management (DM), FEB UNPAD

STUDY FLOW FROM 2020
SCIENCE MANAGEMENT DOCTORAL PROGRAM
FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS PADJADJARAN

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
"DOCTORAL QUALIFICATION COMPETENCY" 1.PSM (2 CP); 2. RMM (3 CP); 3. SMS (3 CP); 4. WASP (2 CP)	1. Colloquium 2. Progress Seminar I 3. Research Proposal Seminar (5 CP) 4. International Conference I 5. Academic Capability (2 CP)	1. Field Survey 2. Data Analysis 3. Publication in Reputable International Journal (9 CP)	1. Progress Seminar II 2. Research Results Seminar (5 CP) 3. International Conference II	1. Research Findings Dissemination 2. Seminar on Dissertation (6 CP) 3. International Conference III 4. Publication II (0 CP)	Doctoral Promotion Trial (5 CP)
10	2+5	9	5	6	5

42 CP

OUTPUT

• Pomoter Team Dean's Decree • Research Proposal • Courses Transcript • 1 Article Draft	• Colloquium Certificate • Passed the research proposal seminar • International Conference Certificate (Presenter)	• Research Data • LOA from Journal	• Dissertation Draft • Passed the Research Results Seminar • International Conference Certificate (Presenter)	• Passed the Seminar on Dissertation • LOA from Journal • International Conference Certificate (Presenter) • Publication II for Cum Laude	• Passed the Doctoral Promotion Trial • Submit an article to a reputable international journal

GRADUATION

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 qualitiy requirements	Does not meet quality requirements	not relevant
1.	**STRATEGY AND OBJECTIVES**					
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

DM (Doctor of Management):

In the job market, a Doctorate in Management Science (DM)/ or Doctor of Management programme leads to the positions of practitioner lecturer and researcher. Alternatively, this programme develops the employees from different types of companies: private ones, central government institutions, and State-Owned Enterprise (SOE) to pursue a doctoral degree for their career development with expanding their opportunities towards the positions of researchers and

lecturers. According to the collected data from alumni, 39 % of those who graduated the DM Doctorate Programme are getting the positions of "lecturer" (which is the highest percentage than any other positions). As for the other positions, 18 % of alumni are becoming the employees of private companies, 18 % of alumni are working in the central government institutions, and 15 % of alumni are SOE employees. The rest of alumni are those who are becoming entrepreneurs and employees of regional-owned enterprise or regional government institutions.

In the related fields of research in the education market, the DM of the Faculty of Economics and Business (FEB) of UNPAD is positioning its programme as the programme which develops the skills and knowledge in conducting scientific research.

The DM develops the skills and knowledge of students through various workshops and research experience (in the cooperation with the Center of Business and Management, Faculty of Economics and Business (FEB) of Universitas Padjadjaran (UNPAD)).

The Doctoral students are provided with several courses to develop the knowledge that masters skills in the fields of:

- Philosophy of Science Management;
- Research Methodology for Management Studies
- Science Management Seminar;
- Writing Articles and Scientific Publications;
- Academic Capability

Students develop the skills and knowledge to prepare a research proposal to be submitted to various research grant opportunities and funding from the government, national institutions or international institutions.

Outside the research fields, the positioning of DM programme, Faculty of Economics and Business (FEB), Universitas Padjadjaran (UNPAD) is linked to promoting their students for advancing their current careers, in addition to their careers in academic environments.

The graduates of DM Programme of FEB, Universitas Padjadjaran consist of lecturers who want to continue their postdoctoral studies, or to become the executives of central and regional government institutions, executives of the state-owned enterprise (SOE), regional-owned enterprises located in West Java, and/or in the other private companies.

Appraisal:

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research.

Outside the research fields, 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

For UNPAD as for any higher education institution, it is strategic to have Doctoral programmes since its graduates will have significant influence in the decision-making process at national level and will, in return, give the programme a good reputation. Furthermore, it is important for UNPAD to offer the Doctoral programme to educate future lecturers for themselves.

Moreover, the Doctoral programme is part of the Faculty of Economics and Business (FEB) that is at the forefront of the internationalisation strategy of UNPAD. UNPAD aims to become a world-renowned university that contributes to society. The fourteen study programmes are positioned to support UNPAD in achieving its aim in several ways:
(1) collaborating and networking with various HEIs around the world;
(2) accredited by international institution within Asia (ABEST21) and broaden to European continent;
(3) serving the community by conducting high-quality research and impactful community services programmes and
(4) producing high-quality graduates.

In the strategic concept of higher education institutions, the positioning of the Doctoral programme in Management, of the Faculty of Economics and Business (FEB), Universitas Padjadjaran (UNPAD) is to:

- teach prospective doctoral students with a criterion of discovering the knowledge of management science and develop their research findings.

- prepare doctoral students to make a connection of their research with the practical application of various managerial functions (planning, organising, staffing, directing, and controlling) and govern various types of organisations based on the learnt experience from research findings.

- motivate doctoral students to find the connection of their research with the organisational functions (such as: marketing, operations, human resources, or finance) in various types of organisations and develop their research findings in the related areas.

- stimulate doctoral students to discover innovations through their research in the science management at the national and/or international level and develop their research findings further.
- enhance students with decision-making methods for various types of organisations.

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 implementation of Tridharma (Three teachings[3]) in Higher Education is established in the Academic Ethics Guidelines, which have been confirmed by Rector's Decree number 3169 / UN6. CTR/2012 (see Academic Ethics in the Management and Implementation of the Tridharma of Higher Education at Padjadjaran University). It governs the notion of equality in the delivery of education and teaching without regard to religion, ethnicity, race, class, gender or social position.

The Doctoral programme in Management, Faculty of Economics and Business (FEB), Universitas Padjadjaran (UNPAD) has a gender equality with a policy of equal opportunities:

- All prospective students and students of Science Management Doctoral Programme obtain the same treatment regardless of their gender and conditions at the Faculty FEB.
- A service with no discrimination is promoted to all prospect students and all students regardless their gender and physical conditions.
- An infrastructures for disabled students is arranged.

What is more, UNPAD is oriented toward the Sustainable Development Goals (SDGs). The University implemented a policy for students with disabilities to ensure equality and non-discrimination, as well as additional support. The University also invested in facilities for students with special needs (such as ramps for wheelchairs, buses and elevators). Moreover, the University strives to become an Eco-friendly campus, currently is has the position 92 in the UI Green metric system.

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[3] Indonesian group that bases its beliefs on a combination of the teachings of the Buddha. Confucius and Lao-tsu. It was founded by the Chinese writer Kwee Tekhoay in Jakarta in 1938. Source: Oxford Reference: https://www.oxfordreference.com/display/10.1093/oi/authority.20110803105707864

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 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
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

Admission conditions and procedures (Asterisk Criterion)

The recruitment and admission of new students in the doctoral programmes is implemented through the Padjadjaran University Entrance Test (SMUP), which is independently prepared by the University itself.

According to the Chancellor's Decree Number 200/UN6.RKT/Kep/Hk/2022 SMUP (see Chancellor 200/2022), there is only one admission path for all UNPAD doctoral programmes, including the Doctoral Programme at FEB: Universitas Padjadjaran Entrance Test - Doctoral (SMUP) http://smup.unpad.ac.id/.

All submission procedures are completed online via the SMUP website, and these procedures are quite similar to the SMUP tests for undergraduate programmes. This graduate programme in economics and management is available to all undergraduate graduates from any scientific subject (multi-entry admission).

