Decision of the FIBAA Accreditation and Certification Committee

19th Meeting on September 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/123 Cl.2
Higher Education Institution:	Gadjah Mada University
Location:	Yogyakarta, Jawa, Indonesia
Study programme:	Doctor in Interreligious Studies, 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 programme is accredited.

Period of Accreditation: September 5, 2025 until September 4, 2030.

The FIBAA Quality Seal is awarded.

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Gadjah Mada University, Indonesia

Doctoral programme:
Doctor in Interreligious Studies

Qualification awarded on completion:
Doctor in Interreligious Studies (Dr.)

General Information on the Study Programme

Brief description of the study programme:
The Doctor in Interreligious Studies (IRS) is a 4-year PhD programme that aims to educate graduates who are able to develop knowledge, theories, and approaches in the field of Interreligious Studies and practice them professionally through creative, original and tested research, public education, and community partnerships expected to encourage social change. Moreover, graduates should be able to resolve interfaith relationship issues through inter, multi, or trans-disciplinary approaches. Graduates are qualified to work as lecturers, researchers, religious leaders, consultants, social activist, state or government officials or entrepreneurs.

Type of study programme:
PhD programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
4 years / 177.80 ECTS

Mode of study:
full-time

Didactic approach:
study programme with coursework and research-based dissertation

Double/Joint Degree programme:
no

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

Programme cycle starts in:
August and January

Initial start of the programme:
2007

Type of accreditation:
initial accreditation

Accreditation in one cluster (cluster 2) with: Master in Religious and Cross-cultural Studies

Procedure

A contract for the initial accreditation of the Doctor in Interreligious Studies (Dr.) was concluded between FIBAA and Gadjah Mada University on January 23, 2024. On July 19, 2024, 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:

Yuliya Balakshiy
University of Regensburg, Germany / Complutense University of Madrid, Spain & University of Winchester, United Kingdom
Student Intercultural European Studies M.A. & Reconciliation and Peacebuilding M.A.

Prof. Dr. Harry Behr
Goethe University Frankfurt am Main, Germany
Professor of Educational Science with a focus on Islam
(Religious Studies, Educational Science, Islamic Studies, Islamic Theology, Teacher Education, Youth Sociology, Migration Sociology, Gender Research)

Prof. Dr. Ahmad Muttaqin
UIN Sunan Kalijaga Yogyakarta, Indonesia
Professor of Religious Studies
(Interfaith Relations, Religious Theories)

Rana Öztürk
University of Bern, Switzerland
Head of Quality Assurance and Development Department
(Cultural Studies (sociology, cultural theory, sustainability sciences, communication sciences, etc.), Business Administration, Business Administration and Management)

Prof. Dr. Simone Sinn
University of Münster, Germany
Professor of Religious Studies and Intercultural Theology
(Intercultural Theology and Interreligious Relations, Ecumenical Movement and Decolonisation, Public Theology and Religious Policy, Religious Pluralism in Indonesia, Pluralism and intersectionality)

FIBAA project manager:
Friderike Uphoff

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 May

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[1] The panel is presented in alphabetical order.

20, 21 and 22, 2025 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Master in Religious and Cross-cultural Studies. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 8, 2025. The statement on the report was given up on August 15, 2025. It has been taken into account in the report at hand.

Summary

The Doctor in Inter-Religious Studies offered by Gadjah Mada University fulfils the FIBAA quality requirements for PhD programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 5, 2025 and finishing on September 4, 2030. 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 identified areas where the programme could be further developed by:
- Becoming a member of the International Association for the History of Religions (see chapter 4.2),
- Expanding the facilities in the future (see chapter 4.4),
- Carrying out a systematic evaluation of alumni and employers (see chapter 5.).

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

There are many criteria in which the programme exceeds the quality requirements:
- Objectives of the Doctoral Programme (see chapter 1.1),
- Positioning of the Doctoral Programme in the education market (see chapter 1.2),
- Positioning of the Doctoral Programme in the Job Market in the research field (see chapter 1.3),
- Positioning of the Doctoral Programme in the Job Market outside the research field (see chapter 1.3),
- Positioning of the Doctoral Programme in the Strategic Concept of the HEI (see chapter 1.4),
- Admission conditions and procedures (see chapter 2.),
- Selection procedure (see chapter 2.),
- Logic and Conceptual Consistency (see chapter 3.2),
- Science and Research Based Teaching (see chapter 3.2),
- Focus of the Curriculum on Qualification and Competency Development (see chapter 3.2),
- Logic and Comprehensibility of the Didactic Concept (see chapter 3.4),
- Diversity of the Teaching Methods (see chapter 3.4),
- Structure and Number of Teaching Staff (see chapter 4.1),
- Internationality of the Teaching Staff (see chapter 4.1),
- Internal Cooperation within the Faculty (see chapter 4.1),
- Scientific Integration of the Doctoral Students (see chapter 4.2),
- Networking the Scientists (see chapter 4.2),
- Structural Organisation (see chapter 4.3),
- Management Support (see chapter 4.3),
- Documentation of the Doctoral Programme (see chapter 4.3).

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

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Information

Information on the Institution

Universitas Gadjah Mada (UGM), established on December 19th, 1949, is one of the oldest university in Indonesia. UGM characterises itself as the University of the nation, of liberation, of Pancasila, of the people and the centre of culture.

UGM follows the vision "to be an excellent and innovative world class university, imbued with the nation's cultural values based on Pancasila as the state ideology and dedicated to the nation's interest and humanity".

The mission of UGM is "to carry out education, research and community service as well as preservation and development of knowledge that is excellent and useful for society ".

As part of carrying out the missions of the Tridharma of higher education (education, research, and community engagement), as mandated by the national education system for higher education and preserving and developing scientific knowledge beneficial to the society, UGM has implemented a policy of internationalisation (among others) to which all study programmes need to comply.

According to the QS World University Rankings 2025, Universitas Gadjah Mada is ranked 239th in the world[2]. At national level, UGM has received A accreditation from National Accreditation for Higher Education (BAN-PT). In the categories of theology, divinity and religious studies, UGM was ranked as the 47th of the world in 2022, and was ranked in the top 100 universities in the world in 2023.[3] In the QS Sustainability Ranking 2025, UGM was ranked 383rd in the world and 1st in Indonesia.[4]

UGM has 18 faculties and two schools that include a total of 292 study programmes. Moreover, the University has 23 research centres, 61,440 students, 3,552 lecturers and 4,336 faculty staff.

