

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Universitas Indonesia
Faculty of Social and Political Sciences
for the Accreditation of the Doctoral Study Program "Communication",
Doctoral degree**

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor, Master and doctoral programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfillment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay the basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Information about the University

Universitas Indonesia was established in 1950, initially comprising various faculties across multiple Indonesian cities. Over time, some faculties evolved into separate universities, while the core University expanded in Jakarta by adding more faculties and campuses. In 1987, the Campus in Depok was established, accommodating most faculties, while certain programs remained on the Salemba Campus.

As of 2023, the University has 36,051 active students, including 1,022 international students from 56 different countries.

The University counts fourteen faculties, one vocational school, and two schools (Environmental Sciences and Strategic and Global Studies), offering a total of 241 study programs. There are ongoing developments in terms of program offerings. The lecture activities are conducted on two campuses: Depok and Salemba. The Depok campus covers 320 hectares, with green spaces including lakes and urban forests.

Furthermore, the University has 214 research units covering various fields. The Research and Development Directorate implements a long-term roadmap (2015–2035) aimed at enhancing research management, establishing research centers, internationalizing journals and conferences, and increasing research funding and collaboration.

Currently, the University has a strong focus on advancing the sustainable development goals, technology development to become a Smart Campus, and actively participates in international higher education associations (SER 3.1.1).

Basic data of the faculty

The Faculty of Social and Political Sciences (FSPS) at Universitas Indonesia was founded in 1959 as part of the Faculty of Law and Social Sciences. Over time, it developed into its own faculty with seven departments:

- Communication,
- International Relations,
- Politics,
- Sociology,
- Social Welfare,

- Criminology,
- Anthropology.

As of June 2023, there are 3,469 students enrolled in undergraduate and graduate programs across these departments. The following table provides a breakdown of the number of programs per faculty.

	Dept. Comm	Dept. IR	Dept. Socio	Dept. Politics	Dept. Crime	Dept. Social Welfare	Dept. Anthro
Programs	4	2	3	3	3	3	3

FSPS-UI is committed to ongoing development, with a focus on increasing collaborations with academic and industry partners. This includes internationalization efforts through partnerships with universities abroad. The faculty also addresses social issues, e.g. by the establishment of the Sexual Violence Prevention and Handling Committee, and the development of a committee focused on student health (SER 3.2.1).

3 Overview

3.1 Procedure-related documents

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Universitas Indonesia (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on February 2, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the University and the AHPGS was signed on April 4, 2023.

On July 11, 2024, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation of the study programs to the University. On July 22, 2024, the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Doctoral study program "Communication", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Communication"

Annex	Description
1	Module Description
2	Teachers' CVs
3	Teaching Matrix
4	Program Curriculum

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
A	UI Rector Regulation Code of Ethics
B	UI Regulations Regarding Students Attendance and Learning Activities.
C	List of Facilities and Infrastructures in Faculty of Humanities, Universitas Indonesia

D	Regulation of the Minister of Education and Culture Number 3 of 2020 regarding National Standards of Higher Education
E	Facilities for People with Disabilities
F	Example of Learning Mechanism and Resources using EMAS LMS
G	Indonesian Qualification Framework
H	Minister of Research, Technology, and Higher Education Regulation No. 62 in 2016 relating to the Quality Assurance System of University
I	Directorate-General-of-Higher-Education-Decree-No.-64_E_KPT_2020
J	Indonesian Regulations Regarding Learning Assistance for Students with Disabilities
K	UI Circular Letter-Work from Home
L	UI Internal Quality Assurance System Guidelines
M	UI Rector Regulation No.14-2016 on The Administration of Bachelor Programs at UI
N	UI Credit transfer guidelines

The application, the open questions (OQ) and the answer to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

3.2 Structural data of the study program

University	Universitas Indonesia
Faculty/Department	Faculty of Social and Political Sciences Department of Communication Sciences
Title of the study program	Communications
Degree awarded	Doctoral degree
Form of studies	Full-time
Organizational structure	Monday–Friday, from 08.00 to 16.0
Language of Studies	Indonesian
Period of education	6 semesters (3 years)
Credit Points (CP) according to the internal credit system	43 CP