The requirements for prospective students in this programme are as follows:
1) Indonesian citizens and foreigners with a *study permit*
   Doctoral Programme in Management admit both domestic and foreign/international student to pursue doctoral degree. UNPAD follows the government regulations: Regulations of the Minister of National Education of The Republic of Indonesia Number 25 of 2007 – "Requirements and Procedures for Foreign Citizens to become Students in Indonesia's Higher Education".
   These Regulations include the following requirements for foreign nationals to become prospective students at the Indonesian universities:
   1. Fulfil the academic requirements for higher education in Indonesia;
   2. Have a source of financing to ensure the continuity of following education at the university;
   3. Accepted by university as a student;
   4. Have a *study permit* from the General Secretariat Ministry of Education Indonesia

5. Have a visa or residence permit in Indonesia, and

6. Comply with the laws and regulations in Indonesia and the provisions of the intended university.

2) Graduates of master's programmes accredited by BAN-PT,

3) Certificate of passing the Academic Ability Test (TKA) with a minimum score of 500,

4) Certificate of the UNPAD English Language Test (TKBI) with a minimum score of 500, or equivalent results in other English proficiency tests,

5) List of Publications in the reputable international scientific journals (first quartile) according to the Scientific Journal Rankings (SJR) - SCImago as first author – are not required to present, and upload TPA and TKBI scores when applying,

6) A statement of willingness to be a promoter of a qualified party,

7) Two Letters of Recommendation,

8) Statement of Purpose.

The Rector of UNPAD assisted by the head of the study programme, make a decision on the programme's admission announced through the Dean of FEB UNPAD.

The students of the Doctoral programme may come from all fields. Those with non-management-background are required to take matriculation courses before they start the programme. For the students whose background in management are given the choice to take the matriculation courses for refreshment.

A university has its "helpline" which is operating (informing also potential students enrolled in the programme).
It may be used by students to:
- make any particular queries or clarify information,
- acquire information for TKA and TKBI registration,
- obtain essential references, such as for career-related difficulties, and
- other inquiries.

This service is available via phone or email during business hours.

Questions concerning SMUP should be sent to the helpdesk menu at:

- https://smup.unpad.ac.id/
- or the faculty website at https://feb.unpad.ac.id/home-2/

Selection procedures:

The admission to a doctoral degree programme of the Padjadjaran University begins from the Padjadjaran University Entrance Test (SMUP). The procedures for selecting students in are described below:

1. Applicants submit their information with all prerequisites to the https://smup.unpad.ac.id/ website and select the Faculty of Economics and Business with its doctoral programme in Management as the programme to which they want to apply

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They have to meet the following key requirements (two of them):

     a. TKA and TKBI certificates result;

     b. A statement (or a letter of support) from their potential promoters.

Prior the submission of these documents, the potential promoters and students must discuss and agree online about:

     (i) the topic of doctoral study;

     (ii) funding sources to support research;

     (iii) past experience;

     (iv) other topics using the promoter's own account.

The promoter might prepare a statement based on the conducted dialogue.

2. The UNPAD selection committee analyses candidate prerequisites and delivers a list of suitable prospective students for each study programme.

3. The Head/Director of study programme prepares an interview session, where each qualified applicant is interviewed by his or her potential advocate and one other interviewer with research experience.

4. The results are then forwarded to the UNPAD selection committee by the Head/Director of the study programme using a SIAT PADI system (https://siat.unpad.ac.id/padi/index.php/login), and the Dean of FEB will validate the results via his account in the same system.

5. The final results are validated and recognized on the basis for providing a letter of admission and notifying the applicant about the decision by the UNPAD academic office.

Transparency of the Decisions on Admission

FEB UNPAD provides the complete information on the selection procedures for prospective students through Padjadjaran University Entrance Test (SMUP UNPAD's website) and additional documents in the form of brochures (http://smup.unpad.ac.id/). In addition, the SMUP Office of UNPAD oversees the Mandiri Selection, and registration is completed online: prospective students should complete the online forms and attach all necessary files for consideration.

The admission test is presented in the form of the interview, and the Mandiri Selection process's outcomes are made public on the SMUP website.

(Notes: Mandiri Selection[4] is the Independent Selection (Seleksi Mandiri) pathways (Eriyani et al., 2020).

Its registration is completed online on the SMUP website, and prospective students should complete the online forms and provide all necessary files. The admission test is an interview, and the Mandiri Selection´s outcomes are open to public on the SMUP website.

After the application procedures, the Rector's meeting at the university level makes official decision about the official admission of each applicant. Through their account on the SMUP website, the applicant could check the status of their application.

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[4] Eriyani, D., Sholihah, V. M., Kusna, A., Mahardika, B. A., Nugraheni, D. R., Yulindasari, N. O., ... & Nurabadi, A. (2020, December). Changes in the New Student Selection System as an Effort to Improve Prospective Student Achievements. In 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 446-452). Atlantis Press.

In order to ensure applicant transparency, the test answers justifications are maintained for a maximum of one year and is retrievable upon request. The also SMUP publishes a Need Assessment Report for the internal use as a record of the admissions process and conclusion, which is communicated to the faculty each year. The report contains information on the decision-making process in relation to the registration procedure outcomes.

Appraisal:

Admission conditions and procedures are 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 qualitiy requirements	Does not meet quality requirements	not relevant
2.	**ADMISSION**					
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

Structural Setup of the Doctoral Programme *

The curriculum structure of the Doctoral Programme in Management Science / Doctor of Management (DM) Programme at the Faculty of Economics and Business (FEB) is outlined in the Academic Guidelines 2022-2023 and in the SER (Student Evaluation Report). As per the SER (p. 11), the students´ workload is aligned with Regulation No. 03/2020 issued by the Ministry of Education and Culture, which pertains to the National Standard of Higher Education in Indonesia. Table 2 illustrates the structure of DM:

Table 2. Structural setup of the Doctor of Management (DM) programme

Semester	Credits	MK Street	Compulsory MK	DOCTORAL PROGRAMME (S3) Specialized MK			
VI	5	1	Doctoral Promotion Session				
V	6	1	Dissertation Manuscript Seminar				
IV	5	1	Seminar on Research Results				
III	9	1	Publication I				
II	7	2	Research Proposal Seminar	Academic Capability			
I	10	4		Philosophy of Management Science	Business Research Methodology	Article Writing Scientific Publications	Management Science Seminar (English Class)
Total	42						

The students' workload adheres to Regulation No. 03/2020 issued by the Minister of Education and Culture, which outlines the National Standard of Higher Education in Indonesia. As per this regulation, the minimum Credit Points (CP) for doctoral programmes in Indonesia is set at 42 sks credits or 70.14 in ECTS credits.

Each sks credit is equivalent to 40 work hours (1 sks credit = 40 hours), contrasting with the ECTS system's 25 work hours per semester. Consequently, one sks credit is equivalent to 1.67 ECTS credits. A single course may have one, two, or more sks credits, with sks credits representing various learning activities. For instance, two sks credits could comprise:
- two credits of a course/tutorial/seminar or;
- one credit of a course/tutorial/seminar and onecredit for other learning activities.

Table 3. Project study time and workload for Doctoral students

Projected study time	3 years
Number of Credit Points (CP)	42 sks credits or 70.14 ECTS credits
Workload per CP	Each credit point consists of the following activities per week for 16 weeks/semester 1) 50 minutes of classroom meeting 2) 60 minutes of structured assignment 2) 60 minutes of self-learning (170 minutes x 14)/60 = 40 hours.
Number of courses	Five modules of Doctoral Qualification Four modules for Dissertation One module for publication
Number of contact hours	(42 x 50 minutes x 14)/60 = 490 hours

Doctoral research is undertaken under the supervision of a team consisting of "promoters" and "co-promoters" [5]. Upon successfully passing the proposal examination stage, the Head/Chairman of the Examining Commission appoints a Professor as the promoter and two co-promoters[6] to guide a Doctoral candidate of DM in completing the dissertation. Simultaneously, according to Wahidah et al. (2023), the doctoral programme involves the guidance of a lecturer and the engagement of a promoter and co-promoters for research purposes.

According to research findings, on average, doctoral education in Indonesia may span a duration of 3.5 to 7 years, equivalent to 6 to 14 semesters.

In the initial phase or the first stage, doctoral education begins with courses during the first to third semesters, applied by each tertiary institution. The next phase, after completion of key courses, doctoral students take a comprehensive qualification the *basic course* exam - a selection stage. The next stage is the dissertation proposal exam (Dissertation proposal exam/seminar). At this stage, each participant must present the main ideas of Doctoral Proposal to the Dissertation Proposal´s Examination Commission.

Students conduct the original and innovative research which is oriented to improve society´s welfare, in accordance with research ethical principles (refer to the Academic Guidelines for Science Management Doctoral Programme).