The Graduate School of Interdisciplinary Studies, established in 1950, is mandated by the University to host interdisciplinary graduate programmes which are "strategic for the nation". In line with the University's vision, the Graduate School has the following vision: To become an international and distinguished Graduate School that is oriented towards Pancasila-based national interests.

Its mission is "to carry out postgraduate education, research and community engagement which has international competitiveness with multidisciplinary, interdisciplinary and intradisciplinary approaches that are based on local wisdom."

To follow the vision and mission, the Graduate School currently hosts 14 Master programmes and eleven PhD programmes. This includes the PhD programme in Interreligious Studies (IRS) that

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[2] see: https://www.topuniversities.com/world-university-rankings?page=4&items_per_page=50 (last access June 4, 2025)

[3] see: self-evaluation report p.4

[4] see: https://www.topuniversities.com/sustainability-rankings?countries=id (last access June 4, 2025)

was established by ICRS, which is a consortium of three universities (UGM, State Islamic University Sunan Kalijaga / UIN and Christian University Duta Wacana / UKDW) and is legally located in the Graduate School of UGM.

It was established as a continuation of the cooperation between the three universities which had started since the inception of the Master in Religious and Cross-cultural Studies. Just as the Master programme, the PhD programme was considered as a strategic programme, responding to the need for better knowledge of interreligious relations, in the Indonesian and global contexts. The PhD in Interreligious Studies received its first batch of students in 2007.

Academically, the scope of the field of (inter)religious studies comprises the many dimensions of religion, its teachings, practices, relations between communities of different religious backgrounds, and relation with culture, politics, economics, law and other sectors of life. Methodologically, it uses different research methods developed in social science and humanities (philosophy, theology, etc). Since the beginning the lecturers from the three universities have worked closely together (teaching and research).

Further development of the programme, statistical data and evaluation results

IRS has been accredited and re-accredited every five years with a grade of "A" (the highest rate) by the National Accreditation Board/BAN PT since 2016. The last re-accreditation was in 2021 and is valid until 2026.

In 2022, the Quacquarelli Symonds World University Ranking (QS WUR) recognised the IRS study programme with a ranking of 47th at international level and first at the national level for studies in the field of theology and religious studies.[5] This high ranking was achieved based on several indicators, which measure the publication productivity of lecturers and students in indexed journals, including H-Index, citations per paper, academic reputation and graduate reputation. Apart from that, collaboration with faculty/staff from partner institutions and universities from various countries adds significant value.

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[5] see: self-evaluation report p.7

Table 1: Statistical data Doctor in Interreligious Studies

		2017/2018 1. Cohort	2018/2019 2. Cohort	2019/2020 3. Cohort	2020/2021 4. Cohort	2021/2022 5. Cohort	2022/2023 6. Cohort
# Study Places offered by HEI		12	12	12	12	12	12
# Applicants	∑	8	6	10	10	11	10
	f	3	2	3	4	2	4
	m	5	4	7	6	9	6
Application rate		66%	50%	83%	83%	91%	83%
# First-Year Students *(accepted applicants)*	∑	6	4	5	6	4	6
	f	2	1	3	2	1	3
	m	4	3	2	4	3	3
Rate of female students		0,33	0,25	0,60	0,33	0,25	0,50
# Foreign Students	∑	1	0	0	3	1	0
	f	1	0	0	3	1	0
	m	0	0	0	0	0	0
Rate of foreign students		0,16	0,00	0,00	0,50	0,25	0,00

Percentage of occupied study places		50,00%	33,00%	41,00%	50,00%	33,00%	50,00%
# Graduates	∑	5	2	4	0	0	0
	f	2	0	3	0	0	0
	m	3	2	1	0	0	0
Success rate (students who finished their studies)		83,00%	50,00%	80%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Average duration of study		4 years, 3 month	4 years, 2 month	4 years, 4 month	In Progress	In Progress	In Progress
Average grade of final degree		3,8	3,92	3,89	0,00	0,00	0,00

Appraisal:

The Doctor in Interreligious Studies offers a maximum of 12 study places. The study programme shows stable application rates. Not all places are taken in all years, showing the high entry requirements of the study programme and the strict selection procedure to ensure that the students are able to complete the programme.

The ratio of male and female students is balanced throughout the years (between 30% to 60%). There were also some international students enrolled in the programme. Most students extend their duration of study on average by two to four months. However, some take even longer. There

are no dropouts in the programme, the reasons for students to extend their studies are evaluated by the programme. The study programme detected that the main reason for students to struggle in finishing the programme is the dissertation.

Description and Appraisals in Detail

1.   Goals and Strategy

1.1   Objectives of the Doctoral Programme

The vision of the Doctor in Interreligious Studies (IRS) is to be an outstanding, internationally respected and locally rooted graduate programme, research centre and community engagement in interreligious relations.

The mission of IRS is:
- To create interdisciplinary and interreligious dialogue between scholars from different academic, religious and cultural backgrounds in the study of religion.
- To educate Indonesian and international teachers, leaders and scholars of religion who are skilled in interdisciplinary and interreligious communication.
- To produce outstanding research and publications that promote constructive understanding of the roles of religions in the world.
- To promote international cooperation between universities and maintain international standards of academic excellence and financial responsibility.
- To develop Indonesian resources and practices of community engagement that support reconciliation, justice and peace.

The IRS programme is legally located at the Graduate School of Gadjah Mada University, and therefore accredited through the University processes, however, it was initiated and managed by a consortium of universities representing three different academic traditions and different religious backgrounds (non-religious, Islamic and Christian). UGM, as one of the oldest universities in Indonesia, has strength and expertise in the fields of social sciences and humanities, apart from science and technology; it is not affiliated with any religious tradition. UIN Sunan Kalijaga is one of the oldest and largest state Islamic universities in Indonesia and has a long and strong Islamic studies tradition. Universitas Kristen Duta Wacana (UKDW) is a well-known Christian university in Indonesia, well known as a Christian theological education in Southeast Asia, with strengths in theological, biblical studies and contextual theology, in addition to social sciences and humanities. The design of IRS curriculum is undertaken by the ICRS Academic Committee, the members of which are also its board members. In the 2018 academic year, the IRS Study Programme curriculum underwent changes, partly due to demands for the curriculum to adapt to the Indonesian National Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia*, KKNI) and the results of a competency review of IRS Study Programme graduates who had reached 37 in 2017, as well as the need to reformulate course learning outcomes.