Hours/CP	Learning Methods	Interactive and Cooperative Learning (Minimum Credits)	Structured Assignment (Minimum Credits)	Independent Learning (Minimum Credits)	Total Number of Sessions per Module		
	Lecture with Interactive Discussion	50 minutes	60 minutes	50 minutes	16 sessions		
	Dissertation Research		170 minutes				
Workload	Learning methods	Total credits	Inter-active and co-operative learning (hours per session)	Struc-tured as-sign-ment (hours per session)	In-de-pen-dent learning (hours per session)	Total ses-sion per mo-dule	Total work-load for the en-tire pro-gram (hours)
	Lecture with inter-active discussion	6	5	6	6	16	272
	Forms of seminar learning	13	11	13	13	16	592
	Form of research learning	8	7	8	8	16	368
	Final project	16	45			16	720
		43					1952
CP for the final paper	16 CP						
Launch date of the study program	1993						
First accreditation	n/a						
Time of admission	Twice a year in February and July						
Number of available places on the program	10						
Number of enrolled students by now	136						
Tuition fees	USD 1,562.50 per semester						

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out on September 23-24, 2024, according to the previously agreed schedule. Representatives from the head office of the AHPGS accompanied the expert group.

The expert group met on September 22, 2024, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation, as well as questions that had been raised prior. Furthermore, they prepared the plan for the site visit at the University.

During the site visit, the experts conducted discussions with the University management, representatives of the Faculty of Social and Political Sciences and Faculty of Humanities, the dean, vice deans and the teaching staff of the doctoral program "Communication", as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, classrooms, libraries, and computer rooms. Moreover, the experts had the opportunity to examine the equipment and the capacity of the laboratories.

The expert report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, the Faculty of Social and Political Sciences and the Department of Communication serve as the foundation for the statements made in the Assessment Report.

4.1 Program aims and their implementation

Summary

The study program aligns with the vision and mission of the department and University. Its objectives are to enable students with advanced knowledge and skills in communication techniques and methods, capable of managing communication activities. The program also aims to develop doctoral-level researchers who can advance theories and methodologies in communication sciences through a multi-, inter-, and transdisciplinary approach. Additionally, it seeks to train experts in

developing and applying communication theories and concepts to address communication issues and enhance effectiveness and efficiency in various fields, including advertising, public relations, mass media, business, information technology, and organizational management (SER 1.3).

The program aims to develop expertise and knowledge in communication science through research based on scientific principles, resulting in dissertations and publications in accredited journals. It focuses on creating new scientific theories and concepts, as well as establishing philosophical and ethical foundations in communication science (SER 1.3.1).

The program breaks down the general and specific competences as follows:

General competences	Special competences
<p>Creating new scientific theories/concepts/ideas that contribute to the advancement of communication science</p>	<p>Developing new theories in the field of communication science from various communication paradigms and perspectives that are inter, multi, and transdisciplinary</p> <p>Developing new theories in the media field from various communication paradigms and perspectives that are inter, multi-, and transdisciplinary</p>
<p>Developing philosophical and ethical foundations of communication science</p>	<p>Developing communication theory positions</p> <p>Developing the philosophical roots of communication theory</p>
<p>Leading interdisciplinary, multidisciplinary, or transdisciplinary research in the field of communication which is prepared in the form of a dissertation</p>	<p>Develop a communication research road map from various paradigms.</p> <p>Developing research plans by showing new contributions related to new theories, concepts, and methods in the field of communication.</p> <p>Leading field research by showing the contribution of research results to the development of communication theory.</p> <p>Managing research results that refer to the development of new theories in the field of communication to stakeholders and the scientific community</p>

Developing solutions (recommendations) for practical problems in the field of communication through inter-, multi-, and transdisciplinary approaches	Developing solutions to problems in the communication industry in the social, cultural, economic, and political fields based on an interdisciplinary, multidisciplinary, or transdisciplinary communication perspective
Leading to solve problems that exist in society by using an inter-, multi- and transdisciplinary communication approach	Developing new theories for solutions to existing problems in society Developing new theories for problem-solving solutions by inviting the participation of relevant stakeholders
Developing new theories in the field of communication through scientific dissemination to the scientific community through publication in reputable national and international journals of repute (indexed)	Developing new theories in the field of communication by disseminating research results to the scientific community. Developing new theories in the field of communication by conducting international scientific publications (international journals and conferences)

Of all the 136 graduates, a survey found that 88.9% are working in universities. Graduates frequently become lecturers in undergraduate and master programs (SER 1.4.1).