Doctoral Degree Regulations *

The following regulations are considered as the foundations of DM doctoral programme at FEB:

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[5] Notes: corresponding to Mentors and Co-mentors or Supervisors/Co-supervisors in the European system
[6] Wahidah, E. Y., Sirait, S., & Kusumaputri, E. S. (2023). Doctoral Student Experiences in Indonesian Postgraduate Programs: A Phenomenological Investigation of Challenges. *AL-ISHLAH: Jurnal Pendidikan*, *15*(4), 4250-4261.

1.   Presidential Decree No. 08/2012;
2.   The Regulations of the Minister of Education and Culture No. 03/2020 on the doctoral degree curriculum (with the reference to the ninth level of the Indonesian Qualifications Framework (IQF), which provide doctoral students with the certain set of knowledge, skills, and attitude.

The programme advices the DM students keep in mind to:

- consider the social impact of their studies;
- manage the research process systematically, and
- publish the results of their research in national and international reputable journals.

The academic guidelines for the DM doctoral programme in the academic years 2020/2021 and 2021/2022 include technical information. This information is detailed in Universitas Padjadjaran Rector's Decree No. 38/2021.

Status of the Doctoral Students

All students of the doctoral programme are registered as a full-time students. The status of the Doctoral students are recognised by the Ministry of Education and Culture, with its identifier for a higher education institution in the Indonesian Higher Education Database of Education and Culture which can be seen in a system, PDDIKTI, (https://pddikti.kemdikbud.go.id/data_mahasiswa/).

Thus, PDDIKTI - the University Database better known as University Report Forum, is a data collection centre for higher education providers throughout Indonesia[7] (Surtikanti, 2022).

At the university level, doctoral students' academic records are stored in the Integrated Academic Information System (SIAT), Universitas Padjadjaran.

Module/Course Description *

According to the Academic Guidelines for 2021, the doctoral programmes at Universitas Padjadjaran follow an Outcome-Based Education (OBE) curriculum. The curriculum spans 42 sks credits over a study period ranging from six to a maximum of 14 semesters. The Doctoral Programme´s curriculum includes the following activities:

1. Courses (12 sks credits) with the following compulsory **subjects**:
   - Philosophy of Science Management;
   - Research Methodology for Management Studies;
   - Science Management Seminar;
   - Writing Articles and Scientific Publications;
   - Academic Capability
2. Doctoral Research Proposal Seminar (5 sks credits)
3. Scientific Writing and Publication/(s) in Reputable International Journal (9 sks credits)
4. Seminar on Research Results (5 sks credits)

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[7] Surtikanti, R. (2022, December). Student Records: Functions and Roles for Students and Alums. In *Proceedings* (Vol. 83, No. 1, p. 5). MDPI.

5. Seminar on Doctoral Dissertation (6 sks credits)
6. Doctoral Promotion / Public Defence (5 CP)

Concerning publications, doctoral students are required to write and publish three articles in reputable international journals indexed by Scopus with a minimum Q3 rating or Web of Science. Each article is valued at three sks credits, and all articles must be linked to the doctoral research component.

Before submitting their dissertation for public defense, one article must be published in each subject category of journals related to Q1 and Q2 quartiles, Scopus. Alternatively, students may have published and accepted two articles in Q3 Scopus or Web of Science (WoS) indexed journals with impact factors.

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
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

Logic and conceptual Consistency *

To fulfill the stipulated graduate profile, the programme adopts a research-based doctoral approach. The initial curriculum comprises twelve sks credits which is executed during the first) and second semesters. The outcome of this curriculum may take the form of a draft dissertation. Subsequently, upon completion of the first curriculum, students are prepared to undertake the following activities in the subsequent curriculum phases:

1. Publishing the first scientific article: This involves submitting an article to an international journal indexed by Scopus.

2. Conducting dissertation research: Students move forward with the research phase of their dissertation, as outlined in the Curriculum Table (refer to Figure 1).

3. Organizing a dissertation seminar: This step involves presenting and discussing the progress and findings of the dissertation research.

Science and Research Based Teaching *

Initially, students are mandated to enroll in various enrichment courses aimed at enhancing their knowledge and research skills, and refining their abilities in disseminating research findings. This curriculum encompasses diverse learning activities, including lectures, interactive discussions, individual and group assignments, attendance at seminars/conferences as presenters, and their engagement in case studies. Notably, individual assignments may be directly related to their dissertation topics. All lecturers actively encourage students to engage in direct discussions about their research plans that align with the courses they are currently undertaking.

The self-learning or independent study process is facilitated in different ways, such as:

1. **Attending related courses in master's or bachelor's degree programmes**

   Doctoral student has the opportunity and urge to take subjects that support the foundation of the knowledge and basic concepts and/or subjects that related to introductions to research, or subjects that are the basic, but they will support the knowledge of a topic that is studied in a doctoral student dissertation. Those subjects are mostly offered in subjects at undergraduate and master level.

   Self-learning / independent study process may be pursued by students by attending related courses in master's or bachelor's degree programmes, attending seminars, conferences, workshops, or training which are relevant to their research topic, or following a personal development programme.

   Doctoral students take subjects at undergraduate and master level usually based on the evaluation of supervisor and the needs of the doctoral students. If the supervisors think that students do not need undergraduate's or master's courses anymore to support their competencies, then the supervisors will not recommend the students to take those courses.

   Supervisor assessed the knowledge that are required for the doctoral student to support his/her research. Based on the discussion with supervisor, a doctoral program can involve in a seeking knowledge programme such as sit in master/undergraduate subjects, join seminar, conference and many others activities to support his/her research. These activities are intended to support the main activities of doctoral student (writing his/her dissertation).

2. **Participating in seminars, conferences, workshops, or training:** This involvement should be relevant to their research topics.

3. Pursuing a personal development programme: This can contribute to their overall growth and skill enhancement.

Academic writing courses offer students the opportunity to acquire knowledge about the development of their research topic from the last three to five years. Students are encouraged to conduct a systematic literature review of a journal that was updated to observe the research advancements and reflect the changes in their field over the last five years (see SER, p. 15). Moreover, the study programme regularly invites lecturers and alumni from leading institutions in the country to share and discuss their research expertise, research methods, and ways to publish scientific articles in international journals indexed by Scopus. Additionally, students are required to present their research in national or international conferences.

The Science Management Doctoral Programme of the Faculty of Economics and Business (FEB), Universitas Padjadjaran, hosts an annual international conference titled "The Global Advanced Research Conference on Management and Business Studies (Garcombs)" (http://garcobs.feb.unpad.ac.id). This conference aims to facilitate DM students in discussing and creating scientific networks with reputable scholars and students from other faculties and universities.
Students also have the option to participate in academic events organised by other faculties at Universitas Padjadjaran or other universities, either domestically or abroad. Consequently, the teaching methods in the Science Management Doctoral Programme contribute to shaping students' skills in conducting studies and publishing their research findings in national or reputable international journals (refer to Scientific Publications of Doctoral Programme Students) and sharing them with the broader research community.

Focus of the Curriculum on Qualification and Competency Development *

The curriculum is structured to ensure the attainment of qualifications and the development of competencies for doctoral graduates in accordance with the ninth level of the Indonesian Qualifications Framework (IQF). Programme learning outcomes (PLO) are integrated into courses (refer to Curriculum). As previously mentioned, students receive guidance from mentors and co-mentors, typically involving three promoters— one head of promoters and two co-promoters—who oversee their doctoral students.

Promoters at FEB provide guidance on effective research practices and engage in discussions regarding the conceptual and theoretical background of the dissertation topic. However, all doctoral students independently carry out their research and publications. This arrangement offers students opportunities to enhance their competence in pursuing doctoral studies after completing the programme. The curriculum is designed to systematically cultivate students' research competencies and qualifications as researchers.

Technical Offers.

The Science Management Doctoral Programme provides DM students with technical guidance, including individual advice on processing their research findings if needed. Students are supported in mastering various tools for reference management, literature review, and qualitative data analysis. Additionally, the Science Management Doctoral Programme conducts workshops, including those on how to analyse data using both quantitative and qualitative approaches.