The learning objectives of IRS are based on The Government of Indonesian Republic Regulation No.44/2015 on KKNI and strengthened by The UGM Rector Regulation No. 11/2016 on Graduate Education and The UGM Rector Regulation No. 14/2020 on Basic Framework of Curriculum.

The learning objectives of the IRS programme include the following:

Table 2: Learning objectives Doctor in Interreligious Studies

No	Aspect	Program Learning Outcome	Description
1.	Attitude	PLO 1	uphold human values and diversity in carrying out duties based on religion, morals, and ethics
2	Knowledge	PLO 2	able to develop knowledge, theories, and approaches in the field of Inter-religious Studies and practice them professionally through creative, original, and proven research, public education, and community partnerships that are expected to encourage social change
		PLO 3	able to solve problems of inter-faith relations through inter, multi or trans-disciplinary approaches
3	General Skills	PLO 4	able to discover or develop new scientific theories/concepts/ideas, contribute to the development and practice of science and/or technology that pay attention to and apply humanities values in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking.
		PLO 5	able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical and/or experimental studies in the fields of science, technology, art and innovation as outlined in the form of a dissertation, and papers that have been published in reputable international journals.
4	Specific Skills	PLO 6	able to evaluate current religious and social issues and events from a critical perspective according to academic standards (Profiles of lecturers, researchers, religious leaders, expert staff, social activists, state/government officials)

Graduates shall be qualified for the following graduate profiles:

Table 3: Graduate profile Doctor in Interreligious Studies

Lecturer	able to provide and implement an interreligious and interdisciplinary perspective in carrying out educational/teaching, research and community engagement duty, so as to provide benefits for the knowledge and good life of the community in accordance with the mandate of the constitution and state philosophy.
Researcher	able to develop knowledge and research in the social and religious fields using an interreligious and interdisciplinary approach which provides benefits for the development of scientific theory and provides solutions to socio-religious problems faced by society.
Religious Leader	able to manage, lead and develop the knowledge and relationships of the community in order to increase obedience to God, develop mutual respect, look after each other and create a sense of justice and peace in a pluralistic society in accordance with the rules of religion and state philosophy.
Consultant	able to use interreligious and interdisciplinary perspectives in analys-ing problems and providing programme recommendations or input to

	unravel, reduce and overcome social problems in society. Graduates are also able to promote interreligious and interdisciplinary perspectives to foster mutual respect, mutual understanding and cooperation among members of a pluralistic society in accordance with state philosophy.
Social Activist	able to use interreligious and interdisciplinary perspectives in analysing problems and providing programme recommendations to unravel, reduce and overcome societal problems. Graduates are also able to promote interreligious and interdisciplinary perspectives to foster mutual respect, mutual understanding and cooperation among members of a pluralistic society in accordance with the state's philosophy in the social engineering efforts it initiates.
State / Government Official	able to use interreligious and interdisciplinary perspectives in analysing problems and public policies making. Graduates as officials are also able to promote interreligious and interdisciplinary perspectives to foster mutual respect, mutual understanding and cooperation among members of a pluralistic society in accordance with state philosophy.
Entrepreneur	able to appreciate symbols, cultural heritage and beliefs, and able to explore rich history and traditions on a local, national and international level. The entrepreneurship carried out is also able to strengthen and maintain the diversity and abundant of the culture and spirituality of society.

Appraisal:

The Doctoral programme corresponds to the goals of the European and national qualification framework. The panel team applauds the well-suited alignment of the Doctoral programme and the pursued qualification and competency goals. Furthermore, the subject-related and multidisciplinary possibilities to achieve the objectives have been systematically discussed. The pursued qualification and competency goals are being continuously further developed by taking into account the international research developments. The programme follows an interdisciplinary approach, which includes many methodologies and approaches, and which is considered quite unique in how to configure the programme.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	**STRATEGY AND OBJECTIVES**					
1.1	Objectives of the Doctoral programme		X			

1.2 Positioning of the Doctoral Programme in the education market

Indonesia offers a rich laboratory for research on religious communities. Scholars come from all over the world to study not only the largest and most diverse Muslim community in the world, but also the richness of Indonesia's multicultural and multireligious environment. The Doctoral programme offered by IRS is rooted in this Indonesian experience, but at the same time international

in outlook and is conducted in English. IRS students come from different parts of Indonesia and countries in South and Southeast Asia, the Middle East, South America, the USA, Korea, China, and Europe. IRS students have participated in exchange programmes at the University of Cape Town (South Africa), the University of Leiden (Netherlands), Ondokuz Mayis University (Turkey), the National University of Singapore (Singapore), as well as several institutions in the United States, including Duke University (North Carolina), Georgetown University (Washington, D.C.), the Graduate Theological Union (Berkeley, California), Hartford Seminary (Connecticut), Temple University (Philadelphia), Union Theological Seminary in New York City, Boston University, the University of Delaware and the University of Colorado. IRS has also hosted lecturers from Baylor University (USA), Edinburgh University (UK), Radboud University (Netherlands), Star King College, Hebrew Union College (USA) and Florida International University (USA). This has brought IRS to rank the 47th by the QS WUR by Subject in the field of Divinity and Theology Studies.[6]

IRS continues to hold a reputable position in Indonesia and in the world because it has professors with international reputation in related fields of study. In 2022, for example, there were two adjunct professors (from the Netherlands and the USA) and an international visiting lecturer (from Baylor University in the USA) who were hired by UGM and assigned to IRS programme. From 2021 until 2022, a Professor from the USA, who is also a prominent Muslim thinker, taught a course on interreligious hermeneutics and help with advising students in their dissertation or journal article writing. They co-teach several courses and helped with English academic writing, especially for the Ph.D. students who were required to publish a journal article as part of the completion of their degree. In terms of research, IRS participated in several international research projects. One of them is an ongoing project on polarisation, as part of the Global Initiative on Polarisation project in several countries (the US, Colombia, Brazil, Nigeria), from 2022 - 2025. In addition, there are students who are not only published internationally but also participate at various international academic events.