There is a total of 421 Bachelor and 42 Master programs in communication science in Indonesia. The demand for teachers is constantly increasing.

Judgement

The experts inquire about the long-term goal of international accreditation of the study program and internationalization in general. The University describes internationalization as one of the main goals of Universitas Indonesia. The current Ministry of Education encourages universities to expand their international activities. The goal is to create collaborations in research and teaching with leading international universities, attract more international students and lecturers, and to offer more mobility programs. According to the University management, the Faculty of Social and Political Sciences plays a pivotal role in this transformation process as one of the oldest faculties at UI.

From the experts' point of view, the doctoral study program "Communication" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

The experts highly appreciate the development of competencies from the bachelor's to the doctoral level. It shows the importance of the Department of Communication Sciences within the University.

Furthermore, both the University and the graduates of the study program convey that the career opportunities are good, and the acquired competences are relevant for the labor market.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.2 Structure of the study program

Summary

The program comprises a total of 11 modules, 7 structured theory modules, including 2 electives, and 4 research-based modules in which students have to contribute with a journal publication (Annex 4). The list of modules offered (orange courses are electives, green courses are research courses):

No.	Title	Sem.	CP
	Semester 1		
1	Communication Perspectives & Theory Seminar	1	3
2	Media Perspectives & Theory Seminar	1	3
3	Communication Philosophy & Ethics Seminar	1	3
4	Elective courses semester 1 (choose 1)		
	Cultural and Media Studies Seminar	1	3
	Media Political Economy Seminar	1	3
	Media and Identity Seminar	1	3
	Cultural and Media Studies Seminar	1	3
	Media Political Economy Seminar	1	3

	Media and Identity Seminar	1	3
	Perspectives on Intercultural Communication	1	3
	Digital Media Economics	1	3
	Digital Media Research	1	3
	Digital Media and Voting Behavior	1	3
	Political Digital Marketing	1	3
	Industrial Managerial Economics Communication	1	3
	Crisis Communication Management	1	3
	Digital Marketing Communications Management	1	3
	Planning and evaluation of digital communications program	1	3
	Semester 2		
5	Research proposal seminar	2	3
6	Elective courses semester 2 (choose 1)		
	Media Seminar in Postmodernism	2	3
	Cultural Industry Seminar	2	3
	Media Text Analysis Seminar	2	3
	Critical Theories Seminar	2	3
	Perspectives on Intercultural Communication	2	3
	Digital Media Theory	2	3
	Digital Media and Digital Culture	2	3
	Political Communication Ethics	2	3
	Digital Media and Political Power Dynamics	2	3
	Perspectives on Organizational Theory and Communication Management	2	3
	Digital Public Relations Management Seminar	2	3
	Marketing Communication Theory Perspective	2	3
	Digital Marketing Planning & Strategy	2	3
	Media Seminar in Postmodernism	2	3
	Public Sector Digital Communication Strategy	2	3
	Government Crisis Communication Management	2	3
	Public Sector Communications	2	3
	Semester 3		
7	Colloquium	3	1
8	Research Proposal Examination	3	4
9	International Journal Publication	3	8

	Semester 4		
10	Research result Examination	4-6	6
11	Promotion Session	4-6	6
	Total (structured 19, research 24):	4-6	43

Table 2: Module Overview

Typology of module	Credit Load
Structured compulsory modules (5 modules)	13
Structured elective modules (2 modules)	6
Compulsory research modules (4 modules)	24

The module descriptions/catalog covers the following aspects: module name and code; semester; credit points; language of instruction; typology (mandatory or optional); total workload and breakdown of hours (class, seminar and individual study hours); condition for participation, learning outcomes and qualification objectives, module syllabus and course content with hourly breakdown per topic, typology of examination, module bibliography.

The courses focus on general and special Communications competencies and employ research-based learning. Each course is designed to be research-centric (SER 1.3.3).

The following teaching methods are applied throughout all the courses of the program as part of the Active Learning Education Methods at the University:

- **Interactive Learning:** Course lecturers provide materials, which have been determined at the beginning of the lecture. Students are encouraged to actively participate in the learning process through analysis, synthesis, and evaluation of material in discussions and/or writing. The application of this concept includes the organization of guest or public lectures that present speakers from various institutions from the private and public spheres.
- **Student-centered learning:** Cooperative and collaborative learning are applications of student-centered learning. Students are encouraged to interact actively and require group cooperation. Course teachers can apply learning strategies in the form of role-playing, think-pair-share in which students in groups seek

answers through active discussions, case-based discussions, jigsaw methods, and experiential learning.