Furthermore, students are encouraged to present their research findings at international conferences organised by other institutions in the field of management. This exposure helps students showcase their work and engage with the broader academic community.

Multudisciplinary Qualifications (Asterisk Criterion)

The Science Management Doctoral Programme provides a curriculum which forms multidisciplinary qualifications for doctoral students through different combinations. The doctoral dissertation examination consists of:

> (1) Research Proposal Seminar
> (2) Research Results Seminar
> (3) Seminar on Dissertation
> (4) Doctoral Promotion

Each of these stages examination is attended by promoters' teams, opponents, and expert opponents from various fields whether an Indonesian citizen or overseas. The examination officials are recognized for their expertise, both as scientists/academic experts and as practitioners (refer to the Academic Guidelines for Science Management Doctoral Programme).

Expert opponents act as reviewers and examiners sharing their thoughts and providing a feedback from their fields so that students can revise and improve their research and findings. Ultimately, feedback may be useful to students in providing more comprehensive public policy recommendations. Therefore, feedback and suggestions from opposing experts from their fields enhance the multidisciplinary skills of doctoral graduates.

Appraisal:

The concept of the doctoral programme (profile elements, unique selling points) 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 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 qualitiy requirements	Does not meet quality requirements	not relevant
3. PROGRAMME DESIGN					
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

Examinations *

In addition to the mid-term and final-term exams in the courses programme (12 sks credits), the objectives of doctoral competencies are also assessed. Thus, the decisions of DM programme are based on the following phases:

1.   Research proposal seminar
- aimed to evaluate the quality of proposed research and to provide feedback to improve research proposals.
2.   Publication
- aimed to produce scientific articles to be published in journals that have been indexed by Scopus.
3.   Research Result Seminar
- aimed to evaluate research methods and findings.
4.   Seminar on Dissertation
- aimed to review and evaluate dissertation manuscripts by examiners and promoters team.
5.   Doctoral Promotion
- aimed to examine and promote research findings by experts, practitioners, and professors.

The exam form that will be used by examiners is designed to systematically assess DM student competencies and their achievements based on the assigned assessment points. The passing scores for examination results in the courses, research publication, and scientific dissertation are assessed as:

Assessment Criteria
A: Grade ≥ 80
B: 68 ≤ Grade < 79
C: 56 ≤ Grade < 67
D: 45 ≤ Grade < 55

E: Grade < 45

Course exams can take various forms such as case analysis, simulation, and research proposals. Test scores are recorded each semester in the Integrated Academic Information System (SIAT). Additionally, student articles and dissertation manuscripts accepted for publication in a minimum Q3 indexed journal. It is documented in the same system, SIAT. The system also records grades for courses, scientific publications, and dissertation examinations, including research proposal seminars, research result seminars, seminars on the dissertation, and doctoral promotion public defence procedures.

The scores for all subject categories are reflected in a transcript attached to the doctorate certificate with the following categories:
- Satisfying
- Very satisfying
- Cum laude (with honour)

All students are mandated to publish one or more articles in a Scopus indexed journal. Publishing in a journal allows doctoral students to receive feedback from external reviewers with specific expertise. For the "cum laude" category, in addition to GPA, students must publish their research in international journals indexed by Scopus, at least in the Q1 or Q2 categories, as indicated in the Academic Guidelines for the Science Management Doctoral Programme.

The research is conducted under the supervision of the promoter´s team. The supervision process begins when the Dean's Decree of the Faculty of Economics and Business, Universitas Padjadjaran regarding the promoter team. The team is compound until the dissertation/research process is completed.
The supervision process must be recorded as evidence of the learning process, and the head of the promoter team should submit a report on the progress of their students at the end of each semester to the Dean of FEB (the Head of the Science Management Doctoral Programme). Research Dissertation Guidelines are written separately and available to students at any time.

Organisation of the Examination Procedures

The evaluation procedures for the Doctor of Management (DM) programme are outlined in the Academic Guidelines for the Science Management Doctoral study Programme. The evaluation of the DM programme includes:

1. **Doctoral Programme Courses** (12 sks credits)
2. **Examinations** (mid-term and final: end of the first and second semester)
3. **Examinations (**related to Doctoral dissertation research):

Doctoral Examination Procedures include

(a) Research Proposal Seminar:

1. Conducted in the second to fourth semesters.
2. The proposal must be approved by the promoter's team.
3. Students submit a research proposal seminar application form.

4. During the seminar, students present and defend their research proposals.
5. The seminar is led by the Head of DM Programme or the Head of the promoter's team.
6. The examination team consists of two internal examiners and one external examiner.
7. Students pass the seminar with a score higher than 68, with 68-79 graded as B and 80-100 graded as A.
8. Students can proceed with the proposed research if they pass the seminar with a minimum B grade.

(b) Research Result Seminar:

1. Conducted after finishing data collection, analysis, and writing research findings.
2. Students must have written the dissertation up to Chapter IV and obtained approval from the promoter team.
3. Students' status must be active in the current semester.
4. During the seminar, students present and defend their research findings.
5. Students pass the seminar with a score higher than 68, with 68-79 graded as B and 80-100 graded as A.
6. Students can continue the dissertation examination process with a minimum B grade.
7. Candidates must provide proof of publication of at least one research article in a minimum Q3 category of a reputable international journal indexed by Scopus.

(c) Seminar on Dissertation:

1. Conducted after the dissertation manuscript is completed and approved by the promoter team.
2. A review team assesses the dissertation manuscript.
3. The review team gives a qualifying score on a scale of 0-100.
4. Students are eligible for a doctoral promotion public defence with an average score of at least 68.
5. Students revise the dissertation manuscript based on feedback from the review team, approved by the promoter team.
6. After approval, students can proceed to the doctoral promotion public defence.

(d) Doctoral Promotion Public Defence:

1. Open to the public and scientific community.
2. Examiners decide the eligibility of a doctoral candidate to receive a doctorate in management.
3. Committee members are assigned based on the Dean's Decree.
4. The committee includes the Head and Secretary of Science Management Doctoral Programme, promoter's team, three expert opponents (one external examiner), and one representative from a university professor.
5. The chairperson is the Head of the Science Management Doctoral Programme.
6. Students undergo a doctoral promotion public defence with the final manuscript submitted a week prior.
7. After the public defence, if deemed to have passed, there is no further revision of the dissertation manuscript.
8. Doctoral promotion and public defence last for no more than two hours.

Registration Procedure and SOP: Written as standard operating procedures (SOP) for the exam. In specific circumstances impacting examination and academic processes, candidates can apply for academic leave for one semester (refer to the SOP for Dissertation Defence).

Appraisal:

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

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.

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

3.4 Didactic Concept

Logic and Comprehensibility of the Didactic Concept *

The curriculum of each course of the programme offered by FEB UNPAD is designed to equip graduates with adequate skills. FEB UNPAD ensures that information technology is embedded in each course's content in order to align with the uniqueness of programme, as well as the vision, and mission of FEB. The curriculum content includes:
- theory with the concepts in economics, business, accounting, and Islamic economics,
- frameworks for analytical skills, tools, methods, data analysis, and data reporting (quantitative methods, qualitative methods, big data analysis),
- skills – from information technology; digital business; writing skills; communication skills; politics, law, and social issues,
- global issues

Other specified areas of study are related to each course programme, and include majors, and other important courses/ directions.
The doctoral programmes in the Faculty of Economics and Business is expected to obtain up to 70 ECTS credits, even though the national formal minimum requirements is around 60 ECTS

credits. Many programmes are offered, which are compulsory for the doctoral students to attend each doctoral study programme in FEB with additional ECTS credits, such as:

- joined workshops,
- community services,
- international seminars & conferences,
- internships
- exchange programmes to overseas universities

Diversity of the Teaching Methods

Since the 2016-2017 academic year, the doctoral education process has integrated the general principle of research as a primary educational method. The teaching methods include both face-to-face and distance learning methods (as management strategies used for instructions).