Appraisal:

The Doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. Furthermore, the positioning in the education market was analysed, the attractiveness of the programme with regard to the pursued qualification and competency goals are demonstrated convincingly. The programme has an interreligious and international profile that it shows offering many international activities and opportunities for PhD students. Also, the programme is highly recommended by other universities, alumni form other universities and foreign countries.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	**STRATEGY AND OBJECTIVES**					
1.2	Positioning of the Doctoral Programme in the educational market		X			

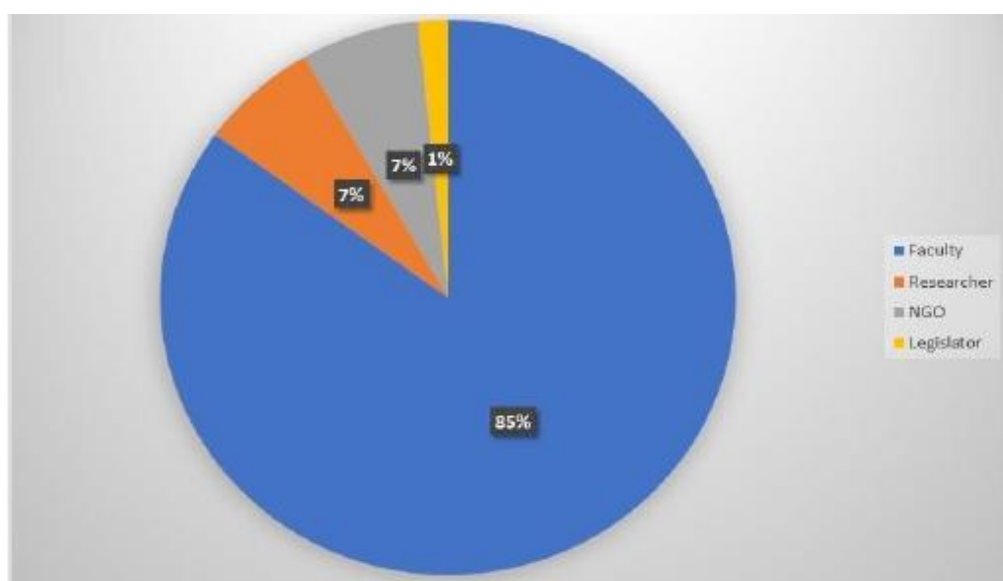
[6] see: self-evaluation report p.13

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

The IRS attracts academics and researchers to enhance their careers and knowledge in the social and humanities, particularly Interreligious Studies. The Doctoral programme has a strong position in the academic/research job market and produces active graduates. This is reflected in the alumni demographic. There are 65 IRS alumni, of which 55 worked in academic/research areas, while the remaining ten areas were active in the private sector, religious leadership, civil society organisations and political parties. Some occupy academic leadership positions, including vice-rector, deans and head of study programmes. For example, one of the alumni has recently been appointed as the Head of Peace Building Department at Payap University (Thailand).

In general, most IRS students already had positions when they applied for their Ph.D. programmes, and they resumed their offices upon graduation. The Ph.D. programme prepares its students to research issues and community engagement related to religion in the context of religiously diverse societies. This capacity strengthens their academic position in the job market.

In the larger context, considering the revival of the role of religion in the public sphere due to the development of an increasingly globalised world, the position of religion is thoroughly analysed. The important position of religion can be seen in realising the religious work line at the United Nations and nationally by forming work units to handle religious management in the presidential and government offices. This shows the increasingly prominent role of religion in various sectors of life, including in the public policy sector, so religious studies experts who can respond to these developments are needed. The need for graduates at national and international levels is estimated to be quite large, but statistical data about this has yet to exist. However, referring to the 5000 Doctoral Scholarships Programme provided by the Ministry of Religious Affairs of the Republic of Indonesia, Indonesia still needs many doctorates in Religious Studies. Meanwhile, at international level, the need for Doctoral programme graduates is quite large with the emergence of Ph.D. programmes in Religious Studies in various countries and Indonesia. Below is the alumni figure from 2012 to 2023 based on their types of professions.

Figure 1: Alumni professions

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. Furthermore, the positioning in research fields was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals is stated. Graduates work as lecturers and researchers.

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. Furthermore, the positioning outside the research field was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals for employment outside the science and research fields is stated. Graduates work as practitioners (consultants, religious leaders, as state or government officials). Most students are already employed during the course of their studies. They do the PhD to advance their career and are promoted into a better position after graduation.

Quality Ratings		Excellent	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality require-ments	n.r.
1.	**STRATEGY AND OBJECTIVES**					
1.3	Positioning of the Doctoral Pro-gramme in the Job Market for Grad-uates					
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

In 2000, the Centre for Religious and Cross-cultural Studies (CRCS) was established which offers a Master's programme in religious studies. The students and lecturers come from various religious and ethnic backgrounds from across Indonesia. This is what distinguishes this programme from similar programmes in the religious universities discussed above. In addition, CRCS was built from the beginning as an international programme that uses English as the language of instruction. This allowed CRCS to accept a number of international students. A few years after CRCS was established, the need arose to have a Doctoral programme. For several years CRCS also organised a Doctoral programme, but the more significant development was the establishment of the Indonesian Consortium for Religious Studies as a consortium of three universities, UGM, UKDW and UIN Yogyakarta in 2006.

This was followed by the establishment of the Interreligious Studies Doctoral Programme, held at UGM. The main advantage that this young institution enjoys is the combined resources of the three universities (lecturers, libraries and courses offered). The programme, which partly grew

out of the interaction of lecturers across the three universities at CRCS, was conceived by its founders as a kind of dialogue in itself. To make the programme truly interfaith, the courses it offers are almost always taught by faculty teams representing different disciplinary and religious backgrounds, as is the academic advising for students' dissertation writing. UGM integrates the Doctoral programme in line with their strategic concept of an implementation with Tridharma as a religious orientation.

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. Furthermore, the integration of the programme in the strategic concept was convincingly substantiated. The programme presents a consequent continuation of the higher education strategy in the focus of research in the field of interreligious studies. The corresponding setting of priorities of the higher education institutions are verified. The Doctoral programme is in line with the strategy of UGM and was initiated out of necessity. It also represents the strategic focus of the University on interdisciplinary research and therefore fully supported by the leadership of UGM.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	STRATEGY AND OBJECTIVES					
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

Universitas Gadjah Mada (UGM) in Indonesia has implemented various initiatives to promote gender equality and equal opportunities in its Doctoral programmes. One key aspect of UGM's approach is ensuring equal access to education and research opportunities for all genders. This includes actively recruiting and admitting female students, as well as providing them with the necessary support to succeed in their studies and research. Additionally, UGM has implemented policies and programmes to support the work-life balance of its students and staff. UGM has established an ethics management and integrity strengthening department (*Manajemen Etik dan Penguatan Integritas*/MEPI[7]) to ensure the implementation of gender equality at the University. In addition, UGM's Strategic Plan of 2022-2027 emphasises the principles of justice, equality and inclusion and highlights strategic targets on gender equality and inclusion for persons with disabilities.[8]