- **Problem-based learning:** This learning model encourages students to train their problem-solving capacity by thinking actively about the solution to a real problem in the context of everyday life. Its application includes the establishment of independent learning or research for students as a final project, which is a prerequisite for graduation (i.e., publication of journal articles and thesis). Lecturers act as supervisors in the completion of this task.
- **Experiential learning:** The application of this concept includes encouraging students to participate in seminars, conferences, and talk shows as well as internships. Students can attend seminars, talk shows, or any conference at the national or international level as well as internships. This learning process facilitates students to obtain concrete experience, reflective observation, abstract conceptualization, and active experimentation of knowledge in institutions, companies, or other organizations and develop knowledge based on observation and analysis (SER 1.2.4).

The program makes use of the University EMAS e-learning system for lecture materials, assignments and monitoring of student activities, alongside platforms such as Teams, Google meet and zoom for online lectures (SER 1.2.5).

There are two ways students can participate in research. Firstly, students are involved in research projects conducted by lecturers, supported by research grants provided by UI for doctoral students. Students are encouraged to apply for these grants. Secondly, students participate in research conducted by the communication department's research unit, the Center for Communication Studies. Between 2019 and 2023, five lecturer research grants included student participation, and four research grants were conducted by the Center for Communication Studies (SER 1.2.6).

All courses incorporate research-based learning, with students undertaking various research activities such as literature reviews, research proposals, and publications. Research papers are included in assessments like mid-semester and final semester exams, and the effectiveness of this approach is reflected in dissertation outputs. Additionally, students conduct independent research and publications with lecturers. The program promotes three initiatives:

- encouraging lecturers to integrate their research into teaching,
- involving students in lecturer-led research, and

- collaborating with the Department of Communication's Center for Communication Studies.

Between 2019 and 2023, lecturers and students secured 56 research grants. See the breakdown in the table below:

Year	Lecturer Research Grant	Involving students	Research grant from study program	Total
2019	27	0	0	27
2020	8	0	4	12
2021	8	1	0	9
2022	3	4	0	7
2023	1	0	0	1
	47	5	4	56

The curriculum aligns with competency standards set by the Association of Communication Study Programs and is informed by international bodies like the International Communication Association, Asian Media Information and Communication Center, and International Association for Media and Communication Research (IAMCR). The Department of Communication Sciences is an IAMCR member, and its faculty actively participate in international associations and conferences. Guest lecturers and dissertation examiners from partner universities, including the University of Queensland, Curtin University, the University of Michigan, Oxford University, Colorado State University, and Universite Le Havre Normandie are invited regularly (SER 1.2.8).

The department collaborates with international partner universities, enabling students to network and participate in various mobility activities offered by the UI International Office and other sources. The curriculum is benchmarked with universities like the University of Queensland, the University of Tasmania, and Deakin University (SER 1.2.9).

From 2019 to 2023 a total of 17 students went to study abroad as part of the program (AOQ).

Judgement

The doctoral study program "Communication" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the module descriptions. The module descriptions contain general information on the module like name, number, semester, credits, hours, language and examination type, contents of the module, learning outcomes, and the type of teaching.

The combination and succession of the study program modules are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The program has a strong orientation towards research. According to the University, each module is designed to be research-centric. All modules incorporate research-based learning, with students undertaking various research activities such as literature reviews, research proposals, and publications. In the expert's opinion, the number of elective modules is excellent, and the topics cover the entire range of communication studies.

According to the University, students are flexible in organizing their curriculum. The duration of the program can be chosen freely, depending on whether students work alongside it or not. The students and experts appreciate this flexibility.

The internationalization of the University and the study program is also discussed. The international class in the study program is a good opportunity for the students to gain language skills. The International Office is already working to expand the internationalization efforts through a range of different ways. Furthermore, the University as a whole has already established connections to a number of other universities. Yet, the Faculty of Social and Political Sciences should continue their efforts and create more options for mobility for students and teaching staff. An important issue here would be to ensure that tuition fees are waived at the partner university through agreements. The experts support the measures that are already in place and encourage the University to further expand the efforts. The experts recommend that the University develop an internationalization concept with strategies for the individual faculties.