Students must publish scientific articles related to their dissertation research in reputable international journals. The publication of research results should occur in at least three articles, featured in reputable international journals (at least Q3 journals). This is a general management strategy for the Doctoral students.

During the first semester, students must complete 12 sks credits of the Doctoral Qualification Programme, covering research skills, knowledge dissemination, and personal development. The doctoral education study period is limited to a maximum of seven years (14 semesters) without the possibility of extension. From the second semester onward, the education process will focus on preparation and guidance for dissertation writing.

Networking of the Doctoral Students

Postgraduate Doctoral students have the opportunity to receive supervision from professors at foreign universities in different forms.
For example, a foreign professor served as an examining lecturer for the dissertation:
"The Benefits of MOO in Indonesian Higher Education Institutions ".
Another professor from the FEB at Universitas Padjadjaran participated as speakers in a public lecture addressing „Rethinking and Creating Resilience to Enhance Business and Industry Sustainability together with two doctoral students.
The foreign lecturer discussed "Recent Trends in Management Theory, Research & Practice" as a speaker in a public lecture where doctoral students were present.

Scientific Supervision

The Science Management Doctoral Programme assigns supervisors (promoters) for doctoral students following the procedures outlined in the Doctoral Programme Academic Guidelines. To ensure quality assurance, the programme has implemented a monitoring process system using an electronic notebook, where students progressively report on the research supervision process as endorsed by the promoter team.

In addition to the electronic notebook, students engage in the monitoring process by:

1. reporting on revision of their research proposal (following the research proposal seminar).

2. submitting a correction matrix approved by both the promoter and the Head of the Science Management Doctoral Programme (DM).

3. submitting the revised manuscript, approved by the promoter team, in written form to the doctoral programme administrator.

The planning and execution of studies, particularly dissertation research, undergo continuous monitoring by the faculty and the Head of the Science Management Doctoral Programme through academic guidance. The Head of the Science Management Doctoral Programme also serves as the students' academic advisor, maintaining regular communication with students—either in person or online, at least twice per semester—to discuss their progress, setbacks, or any barriers, be they academic or non-academic, related to their research. Subsequent evaluations result in an action plan communicated to the promoter.

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 ideas.

A mix of methods - irrespective of the teaching objectives and curricular requirements - the courses are executed according to the didactic concept.

In accordance with the objectives, the 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 qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
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

As previously mentioned, the primary objectives of a graduate from the doctoral programme are to become the professional as:
(1) an academician,
(2) a researcher, or
(3) a supervising lecturer in a research programme

Graduates evolve into scientists capable of autonomously managing research endeavours and contributing innovations to the field of management science. The majority of doctoral students have their prior experience as lecturers and researchers in various institutions, universities, schools, or even within industries as consultants. Collaborating with their promoters, students actively participate in research, securing funds and effectively overseeing the research process to completion.

Results from the tracer study (TS) of doctoral students indicate that graduates possess proficient abilities and skills, with an average rating of 4.0 on a scale of 1 to 5. This level of competency supports their roles as lecturers and researchers at universities or within consulting companies or other institutions.

Throughout their studies, students have the opportunity to engage in various personal development programmes, such as:

(1) Serving as speakers in the Academic Capability Course
(2) Organising committee participation for the international conference (Garcombs) by the study programme, Faculty of Economics and Business, Universitas Padjadjaran, Student association, and faculty
(3) Acting as moderators for courses delivered by lecturers

Furthermore, students can pursue their individual interests through self-study courses. The promoter team guides students in selecting activities that align with their specific research goals. This programme not only encourages interest in individual research topics by providing suitable co-promoters but also contributes to students' professional development, enhancing their employability.

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.

Quality Ratings		Excellent	Exceeds qua-lity require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.5	Professional Competencies / Employa-bility			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

Structure and Number of Teaching Staff *
The Science Management Doctoral degree Programme or Doctoral Programme of Management (DM) is a programme with the focus of conducting research and creating innovations in quality research. Its academic services are supported by lecturers who have focused on research in various fields. In total, there are 24 lecturers (57 % female and 43 % male). The Science Doctoral degree Programme Management is designed as a doctorate programme that focuses on research, therefore recruiting competent co-promoters is very important, especially in terms of their research capabilities and expertise in their field.

Table 5: Structure of Faculty Member Doctoral Degree

Faculty	Doctoral Programme in Management
	Full-time lecturers
Professors	9
Doctors	15
Total	24
	Part-time lecturers
Professionals	1
Total full-time and part-time	25

UNPAD 's recruitment pathways for academic employees include the main goal of high quality talent (HQT) recruiting: it seeks applicants with PhD degrees, outstanding research abilities, and networking skills, as well as the professional qualities necessary for study programmes of the UNPAD who will serve as accelerators for UNPAD's journey to a top 500 international ranking.

UNPAD is in responsible for this goal, and it seeks applicants with PhD degrees, with outstanding research abilities, and networking skills, as well as the professional qualities necessary for study programme inside the UNPAD ecosystem. The applicants should also demonstrate their proficiency in the classrooms (publications and professional experiences). In order to reach high quality talent (HQT) recruiting, the goal of UNPAD´s recruitment is to attract academic employees with superior abilities and qualifications who will serve as accelerators for UNPAD's journey to a top 500 international ranking
UNPAD is responsible for this recruitment, (for details, see https://www.unpad.ac.id/2021/04/un-pad-buka-rekrutmen-dosen-lewat-program-high-quality-talent-lecturer/).

The regular recruitment process is designed to meet the needs of departments in its staff. When a department requires more members of academic personnel, a request is submitted to the Dean of the Faculty based on a comprehensive evaluation. The Dean then collaborates with the department to discover qualified employees via the sources of professional hiring, fostering selected applicants, including the open recruiting process.

The Qualification requirement for this normal recruiting path include a person with the doctorate or master's degree from a national or foreign HEI. The primary paradigm for Indonesian academic staff is the *Tri Dharma Perguruan Tinggi*, - with the university's three main responsibilities in education, research, and community service.

Scientific Qualification of the Teaching Staff *

The academic staff in Indonesia go through the levels from lecturer to assistant professor, and then - to associate professor, and to professor, as per Ministerial Regulation of Kemendikbud Article One Number 8/2014. The requirements for each position are listed as follows:

- **Professor**

The highest academic status for an individual still actively teaching as a professor, or "Guru Besar" in one of the HEIs. A candidate for professor should meet the following criteria, as per Ministry Regulation Number 46/2013 concerning Amendments to the Regulation of the Kemen PANRB Number 17/2013 concerning Functional Positions of Lecturers and Credit Scores:

(1) A doctoral degree from a reputable HEI (for at least three years ago);
(2) A significant research work published in reputable journals as a first author

- Associate professor

Academic staff members that fit the following description are associate professors, or "Lektor Kepala":
(1) A PhD degree;
(2) Credible scientific publications;
(3) Experience supervising at least 40 undergraduate students.

- Assistant professor

An assistant professor ("Lektor"/"asisten ahli") is a member of the academic staff with:
(1) Scientific publications as first author in recognized national journals, and
(2) At least a master's degree

UNPAD's recruitment pathways for academic employees aim to attract high-quality talent (HQT) with superior abilities and qualifications to accelerate the university's journey to a top 500 international ranking. UNPAD, responsible for this initiative, seeks applicants with PhD degrees, outstanding research abilities, networking skills, and the professional qualities necessary for study programmes within the UNPAD ecosystem.

The regular recruitment process is designed to meet the academic staffing needs of departments. When a department requires more personnel, a request is submitted to the Dean of the Faculty, who collaborates with the department to identify qualified employees through professional hiring, fostering selected applicants, or an open recruiting process.

Qualifications for this normal recruiting path include a doctorate or master's degree from a national or foreign Higher Education Institution (HEI).

The primary paradigm for Indonesian academic staff, known as "*Tri Dharma Perguruan Tinggi*," outlines the three primary functions as professional education, science, and community service.

Pedagogical Qualification of the Teaching Staff *

To ensure high-quality teaching and learning services across all study programmes, UNPAD requires faculty members to possess adequate and current pedagogical and didactic credentials. This is essential to support faculty in fulfilling their primary responsibilities and meeting the University's instructional objectives. All qualified faculty members are mandated to participate in the National Lecturer Certification Programme, receiving pedagogical training to enhance their academic qualifications.