IRS policy on gender equity and equal opportunities follow the principles outlined by UGM. At study programme level, IRS commits to promote gender equality through its students and staff recruitment, curriculum and research programmes. In addition, it incorporates gender perspectives into its teaching and research, helping to raise awareness of gender issues and contributing

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[7] see: https://mepi.ugm.ac.id/ (last access June 25, 2025)

[8] UGM Board of Trustees Number 2/2023 on academic ethics

to the development of gender-sensitive policies and practices. The positions of the Head and Deputy Head of the study programme are held by women (2011-2019, and 2020-now). The IRS' student body is 42% female and 58% male. Moreover, team teaching in the courses considers a gender balance policy and a class and a research project on Religion and Gender is included in the curriculum. More importantly, all students and staff have taken a workshop on anti-sexual harassment to bring their awareness of this issue and to act accordingly. Initially this workshop was proposed by IRS and was later conducted more generally by the School of Graduate Studies for all students and staff.

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. Measures to include gender equality and equal opportunities are included in the curriculum and in administrative processes in the Doctoral programme.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	**STRATEGY AND OBJECTIVES**					
1.5	Gender Equality and Equal Opportunities			X		

2.   Admission

IRS follows the University's regulations related to the admission process.[9] Information about admission (timeline and other requirements) is published on the IRS website.[10] The admission process is fully online where student candidates must create an admission account through the University website.[11] All required documents will be uploaded in this account. To be considered, all applicants should submit the following documents on the website:

- Complete, validated copies of official diplomas, including a Master (S2) diploma or equivalent from an accredited study programme;
- Transcripts from all institutions of higher education that have been attended;
- A draft research proposal that is in line with the vision and mission of IRS;
- GPA (or IPK) of at least 3.25 on a 4.0 scale. However, the programme targets applicants with a GPA of 3.4 or above;
- Institutional or international TOEFL scores of 527 for Foreign Applicants from other than Native English-Speaking Countries and for Indonesian students. TOEFL scores must be less than two years old[12];
- A PAPS (Academic Potential Test) score of at least 500 from a certified centre (Bappenas, PLTI and PAPS UGM);
- Two letters of recommendation from professors who are qualified to evaluate candidate's academic achievements and potential.

Selection procedure
The new student admission process in the Interreligious Studies Programme involves several stakeholders. Every year, the study programme conducts promotional activities to various institutions both domestically and abroad. The study programme is also promoted through social media, such as Instagram and Facebook. In addition, IRS uses other digital media applications such as newsletters to socialise the programme to the public. In addition to social media, the study programme also organises Open House activities twice a year. In this activity, UGM opens space for the public to find out more about the curriculum implemented and the benefits that can be obtained in the lecture process.

In the selection process of prospective students, IRS follows the regulations outlined by Gadjah Mada University. The application process for prospective students is completed online. In the first stage, prospective students must create an account at the UGM website and upload all registration documents in the account. This stage is the administrative selection stage. In this stage, the study programme will review all the files that have been collected. If all files are in accordance with the specified requirements, the prospective student is declared to have passed to the next stage. IRS requires a higher TOEFL score (527) as compared to that of UGM (450) due to the internationality of the programme.

In the second stage of the prospective student selection process, the study programme will conduct interviews. In this activity, IRS asks for more information related to their study plans and

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[9] see: Regulation of Rector of Universitas Gadjah Mada No.990/P/SK/HT/2014
[10] see: https://www.icrs.or.id/how-to-apply-icrs (last access June 25, 2025)
[11] see: https://um.ugm.ac.id/ (last access June 25, 2025)
[12] see: http://um.ugm.ac.id for a list of approved centres (last access June 25, 2025)

further evaluate their language capabilities, academic preparedness and their proposed research project. IRS requires each candidate to write a draft research proposal to ensure that their proposed research project is in line with IRS vision and mission. After the interview, the interviewers will determine whether to accept or reject the prospective student, and IRS will send the selection results to the Faculty of Graduate Studies at UGM for approval. The announcement of the selection results of prospective students is conducted online and will appear in the registration account of prospective students.

<u>Transparency of the Decision on Admission</u>
After the administrative selection and interview process, the IRS programme admissions committee will hold a meeting to discuss the selection process for prospective students and determine which prospective students are accepted and rejected. At this stage, the study programme will fill out two documents which are then sent to the faculty. These documents are document of prospective student selection results and assessment documents for prospective students. The document of prospective student selection results is a file that provides general information about the number of prospective students who have registered for the study programme and information regarding prospective students who are accepted or rejected. Meanwhile, the prospective student assessment document is a document that specifically contains a detailed assessment of prospective students who register and in this document the reasons for a prospective student being accepted or rejected will be clearly stated. This document will then be sent to the faculty for further processing.

In the selection process for prospective students, the study programme carries out online and recorded interviews. The recording of interview results is confidential and can be used at any time to review the meeting again if there are complaints from prospective students regarding the selection results.

However, there have been no complaints regarding the results of the selection of prospective students, so far. This activity is an effort by the study programme to maintain transparency in the admissions process. Every decision made will be communicated to the faculty to ensure the legitimacy of the admissions process taking place in the study programme. At the end of the admissions process, the faculty will hold a meeting with all study programmes to ensure that the decision to accept or reject prospective students is in accordance with the procedures established by the University.

Appraisal:

Admission conditions and procedures are properly defined and transparent. Furthermore, they correspond to the profile development goals of the higher education institution. The Doctoral programme has international standards, compared to other programmes at UGM, the admission conditions are higher (e.g., English requirements).

A selection procedure, which is targeted to the programme goals, is applied. It satisfies the legal requirements. Through interviews, the Doctoral programme determines the motivation, qualification and language proficiency of the applicants. Since it is a small programme, the programme pays very close attention to which students are admitted to the demanding PhD.

The decision on admission is based on transparent criteria and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated. The Doctoral programme explains the reasons for rejection to the applicants and gives recommendations for further improvement.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

IRS study programme structural setup follows the guidelines provided by Universitas Gadjah Mada (the UGM Rector Regulation No. 11/2016) and UGM Graduate School. The projected study duration is four years. The total credit hours is 48 SKS credits (176.40 ECTS credits), which consists of 18 credits of courses and 30 SKS credits for dissertation. This structure will be changed to accommodate the new government regulation[13] and at the same is based on the experience with regard to the actual workload of the students to harmonise the conversion from SKS to ECTS credits (instead of 30 SKS credits, there will be 54 SKS credits for the dissertation).