Another way to improve the internationalization of teaching is through joint international research collaboration. The motivated teaching staff should be

encouraged and supported by financing conference trips, rewarding internationally visible research or inviting foreign researchers to visit.

The experts acknowledge the detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.3 Admission and Feasibility

Summary

Graduates from a Master program "Communication" with a minimum GPA of 3.00 are eligible to apply. The admission procedure comprises a two-step assessment process:

1. Exam: Academic potential test (minimum score 500) and an English test (minimum score 500)
2. Interview: publication research proposal, mastery of the research topic proposed, discussion of previous publications

The interviews are conducted by professors and admissions officials (SER 1.5.1).

Other study backgrounds are also eligible to apply, provided that they later, after being accepted, undergo one year of matriculation.

The University and the Faculty of Social and Political Sciences have developed infrastructure to enhance accessibility and support students with disabilities and chronic illnesses. Additionally, UI upholds a code of ethics and behavior, as outlined in the Regulation of Rector Number 14 of 2019, to protect student rights and ensure equal educational opportunities (SER 1.5.2).

The program provides both academic and non-academic support to students.

Academically: the program offers guidance through assigned academic advisors who assist students with study planning, addressing study-related issues, and recommending solutions.

Non-academically: students have access to various services, including health services at Rumah Sakit Universitas Indonesia and Klinik Satelit UI, and mental health support through counsellors at the Student Counselling Agency, Klinik Makara Universitas Indonesia, and Klinik Terpadu Psikologi Universitas Indonesia (SER 1.6.8).

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during the study program. The University states that the system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations are defined and communicated to the students transparently at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study program. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff is very present for their students. In the first week of each year, students undergo an orientation including general information on the different departments and available support services. Support systems regarding physical and mental health are also available. The students report on site that they feel well-supported.

The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.4 Examination system and transparency

Summary

The doctoral program “Communication” at UI, governed by Rector Regulation No. 26 of 2022, includes both coursework and research, totaling 43 Semester Credit Units (SCU)—19 SCU for coursework and 24 SCU for research. Coursework involves two exams (midterm and final) per semester. Students can retake failed courses in the next semester. The research component includes four examination stages: proposal defense, research findings defense, comprehensive exam (pre-promotion), and promotion exam. Each stage allows two attempts for students to pass (AOQ).

According to academic regulations, students are eligible to take make-up exams in the following situations: health illness with proof to be submitted within 3 days of the date of the exam, death of a family member or force majeure.

UI and the Faculty of Social and Political Sciences have ensured that infrastructure development is consistently geared toward strengthening accessibility and accommodating students with disabilities and chronic illnesses so that they can participate in classroom learning. Then, UI also has a code of ethics and behavior to protect student rights and provide opportunities to receive equal education. The services provided include the provision of supporting equipment, assistive technology, training, volunteers, and student companions (SER 1.6.10).

Judgement

The University uses a continuous assessment process to ensure the quality of education for its students. This is achieved by evaluating the performance of the students through a series of exams and quizzes that are scheduled during the academic semester as midterm and final exams. The study program has a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts’ point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students’ knowledge and competences.

Nevertheless, in the experts’ opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the

examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. According to the University, an examination can only be repeated under certain circumstance like severe illness or health conditions. The experts recommend changing the regulation on the repeatability of exams. Students should have the opportunity to repeat an exam in case of failure in the first try or personal issues.

The experts conclude that the examinations serve to determine whether the envisaged qualification objectives have been achieved or not, and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the module descriptions. The frequency of examinations, as well as their organizations is appropriate. The University has developed a Disability Service Unit. As the University states, teaching and learning activities in the form of materials, media/tools used and evaluations are adjusted according to the needs of the particular student. Aptitude assessments are done by examinations with special assistance and/or equivalent alternatives and/or extra exam time. Therefore, the University guarantees that students with disabilities or chronic illnesses receive compensation, as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students, as well as graduate employment information are shared.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.5 Teaching staff and material equipment

Summary

The study program counts 16 members of the teaching staff. Three hold the title of professor teaching 18.8% of the curriculum, six are associate professors teaching 37.5%, the remaining are lecturers teaching 56.3% of the curriculum. With

44 students in the semester of 2023, faculty-student ratio stood at 1:3 (SER 2.1.1).

The teaching staff is recruited based on two recruitment paths: one conducted independently by UI, and the other through the Civil Servant route, according to the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 27 of 2021 (SER 2.1.2).