The instructional techniques training (PEKERTI) and the applied approach (AA) serve as pedagogical and didactic qualifying standards for becoming a lecturer. PEKERTI and AA are the training programmes organised by the Directorate General of Higher Education (Dirjen Dikti) to improve the professional competences of academic staff, and they are mandatory under the Law Number 14/2005 concerning Teachers and Lecturers.

With the goal of becoming a pioneer hybrid university in Indonesia, UNPAD emphasizes the importance of academic staff mastering blended and hybrid learning. To ensure the continuity of these learning methods, UNPAD conducts various training sessions for faculty related to handling and delivering blended and hybrid learning. Additionally, champions are appointed to serve as agents of change, encouraging fellow faculty members to apply blended learning methods.

To maintain high teaching standards, students assess each faculty member's quality of teaching every semester through the PACIS system. Furthermore, UNPAD monitors academic staff regarding the implementation of teaching tasks and their workloads (as outlined in KemenPANRB Number 17/2013 concerning Lecturer Functional Positions and Credit Scores). Academic staff are required to submit workload plans (Beban kinerja dosen-BKD) for the next semester and report on performance for the previous semester (Laporan kinerja dosen-LKD) through the Integrated Academic Information System (SIAT). These reports contribute to determining remuneration for each academic staff member.

Internationality of the Teaching Staff.

In 2022, the Faculty of Economics and Business (FEB) at Universitas Padjadjaran (UNPAD) has a diverse team of lecturers, with approximately 20 international lecturers contributing to various courses. While the majority of lecturers are Indonesian, the presence of international lecturers enriches the academic environment. Many of these lecturers are graduates of universities from different countries, bringing valuable international perspectives to their teaching. The foreign lecturers at FEB in 2022 come from institutions worldwide, including:

1. National Taiwan University, Taipei
2. Cyprus University of Technology
3. Dundee University/University of Crete, Greece
4. Inholland University of Applied Sciences
5. International Center for Education in Islamic Finance (INCEIF)
6. Islamic Business School, Universiti Utara Malaysia

7. Leiden University
8. NUST Pakistan
9. Osnabruck University of Applied Sciences, Munich Polytechnic, Germany

Additionally, FEB has the honour of having an adjunct professor from Malaysia, who specializes in teaching financial statement analysis. The international engagement extends beyond the faculty, as there were visits from foreign universities to FEB.

These universities include Copenhagen Business School (Denmark), Aarhus University (Denmark), the University of Southern Denmark (Denmark), the University of Northampton (UK), Rikkyo University (Japan), and Universiti Malaya (Malaysia). This global collaboration enhances the academic experience and promotes cross-cultural learning opportunities for students and faculty alike.

Internal Cooperation within the Faculty *

The top administration of the faculty and the programmes´ Directors encourage collaboration among faculty members. The primary responsibility of every lecturer in Indonesia is specified in the Tri Dharma or Three Principles of Indonesian Higher Education.
The objective behind these obligations is to guarantee that lecturers engage in teaching, research, and community service. Furthermore, in order to develop cooperation for all types FEB, UNPAD of Tri Dharma entail collaboration with another lecturer.

For example, most courses are organised by two or three lecturers, requiring faculty members to collaborate in both teaching and course preparation. Lecturers are also encouraged to collaborate on research papers and projects. Most university research funds demand a collaborative proposal rather than an individual entry.
To ensure that there is no overlapping content in the courses, the study programmes hold monthly meetings and evaluations that all lecturers are required to attend. Furthermore, there are also monthly coordination meetings between faculty management, heads of departments, and heads of study programmes, aimed at sharing information, planning programmes, and improving performance.

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. Teachers have relevant experience in international research and/or teaching abroad.

The panel recommends that UNPAD/ the FEB programmes should consider a concept for what it could offer researchers from abroad in order to increase its attractiveness for international lecturers. Overall, the panel considers it beneficial to bring more researchers from abroad to the FEB programmes in order to enrich the programmes with new perspectives and new insights. As a result, it could also be possible that these measures will automatically attract more international students. Meanwhile, the panel welcomes the measures taken by UNPAD so far, which are also highlighted in their statement, but with regard to UNPAD's efforts to further develop its institution into an internationally recognised research university, the panel considers that there is still good potential for development in this respect.

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

Quality Ratings		Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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

Scientific Integration of the Doctoral Students *

To align with UNPAD's goal of "*becoming a world reputable university and impacting society*" and in pursuit of FEB vision "*to become a superior, performing, beneficial, and sustainable Faculty of Economics and Business nationally and internationally*, *through transformative leadership supported by strong Faculty management and extensive networks*," collaboration with a diverse range of national and international Higher Education Institutions (HEIs) and other academic institutions is perceived crucial.

The role of the Manager of Research, Innovation, and Collaboration is pivotal in fostering collaborations with international partners. These collaborations span across all study programmes. Professors and academic staff from international HEIs are invited to deliver lectures to one or more study programmes based on their expertise.

FEB has actively forged partnerships with various national and international universities to strengthen education, research, and community service in accordance with the Tridharma Principle. Over the last three years, FEB has formalised three Memorandums of Understanding and four Memorandums of Agreement. In the education domain, collaborations aim to facilitate student exchanges and participation in double degree or dual-degree programmes, exemplified by the partnership with Northern Illinois University. In terms of research and community service, collaboration between UNPAD and Leiden University has resulted in the framework for international tourism management in Indonesia and the European Union.

In addition to universities, FEB has also established cooperation with international academic networks such as the ASEAN Accounting Education Workgroup (AAEW), GARCOMBS, and the Indonesia Regional Studies Association (IRSA). These collaborations contribute significantly to academic excellence, research advancement, and the overall enrichment of the educational experience for students.

Networking of the scientists

Students gain greatly from the partnership between several HEIs and FEB UNPAD as well as its Doctoral programmes. Scientists from foreign colleges participate in a variety of programmes in FEB through these networks, including:

1) Examining lectures in dissertations.
- Example of this is the defence of the Doctoral dissertation: "The Benefit Of MOOCs in Indonesian Higher Education Institutions".

2) Public lectures
- Professor participated as a speaker in a public lecture "Recent Trends in Management Theory, Research & Practice".

The participation of these worldwide specialists and collaborators offers students with the most up-to-date knowledge of economics research and current trends, as well as skills in writing international journal articles and the opportunity to collaborate with their international peers.

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 require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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

Structural organisation *

The Dean of Faculty of Economics and Business is responsible for the Science Management Doctoral Programme (DM), and coordinates it on a daily basis with the Vice Dean of Academic, Research and Student Affairs.

The Head of Science Management Doctoral Study Programme is responsible for conducting, developing, controlling, and monitoring the quality of learning, which aims to achieve learning outcomes. Its function is to establish and implement strategic planning, programming, and budgeting for study programmes.

To achieve graduate results, the Head of Science Management Doctoral Programme is also responsible for organising and developing the curriculum.

To ensure the success of teaching activities, the Head of Science Management Doctoral study Programme work closely with the Head of Management Department in evaluating resources and reporting all evaluation results directly to the Dean of Faculty of Economics and Business so that these results can initiate revision of existing policies or the formation of the new ones.

Management Support

The Doctoral Programme is committed to doctoral students through the provision of its resources, finances, and budget to support various activities in DM programme. Two administrative staff are dedicated to supporting the graduate programme, with professors being prioritized to deal with the doctoral students. The DM has committed its programme and budget to finance various guest lecturers to expand knowledge for students while exposing it to leading scholars. The faculty carries out academic refresher activities to increase the knowledge of students and lecturers in research and teaching. To stimulate and motivate students and lecturers to produce a good quality scientific work, there are ongoing programmes to guide academic writing and funding to support their research and publication to reputable international journals.