Projected study time	4 years / 8 semesters
Number of Credit Points (CP)	48 SKS credits / 176.4 ECTS credits
Workload per CP	*For courses:* 1 SKS credit = 52.5 hours = 1.8 ECTS credits *For dissertation:* 1 SKS credit = 116.7 hours = 4.8 ECTS credits
Number of courses	6 courses
Number of contact hours	378 hours

Upon enrolment at IRS, students are required to take courses in the first two semesters, during which period students need to be in residence in Yogyakarta. Students come to IRS from many different disciplinary, religious and national backgrounds; the courses are expected to provide a common academic ground and are designed to prepare students to write a dissertation proposal, undertake research and write the dissertation. The Doctoral programme (or S3 in the Indonesian system) is designed to be completed in eight semesters (four years). The shortest possible duration is six semesters, while the longest is 14 semesters (after extensions for those who are eligible and approved by the Graduate School Dean).

The main elements of the programme are:
- Coursework (18 SKS credits)
- Dissertation research and writing (30 SKS credits)
- A publication which is based on dissertation research.

There are three stages of the IRS Doctoral Programme. Each stage is designed to fulfil the programme learning outcomes (PLOs) stated in IRS Curriculum.

Stage 1: The stage complies mainly to PLO-1 and PLO-2, in which the students spend the first two semesters taking required and elective courses. Since the students came from various disciplines, in this stage, students were equipped with foundational courses such as research methods, religion and contemporary issues, and the history of religions to help them understand the interreligious concepts, discourses and methodology. It is also a stage for the students to have a

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[13] IRS will adapt to the new Ministry of Research and Technology, Higher Education regulation, number 53/2023 Article 19, which mandates that Doctoral programmes must have a minimum of 54 credits.

sense of interdisciplinary and interreligious atmosphere, as stated by the study programme's vision and mission.

Stage 2: The stage complies mainly to PLO-1, PLO-4, in which the third semester the students are expected to complete the dissertation proposal and comprehensive examination. Upon completion of this stage, the student becomes a Ph.D. candidate. This is a crucial stage for students to prepare them to conduct dissertation research. The examination is a test of the students' constellation of knowledge, theory and methodology regarding the dissertation topic and a space to outline the topic. In this stage, the study programme appoints dissertation promoters based on the relevant expertise, gender balance, interdisciplinary spirit and international background.

Stage 3: The stage complies mainly to PLO-1, PLO-3, PLO-4, PLO-5, PLO-6. In these remaining semesters, students undertake their research, present the interim results of the research (Seminar Hasil/Dissertation Promotion Club) twice, publish a journal article based on the dissertation together with their promoters, complete the dissertation writing and defend the dissertation in a final exam. If the students do not finish all requirements by the end of the eighth semester, they may get an extension of two semesters. In this stage, the study programme sets the standard of publication based on the University's standard to ensure outstanding knowledge production.

Table 4: Structure of Doctor in Interreligious Studies

1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR	
Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
Stage I. COURSEWORK							
3 Courses (9 credits)	3 Courses (9 credits)						
		Stage II. COMPRE-HENSIVE EXAM					
		Proposal writing					
		Stage III. RESEARCH AND WRITING DISSERTATION					
		DPC 1	Publication			DPC 2	Exams

Doctoral degree regulations

As a study programme, IRS complies with the national regulation on Doctoral programme (Indonesia Law No. 12, 2012). This regulation has been adopted by Universitas Gadjah Mada through various regulations.[14] All rules and criteria for lecture activities in the IRS programme are prepared

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[14] including: UGM Rector's Regulation Number 11, 2016, UGM Graduate School Academic Guidelines 2018 and UGM Rector's Regulation Number 7, 2022 concerning Higher Education Standards.

based on these provisions. An example is related to the number of credits for IRS study programmes. In Rector's Regulation Number 11, 2016, a minimum of 46 SKS credits and a maximum of 50 SKS credits are required. The IRS programme requires that the total credits taken by students is 48 SKS credits. Another example is the dissertation examination requirements for students. The IRS programme requires students who will take the dissertation examination to publish one article related to the dissertation in a reputable international journal. This policy is appropriate and in line with the rules in Rector's Regulation Number 11, 2016 which requires Doctoral students to publish articles related to their dissertation in reputable international journals before the dissertation examination. Regulations related to the educational process at University and faculty level are the main reference for the IRS programme in preparing lecture regulations and curriculum.

Status of the Doctoral students
IRS Doctoral students are officially registered as PhD students at Universitas Gadjah Mada. Therefore, IRS Doctoral students must comply with the regulations set by the University. The IRS programme is part of the Indonesian Consortium for Religious Studies which consists of three universities, namely UGM, UIN Sunan Kalijaga and UKDW. As part of the consortium partnership agreement, IRS students may enrol in classes and utilise the libraries at the three universities.

Module descriptions
The preparation, development and updating of the course materials are conducted by lecturers. Each IRS lecturer prepares their course material which includes the course outlines that consists of course portfolio, course description, learning objectives, schedule, credit points, teaching strategies, grading assessment plan, course rules and references. Course materials also include compulsory and optional reading materials, PowerPoints and videos. Students can also acquire learning materials in the University library, both in the offline and online settings. During the pandemic, lecturers taught by using distance learning methods. They use several learning platforms developed or subscribed to by UGM, including Google Classroom, with all the facilities, such as plagiarism check. These platforms continue to be used until now.

The substance renewal of every course depends on the lecturers' consideration and, as much as possible, is aligned with their research project. For instance, the Religion and Contemporary Issues theme for the 2023 semester is Religious Literacy. The selection is based on the lecturer's engagement with religious literacy projects among religious extension officers, a cooperation project between the study programme and the Ministry of Religious Affairs. On the other hand, the History of Religions course since 2020 explored the topic of history and cosmopolitanism, considering the relevance it to the development of international and transnational religious discourse.

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 of Doctoral students is regulated properly.

The range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

In the field of interreligious studies, "religion" is studied academically as an interdisciplinary phenomenon drawing from theological, social, cultural, economic, political, historical and other perspectives. "Religion" is understood broadly, not limited to the conventional or state administrative definition of the term and includes the lived religiosity of individuals or communities, including those which are not "officially" affiliated to any particular religion. Religion is studied not in isolation from other religions or other spaces of human experience, including those which are generally considered as secular, such as politics, law, economy, environment or health. Studies of religion are done within those contexts or in relation with them. The "interreligious" emphasises not as much the number of religions studied, but rather the encounters between individuals/communities who differ in their religious or ideological identities and their relationship with the state or other institutions in a dynamic public space. In this sense, "interreligious" also includes "intra-religious" (relationships between groups within the same or similar religious identity community). Such relationships are understood to take many forms, whether in harmony, tension or conflict.