The recruitment process involves various selection criteria such as administrative qualifications, educational background, academic potential, English proficiency, research experience, and other necessary criteria (SER 2.1.2).

To enhance the quality of teaching, UI offers various programs, including capacity development courses, professional certification, training, and postdoctoral studies. Additionally, UI provides doctoral education scholarships for lecturers who have not yet earned a doctoral degree (SER 2.1.3)

The doctoral program is overseen by the Head of the Study Program, who is responsible for coordinating the curriculum, student affairs, and the allocation of lecturers to courses. Lecturers are assigned to courses based on their areas of expertise, experience, and academic qualifications (SER 2.2.1).

Students have access to various facilities at both the Faculty of Social and Political Sciences UI Campus in Depok and the study program at the Salemba Campus. The Depok campus offers lecture halls, integrated development laboratories, the Miriam Budiharjo Research Center (MBRC) library, a plagiarism checking library, a doctoral study room, discussion rooms, doctoral cubicles, an auditorium, and more. The doctoral study program provides doctoral students with classrooms, computer rooms, libraries, a prayer room, and courtrooms.

The Salemba campus features lecture rooms, libraries, doctoral study rooms, and discussion rooms. For comprehensive details on the facilities at the University of UI Salemba campus, see the link. Additionally, the Salemba campus has a special library dedicated to communication books. There are three main libraries in the University complex:

1. Central UI Library with 3.7 million copies
2. Faculty of social and political sciences library with 20.622 titles
3. Library of postgraduate programs, with 2.040 titles and 143 journals

The program includes a computer laboratory with 50 computers available for both lecturers and students. Internet access is widespread across UI Depok and UI Salemba campuses. Additionally, UI offers software like SPSS, Matlab, Microsoft Office 365, and Skype for Business, along with research tools such as Mendeley and Turnitin provided by the UI Library, which conducts regular training sessions on their use for all students (SER 2.3.3).

To enhance the learning environment, the program employs six support staff members, including administrative, financial, student affairs, and library personnel (SER 2.3.4).

Judgement

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. The teacher-student-ratio is excellent and professors teach 57% of the program in total.

The University informs its employees about opportunities for personal and professional development transparently and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities,

which is confirmed during the talks with the staff on site. The staff also describes that they can, for example, receive training to improve their e-learning competences, which the experts positively acknowledge. New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they start their work. Students evaluate the performance of all teaching and other staff periodically.

Overall, the teaching and academic staff at Universitas Indonesia shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration.

The experts visited the premises of the Department of Communication Sciences, where the skills labs of the “Communication” study program are located. For example, the University has a TV studio where various programs for streaming services are recorded. Students are able to learn technical skills like recording and cutting but also skills such as moderation or camera work. The studio is equipped with all relevant devices. From the experts’ point of view, the quality of the premises used to train students in the program are good.

As a whole, it was ascertained by the experts that the doctoral study program “Communication” has ample teaching facilities at its disposals.

Decision

From the experts’ point of view, the requirements of this criterion are fulfilled.

4.6 Quality assurance

Summary

UI established the Internal Quality Assurance System Guidelines in 2019, aligning with national regulations. These guidelines encompass 276 standards across education, research, community service, and other areas. The department adheres to 175 of these standards pertaining to education, research and community service. Quality assurance evaluations occur internally and externally (SER 1.6.1).

Internal quality assurance is structured and carried out by the Academic Quality Assurance Body (BPMA) at the university level, the Academic Quality Assurance

Unit (UPMA) at the faculty level, and the Academic Quality Assurance Team (TPMA) at the department and study program levels. External quality assurance is conducted by the National Accreditation Agency for University (BAN-PT) or international accreditation entities (SER 1.6.1).

Internally, quality assurance mechanisms ensure Academic Internal Audit and Semester/Annual Internal Evaluations, assessing learning experiences. GPIR also conducts semester internal evaluations; these evaluations assess the input, process, and output of the learning experience. Additionally, students provide course feedback through the Student Evaluation of Teaching (EDOM) at the end of each semester (SER 1.6.1).

Research quality assurance includes thesis supervision guidelines and ethical clearance assessments by FISIP's Research Ethics Committee. These mechanisms ensure adherence to quality standards in education and research, facilitating continuous improvement (SER 1.6.1).