The academic staff assigned by the faculty to support academic activities in the study programme and are structurally responsible to the Vice Dean. These academic staff help the head of the study programme running daily activities and prepare any documentation necessary for regular report to the Dean. Through these academic staff, all Doctoral students make formal appointments or communication to plan the meeting with faculty members for any academic activity. All academic staff in all study programmes are scheduled to have regular meetings with the vice dean to monitor and evaluate the ongoing process in the study programme. In addition to these meetings, there are also regular meetings between the dean and head of all study programmes and departments to make coordination in taking any necessary action to ensure all academic activities meet the targets.

Documentation of the Doctoral Programme *

A written explanation of the Science Management Doctoral study Programme is available in the Academic Manual. The information listed includes the curriculum, and the learning mechanisms, lectures, graduate learning outcomes, career/graduate information, and information about academic services. In addition, Universitas Padjadjaran has the AKU (Ayo Kenal UNPAD – Let's Get

to Know UNPAD) programme which is distributed to the general public through the YouTube platform.

During the doctoral study programmes, students are required to record their study process using notebooks and planning forms. All required documents and forms can be downloaded from the Science Management Doctoral Programme website and collected as a dissertation defence and examination requirements. All completed documents are recorded by the academic administration and can be accessed by the third parties as well.

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. Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively. 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 require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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

Quality of the Classrooms and working places *

The facilities and infrastructure of FEB include the list of the following campuses, rooms and equipment:
1. Main campus for academic and non-academic of undergraduate students located in Jatinangor. There are four connected buildings:

(1) building Lambda,

(2) building Alpha,

(3) building Epsilon and

(4) building Delta

2. There are 21 hybrid-type lecture rooms, equipped with PCs, speakers, clip-on mics, webcams, infocus. Apart from that, FEB has 17 regular lecture rooms, three laboratory rooms with 35 PCs in each room, and one multimedia lecture room.

3. There are additional three computers, which are accessible in the reading room of the main building

4. Every building in main campus has four floors. There is a wifi router on each floor (internet speed: - 150 mbps; uploads 950 mbps, wifi speeds internet - 20 mbps and upload - 50 mbps).

5. There are three large rooms equipped with hybrid facilities, a theatre room as a seminar room.

6. FEB has its own libraries at each campus location:
- in the campuses of Dipati Ukur (street N 35),
- campuses in Hayam Wuruk (street N 8),
- campus in Japati (street N 2),
- the reading room in the main campus Jatinangor.

7. There is the unit of IT and multimedia, where one person in charge of software; two programmers, working with hardware and network.

The study centre is equipped with various facilities, computer equipment and software. The majority of classrooms have N-computing system, internet connection (Wi-Fi access), LCD projectors, sound system, and Amplifiers – to improve the course delivery.

Equipment (Literature, Magazines, Databases) for the Library *

FEB systematically maintains a collection of books, academic journals, and audiovisual materials, necessary for the educational and research activities of both students and faculty. FEB regularly updates the number of books in the library, as well as journals, magazines, theses, dissertations. The collections can be accessed at the following website: https://lib.unpad.ac.id/.

Students can access electronic journals for free through intranet networks in the campuses, or off-campus (using passwords, only for certain journals).

Students can also acquire access to electronic journals from the Ministry of Research, Technology & Higher Education. The electronic journals include:

- Alexander Street Press, Alexander Street Video, Balai Pustaka, Brill Online, Cambridge University Press, Cengage Learning, Ebrary, Ebsco Host, IGI Global, IG Publishing., Indonesia Heritage Digital Library, Digital Angkasa, Lexis Nexis, Myilibrary Proquest, Sage Knowledge.

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 free of charge.

During the interviews, the head of the library services also provided the information about the annual budget, development services and the main sources of subscription, including Clarivate,

which also connects to the core resources of the Web of Science. Infrastructure of disabled students are in place: for blind people, people in chairs, and others. The accommodation is also provided for the students from remoted areas. There are also tuition fees (eight types) available.

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.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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

Finance Planning and Planning of the Doctoral Programme *

Because UNPAD is a state university, the financing of its doctoral study programme is guaranteed by the government. UNPAD is a *PTNBH*[8]. The administration devotes 20 % of the state budget to education.

UNPAD is privileged as a PTNBH and can collect public funding for the purposes of student tuition, collaboration with other partners, and alumni contributions. Further, UNPAD may independently handle budgeting and finance to guarantee that all academic activities in all study programmes are supported. Each study programme, including doctorate programme is required to create a yearly budget that is combined with the faculty budget, which includes the planned cost and expenses for part-time and visiting lecturers. The use of the study programme budget is examined together every semester.

Financial Support and Scholarship Programmes

UNPAD as the institution offers three types of scholarships listed below. The information also can be found at https://drpm.unpad.ac.id/riset/kompetitif/:

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[8] Note: PTN BH is the concept of organising universities with a wider autonomy that is supported financially by the Indonesian government

1. UNPAD Doctoral Research and Dissertation (RDDU) is a high-level research award that promoters can use to cover research and doctoral students´ tuition expenses. The students must be UNPAD faculty members.

2. The Padjadjaran Doctoral Scholarship Programme (BPDP) or Padjadjaran Doctoral Programme Scholarship is a plan for a leading doctoral candidates, who agree to serve as teachers in the faculty after finishing their study. Candidates should be under 30 years old. The age limit is applied in many scholarships in Indonesia. BPDP is a scholarship offered by Universitas Padjadjaran (UNPAD). The age limit in the BPDP scholarship is a Padjadjaran policy to get a fresh graduate candidate who is willing to study for a doctoral degree programme who can have a longer contributed time to serve society.

3. Padjadjaran Postgraduate Excellence Scholarship (BUPP) or Padjadjaran Superior Postgraduate Scholarship (PSPS) available as well. These scholarships are doctoral scholarship schemes for leading doctoral candidates who have actively participated in research proposal seminars.

FEB UNPAD is one of universities selected by Ministry of Education to manage a scholarship programme – PMSDU (Pendidikan Magister menuju Doktor untuk Sarjana Unggul). This is a fast-track programme from Master to Doctoral Degree Programme for Excellent Graduates.
This scholarship programme is offered by the Ministry of Education to qualified universities with selected team of supervisors. Faculty of Economics and Business, UNPAD is one of universities that has been selected to implement this programme since 2018.

In addition, there are scholarships for students in the doctoral programme provided by the external institutions, including the Ministry of Finance. Ministry of Finance offers LPDP scholarships to every Indonesian doctoral candidate who applies to a programme with a national accreditation in class "A," including DM programme. Furthermore, the doctoral students also have access to other financial support, including support for publishing and proofreading services if the articles are published in the reputable international journals.

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 qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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

Quality Assurance in terms of Contents, Processes and Results *

A quality improvement system of FEB UNPAD is developed both internally and externally. The **internal** quality improvement system comprises systematic activities undertaken by UNPAD to assure quality autonomously or independently with the aim of controlling and improving higher education management in a planned manner. This system refers to the following policies of organisational bodies at different levels:

1. Ministry of Research Technology & Higher Education (by the Directorate of QA)
2. University level by Quality Assurance Office (SPM)
3. Faculty level by Quality Assurance Unit (UPM).
4. Quality Control Cycle (QCC) or Gugus Kendali Mutu (GKM)

These are **four quality improvement systems**. The first quality system is regulated by the government body while the other systems are developed specifically by UNPAD to accommodate differences in historical background, organisational values, uniqueness of study programmes, availability of resources and infrastructure.

FEB UNPAD implements external quality improvement systems by the means of accreditation process. The external quality systems ensure that the internal quality improvement system is implemented adequately by the faculty and all study programmes. FEB UNPAD follows Quality Assurance (QA) systems provided by the following accreditation institutions:

1. The **National Accreditation Board for Higher Education** (**BAN-PT**) institutions has the authority to evaluate, assess, and improve the status and quality rating of study programmes based on established quality standards. BAN-PT applies **nine criteria** in the accreditation process (also available in various sources with few variations in English: Gunawan et al., 2019), Agustiansyah (2017)), listed below[9]
   - Vision, Mission, Objectives and Strategy;
   - Governance, and Cooperation;

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[9] Sari, A. C., Sukestiyarno, S., Wahyudin, A., & Masrukhan, M. (2023, September). How is The Role of Academic Culture in Improving Lecturer Productivity in Research and Supporting Accreditation. In International Conference on Science, Education, and Technology (Vol. 9, pp. 117-122).