The learning process in the IRS programme seeks to attain the graduate learning outcomes (LO). This curriculum is structured using OBE (Outcomes Based Education). The course level is based on learning outcomes which include low-order-thinking (1), mid-order-thinking (2) and high-order-thinking (3). The forms/methods of learning include face-to-face/online lectures, discussions and field practice. Teaching instruments and methods are designed and implemented to support the achievement of the LOs. They are defined in each study plan.

The attitude students are expected to have is to value and respect diversity in all their activities. In terms of knowledge, they should also be able to understand the complexity of interreligious relations and the way religion plays roles in people's everyday lives and crosscuts politics, economy and other social problems. This in turn is to be translated in general and special skills in building knowledge about religion in the public, capability to analyse problems involving religions,

as well as contributing to their solutions. The courses offered in the first two semesters are designed to prepare students to fulfil those expectations.

The courses may be understood to consist of two main clusters. The first is foundational courses which are compulsory. "Study of Religion", one of the three compulsory courses, prepares students to understand ways to study religions, expand their horizon of the changing and multiple meanings of religion. They cover all four aspects of learning outcome (attitude, knowledge, general and specific skills). The religious studies approach is an interdisciplinary study (philosophy, theology, sociology, anthropology, politics, history, language, economics, law), because religion crosscuts other social sectors. The two other compulsory courses, on Research Design and Research Method, build students' capability to undertake research on religion and explore possibilities of different methods.

The second cluster of courses are designed to broaden students' horizons of particular topics or approaches in the study of religion. One of the most important goals of IRS is interreligious literacy and development of dialogical, inclusive and just interfaith relations. The development of religious studies touches on a variety of humanitarian issues such as conflict and peace, citizenship, human rights, discrimination and social justice, environment and climate change, gender relations, and others. The IRS programme pays attention to interreligious relations, departing from a very broad understanding of "religion", which includes world religions as well as local/indigenous religions, including religions that have a relatively shorter history.

In terms of the approaches, IRS offers classes on interreligious hermeneutics and historical studies of religions, which further distinguish IRS from Doctoral programmes in theology/Islamic studies offered in the Consortium member universities. Other courses focus mainly on how religion figures in contemporary issues. This includes topics such as religion and development, human rights, religious literacy, religious polarisation and social justice. In addition, IRS students may choose a larger pool of elective courses offered at other programmes in UGM, as well as those offered by the two other consortium university members (Yogyakarta Islamic University and Duta Wacana Christian University).

Table 5: Curriculum Doctor in Interreligious Studies

| Title of Module / Course Unit | SKS Credits per Semester | | | | | | | | Workload | |
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
Semester 1	**9**								**105**	**367,5**
The Study of Religion: Classical and Contemporary Theories	3								35	122,5
Research Design	3								35	122,5
Inter-Religious Hermeneutics (elective)	3								35	122,5
Semester 2		**9**							**105**	**367,5**
Research Methods		3							35	122,5
History of Religions (elective)		3							35	122,5
Religion and Contemporary Issues (elective)		3							35	122,5
Semester 3 - 8					**30**				**168**	**3332**
Research Proposal										
Research and Dissertation Writing					30				168	3332
Publication										
	9	**9**			**30**				**378**	**4067**

<u>Science and Research Based Teaching</u>
IRS students are required to take two full semester courses, including Research Design and Research Method classes before they are able to take the Comprehensive Exam and go to the research sites. Several courses in the IRS study programme are related to former and on-going research projects. To join the course the students are expected to have sufficient insights of scientific research discourse. The insights are informed mainly through the courses of Research Design and Research Methods, but also from the students' previous experiences of taking the Master degree research.

Currently, there are two research-based courses, namely Religion and Human Rights and Religion and Polarisation. The Religion and Human Rights course is based on study programme research activity from 2020-2023. This course assumes international human rights as a major and influential discourse of human dignity as well as a regime of treaties, institutions, legal norms and practices to protect individuals and groups across the globe. It introduces students to the many facets of the interface between human rights and religion, with special attention given to rights to freedom of religion or belief (FORB). It discusses core concepts in religion and human rights, especially FORB, with illustrations as well as case studies from Southeast Asian countries. The relevant research in IRS is on digital inclusion of religious minorities and on religion in the Indonesian Criminal Code. This research started in 2021 and is still continuing until now. A number of publications and other research outputs have been published.

The course on religious polarisation is based on the ongoing research project on polarisation and social and environmental justice. This course will start with an introduction to the definitions of polarisation and how polarisation is used in different fields. It will then be followed by the discussion on sub concepts and different manifestations of polarisation, as well as drivers, victims, causes and impacts of polarisation. While these will mostly focus on the global aspects of polarisation, the course will also pay attention to local contexts by bringing different cases of polarisation and remedial actions as best practices from various countries, including Indonesia, Southeast Asia, USA and Europe.

The Religious Literacy course is based on study programme research activity from 2023-2025. This course covers both the theory and practice of religious literacy as a need regarding the decline of the international liberal order and rising conservatism and religious populism. It serves as a way to understand classical and contemporary understanding of "literacy" and how it is played out in various religious literacy programmes. It examines the works of influential scholars and research papers on the nexus between religion and the many aspects of societal life. These two courses discuss several cases that were also studied during research activities. Students are invited to discuss these cases critically using a cross-disciplinary approach.

<u>Focus of the Curriculum on Qualification and Competency Development</u>
The curriculum of the IRS programme has undergone several improvements since its inception in 2007. The cycle of curriculum updating is five years, which means by 2023, there was three times of updating process. In the first period, the curriculum of IRS still had many nuances of influence from the Doctoral education model in the United States which presupposes a period of general learning, a higher course load and no restrictions on the time to complete the study. In 2013, there was a slight change in the curriculum, the implementation of the comprehensive exam component, as well as the implementation of time restrictions to obtain graduation with cum laude predicate. Furthermore, since 2016/2017 the IRS programme began to implement the KKNI-

based curriculum. Welcoming the 2020/2021 academic year, the curriculum was reviewed, because of the desire to respond to several suggestions for improvement, in order to strengthen the effectiveness of learning and to ensure educational outcomes that are better able to meet the expected graduate profile. In addition, the changing role of religion in the world today also required some new approaches, which led to develop a new curriculum. This evaluation was conducted on the basis of observations of the effectiveness of the programme to that point.