The program employs several evaluation mechanisms to assess its courses regularly. Student Evaluation of Teaching (EDOM) results are analyzed at the end of each semester, along with teaching assistant reports, providing insights for course evaluations. Concerns such as schedule changes are addressed in General Department Meetings (RUD) and conveyed to lecturers. Lecturer evaluations are communicated directly based on EDOM and teaching assistant reports. Semester class meetings allow students to openly share feedback with program heads for improvements.

Regular tracer studies are conducted at both University and study program levels to assess the practical relevance of the program. These studies involve quantitative surveys using online tools like Google Form and qualitative methods such as focus group discussions (FGD) with alumni and employers from various sectors. Feedback from these studies focuses on program assessments, curriculum relevance, soft skills development, alignment with professional needs, and suggestions for program enhancement. Results from these evaluations inform continuous improvements in curriculum and teaching methods, with alumni expressing high satisfaction and appreciation for the structured learning experience and supportive teaching environment (SER 1.6.4).

The table below summarizes the statistics on student enrollments and graduates:

	Number of Registrants			Number of Active Students			Number of Graduates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2020/ 2021	13	13	26	30	32	52	3	3	6
2021/ 2022	23	32	56	24	26	50	2	3	5
2022/ 2023	15	24	39	24	28	52	2	5	7

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its unit. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the doctoral study program "Communication".

According to the University, the quality assurance mechanisms are a bottom-up process. To build the awareness and responsibilities is the important part in creating a quality culture.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends to some extent on the type and mission of the University. Various Key Performance Indicators (KPIs) are captured by the institution. According to the University, the ISO certification will be implemented next year. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.7 Gender equality and equal opportunities

Summary

Gender equality and equal opportunities for students and academics are enshrined in UI's Code of Ethics and Manners as per Rector's Regulation Number 0883 of 2011. These principles emphasize justice and inclusivity, promoting appreciation for diversity in gender, ethnicity, socio-economic status, and other factors. UI upholds these values through a pocketbook outlining nine UI values, serving as a guide for the academic community. (SER 1.6.9)

UI provides comprehensive support through its Disability Student Services, catering to students and academics with disabilities and chronic illnesses. This includes provisions for specialized equipment, assistive technology, training, volunteer support, and student companions. UI ensures facilities and infrastructure comply with accessibility standards, as stipulated in the Decree of UI Rector Number 2816/SK/R/UI/2017, to accommodate all students and academics with disabilities effectively. More information can be found in Annex J (SER 1.6.10).

Judgement

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.
Conclusion

5 Conclusion

The experts sum up that the overall impression of Universitas Indonesia is very positive. The experts were impressed by the engagement and commitment of the staff as well as the students. The University presents itself convincingly as an open-minded and dynamic institution with a willingness to import new ideas and recommendations for further enhancement.

The continuous development of competencies from the bachelor's to the doctoral level is a unique quality of the study programs in "Communication". It also shows the importance of the Department of Communication Sciences within the University. Students of the study program can organize their studies in a flexible manner.

The program has a strong orientation towards research. Each module is designed to be research-centric. Furthermore, the number of elective modules is excellent and the topics cover the entire range of communication studies.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the doctoral study program "Communication" offered at the Universitas Indonesia fulfills the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The Faculty of Social and Political Sciences should continue their efforts in internationalization and create more options for mobility for students and teaching staff.
- An internationalization concept with strategies for the individual faculties should be developed.
- Motivated teaching staff should be encouraged and supported by financing conference trips, rewarding internationally visible research or inviting foreign researchers to visit.
- Regulations on the repeatability of exams should be changed. Students should have the opportunity to repeat an exam in case of failure in the first try or personal issues.

6 Decision of the accreditation commission

Decision of the accreditation commission December 10, 2024

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on September 23-24, 2024, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The doctoral study program requires the obtainment of 43 credit points according to internal credit system. The regulated study period in the program "Communication" is three years. The study program comprises eleven modules, divided into seven structured theory modules, including two electives, and four research-based modules. The language of instruction is Indonesian. The doctoral study program "Communication" is completed with awarding of the academic degree "Doctor of Social Sciences". Admission takes place twice a year. The first cohort of students was admitted to the study program in the academic year 1993/1994.

The Accreditation Commission also welcomes the descriptions of the elective and research modules that were submitted subsequently.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The doctoral study program "Communication" is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

The Accreditation Commissions also recommends to supplement the regulations with standardized provisions for repeat examinations.