- Students;
- Human Resources;
- Finance, Facilities and Infrastructure;
- Education,
- Research;
- Community Service;
- Tridharma outcomes and achievement

2. Independent Accreditation Organisation for Economics, Business Management and Accounting/Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Akuntansi (LAMEMBA). LAMEMBA provides national accreditation for Economics, Management, Business and Accounting HEIs in Indonesia. The accreditation is assessed at the level of study programme, and valid for a period of five years. A study programme can apply for re-accreditation at the end of the accreditation period. LAMEMBA employs nine criteria in the accreditation process:
   - Vision, Mission, Objectives and Strategy
   - Students, Human Resources, Finance and Infrastructure
   - Education Research, Community Services
   - Output & Attainment of University in Education Research and Community Services

3. **Abest-21 accreditation**. This is an international accreditation process provided specifically for management and business schools. It focuses on continuous improvement issues, initiatives, and plans of higher education management. The accreditation period is five years, Abest21 accreditation focuses on six criteria, namely:
   - Internal Quality Assurance, Mission Statement, Educational Programmes, Students, Faculty, Educational Infrastructure.

4. **ISO 9001:2015 accreditation**. It focuses on the monitoring of quality management, in higher education. It helps the administration process of FEB UNPAD to develop and review required documentation on responsibilities and procedures to achieve effective quality management in organisation. This ISO 9001:2015 focuses on seven basic principles, namely:
   - Customer Focus, Leadership, Engagement of People, Process Approach, Improvement, Evidence-based Decision Making, Relationship Management.

FEB UNPAD performs PDCA (Plan-Do-Check-Act) cycle which is a systematic approach to implement the quality improvement system. The PDCA is the responsibility of the faculty office but it involves all elements including Departments, Study Programmes, Research Centre's, University, staff, students, as well as external stakeholders.

Figure 3: PDCA cycle at Unpad
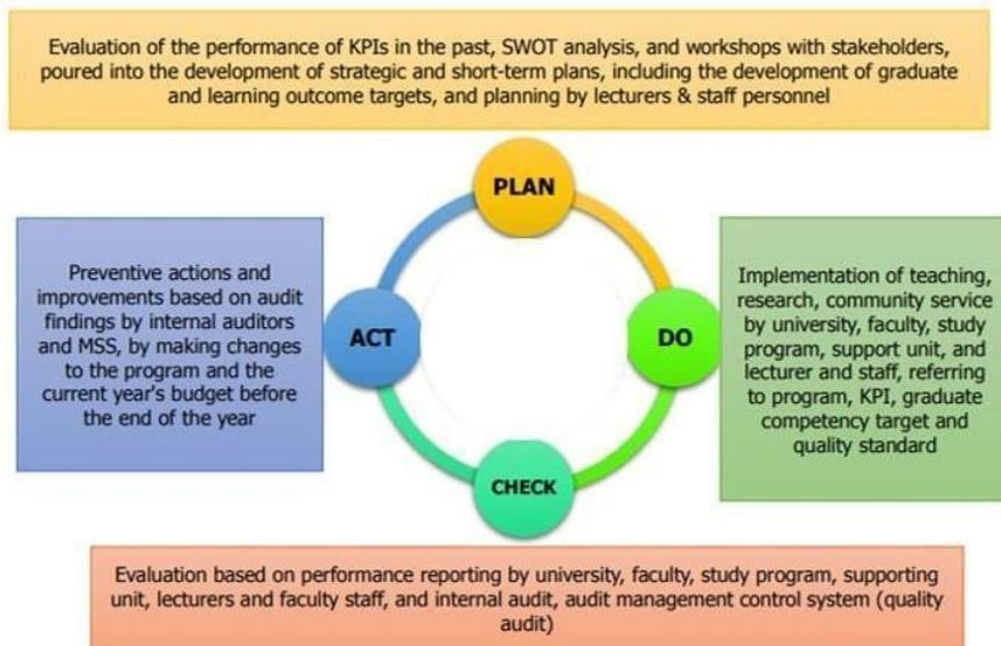
The faculty FEB develops a five-year strategic plan in line with the vision of UNPAD to become an excellent faculty in Indonesia and a reputable faculty in Asia-Pacific by the year of 2026. A strategic plan is divided into eleven directions:

1. Academic curriculum,
2. Learning activities,
3. Accreditation,
4. Competences,
5. Faculty staff,
6. Infrastructure,
7. Governance,
8. Finance,
9. Research,
10. Community service, and
11. Supporting areas

Inclusion of Quality Assurance in a Superordinate Quality Concept *

Inclusion of Quality assurance within FEB UNPAD begins from the Group of Quality Control (GKM) in the Doctoral Study Programme of Management, as well as Faculty level by Quality Assurance Unit (UPM) – at the level of Faculty; and at the University level - by Quality Assurance Office (SPM) - at the university level.

All these three units are mutually integrated with the document for the Internal Quality Assurance System (or SPMI) document which is used as a guideline for quality assurance.

The FEB UNPAD conducts a structured monitoring and evaluation with the main principle of focusing better on public services users, - so-called system of Monev[10] and AMI to evaluate study programmes to fulfill criteria and also to find the root causes of study. In implementing the Internal Quality Assurance System (SPMI), FEB UNPAD publishes several guiding documents that regulate the cycle. The SPMI documents include:

1. SPMI Policy,
2. SPMI Manual,
3. SPMI Standards and
4. SPMI Form.

Evaluation by Doctoral Students

Evaluation of students is implemented periodically in accordance with the defined procedures. The evaluation of the learning process is carried out using the Integrated Academic Information System (SIAT). Students fill out a survey form to assess the learning process that has been prepared by lecturers, who are supposed to take into account the results of student workload evaluation and analysis, success rate, class activities, lecturer competence. In addition to that survey of the learning process, FEB UNPAD also conducts a satisfaction survey of students regarding the perception of services provided by the doctoral study programme.

The results of this survey are processed for its following analysis. These data are used as a quality improvement material. The results of the survey are also published for all stakeholders.

FEB periodically conducts satisfaction surveys, where teachers give their feedback. The satisfaction survey is used as a measure of satisfaction of lecturers towards the available services provided by the Faculty. The results of their satisfaction about lecturers´ activities are used as a quality improvement material. The results of the survey are also published for all stakeholders.

Evaluation by the Supervisor

Doctoral Management (DM) Programme regularly monitors the progress of students through the mechanisms of supervision, both structured and unstructured ones. This evaluation mechanism in the study programme is regulated by the guidelines prepared for a doctoral thesis writing. The Guidance regulates the time for the preparation and submission of thesis and the activities of Supervisor. This guidance includes the records of progress during the students´ thesis preparation. The Supervisor is required to report a student study progress to the Head of Study Programme at the end of each semester. The reporting mechanism is defined by the University UNPAD itself.

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

FEB UNPAD periodically conducts evaluation surveys of external stakeholders to understand the level of satisfaction with the performance of FEB UNPAD. In order to carry out the survey in a

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[10] Lukman, L., Sujianto, A. E., WALUYO, A., & YAHYA, M. (2021). Service quality and consumer satisfaction: an empirical study in Indonesia. The Journal of Asian Finance, Economics and Business, 8(5), 971-977.

sustainable manner, FEB UNPAD has a Career Development unit. The surveys conducted include surveys conducted on alumni, users and other external parties. The results obtained from the survey will then be followed up by evaluation in a management review meeting which is held once a month. Any input from external parties is used to improve the quality of learning.

Appraisal:

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
5.	**QUALITY ASSURANCE**					
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: UNPAD

Programme: Doctoral study programme in Management (DM)

FIBAA

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality re-quirements	not relevant
1.	**STRATEGY AND OBJECTIVES**					
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 Pro-gramme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	**ADMISSION**					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admis-sion			X		
3.	**IMPLEMENTATION**					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Pro-gramme			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					

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	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
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			X		
4.	**SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
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			X		
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		
5.	QUALITY ASSURANCE					
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		