Graduate competency standards are minimum criteria regarding the qualifications which include attitudes, knowledge and skills expressed in the formulation of graduate learning outcomes:

- Attitude is cultured behaviour as a result of internalisation and actualisation of values and norms that are reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning.
- Knowledge is the systematic mastery of concepts, theories, methods and/or philosophies in the field of interreligious studies obtained through reasoning in the learning process; student work experience, research and/or community service related to learning.
- Skills are the ability to perform work using concepts, theories and methods obtained through learning, student work experience, research and/or community service related to learning, including: general skills that must be possessed by each graduate in order to ensure the equality of the ability of graduates according to the level of programme and type of higher education; and special skills that must be possessed by each graduate in accordance with the scientific field of the programme.

Technical Offers

Upon enrolment at IRS, students are required to take courses in the first two semesters, during which period students need to be in residence in Yogyakarta. Students come to IRS from many different disciplinary, religious and national backgrounds; the courses are expected to provide a common academic ground and are designed to prepare students to write a dissertation proposal, undertake research and write the dissertation. The Doctoral programme (or S3 in the Indonesian system) is designed to be completed in eight semesters (four years). The shortest possible duration is six semesters, while the longest is 10 semesters (after two one-semester extensions for those who are eligible).

In the process of completing their studies, the programme provides both academic and non-academic support for students. The academic support provided by the programme includes academic writing workshops held every semester that help students in the process of writing dissertations and publications. In addition, IRS conducts PhD Camp every semester that brings students to stay overnight in a nearby area to facilitate them to discuss the progress of their dissertation writing and publications. When there are issues faced, the study programme actively approaches students to discuss their problems and attempts to find solutions. Additionally, there are consultation activities for each cohort held at the beginning of each semester and routine monitoring activities conducted by the programme and faculty every month. Whereas non-academic support includes the provision of psychological consultation services for students provided by UGM Graduate School, as well as free health facilities at Gama Medical Centre and UGM Academic Hospital. This is to help students maintain their mental and physical health so they can complete their studies on time and with a good quality.

<u>Multidisciplinary Qualifications</u>

IRS utilises an interdisciplinary approach to the study of religions by creating dialogue between scholars from diverse fields such as anthropology, sociology, political science, history and philosophy. This approach is complemented by insights from specialised religion-based disciplines, including theology, Quranic and Hadith studies, Christian ethics and mysticism. This integration allows for a more comprehensive understanding of religious phenomena and fosters collaboration across traditional academic boundaries.

IRS doctoral faculty members from the three universities represent many different disciplines related to religious studies. As such, IRS is able to accept students with diverse research interests. Doctoral seminars are taught by professors from varied academic and religious backgrounds. The PhD programme includes a wide range of possibilities for specialisation within the study of religions. IRS provides expertise in the study of religions in the context of Indonesia, using interdisciplinary and cross-cultural approaches, and at the same time it encourages comparative research with other contexts.

In the lecture process, IRS students are given the opportunity to take part in lectures in other study programmes and faculties, both within UGM and at the consortium universities. This is to support students to gain a more multidisciplinary perspective which can help students in the dissertation writing process. Apart from that, the study programme, together with CRCS, also regularly holds workshops and scientific discussions. One of the discussion activities regularly carried out by the study programme is the Wednesday Forum. In this activity, IRS invites academics from multidisciplinary backgrounds to present and discuss their research.

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 programme is under strict rules of the government of Indonesia. However, this programme takes on this challenging situation of being very close to the policy situation of religion in the country. With their two university partners (of different religions) there is a lot of freedom for UGM to handle these issues and navigate through the complex field. Moreover, the contents of the courses consistently reflect the strategic orientation of the study programme. UGM provided policy support to the government as part of the expert pool. From these professional experiences, the programme derives a diversity of theory and methods throughout the programme that incorporates the complexity of the field, but which is still included into one comprehensive curriculum. Furthermore, the implementation of the curriculum enables the actual research developments of lecturers and other research to be integrated into the curriculum and suitably involves the individual setting of priorities of the Doctoral students.

The teaching presents the current status of scientific knowledge in accordance with objectives, and it takes into account the associated relevant research. Furthermore, the current research status is being discussed in suitable lecture forms and pushed ahead through the interaction of Doctoral students and scientists (researchers from UGM and visiting lecturers/researchers).

The courses 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. Furthermore, the Doctoral programme promotes consequent competence of methods and the ability to carry out independent research. In the first two semesters, the curriculum includes courses on methodologies. The competencies are very much arranged by critical thinking and rehearsal of situations. This is different form study programmes at other universities where religion is taught. In IRS, they are not teaching religion, but teaching about religion, including a high mode of self-reflection and self-evaluation, which contributes to the development of students' personalities and research ambitions. In the view of the panel, the IRS programme could highlight this transformation and unique selling-point even more.

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

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

The University has the general study and examination regulation implemented in the whole programme. This regulation is provided in *Buku Pedoman Akademik* (Academic Guidance Book) that is available on the University and faculty website.

There are two kinds of examinations: mid-semester and end-semester examinations. The schedule for both examinations is predetermined at the start of the academic year through the decision of the Rector concerning the academic calendar of the University. In addition to that, the University

also has detailed regulation of examinations, including the grading system, minimum requirement for the student to be able to join the examination, the length of time of each examination and all other technical aspects.

For the final grade of the course, the assessment used by the IRS programme is adjusted to the Learning Outcomes of the courses and the learning methods used. Each assessment is accompanied by a rubric for each ability level.

The rubrics include:
1. Class Participation, 20% of grade: Students are expected to participate in all sessions, including:
   a. Attendance at all doctoral seminars on time.
   b. Present critical responses to the readings in one of the classes (5-10 minutes).
   c. Participate critically, creatively and respectfully in discussions. Students are encouraged to ask questions, be critical and make comments and suggestions. They are expecting to make each seminar a true discourse among the participants.

2. Weekly Readings, 30% of grade: Students are expected to read from the readings.
   a. Read from the readings before the designated class.
   b. Write a 1-page critical response each week to the readings. Students should post their critical responses to the readings prior to the class in Microsoft Word or Google Docs format and submit them to Google Classroom.

3. Research Paper, 50% of grade: Students are expected to write a Doctoral-level research paper in 5000-6000 words that shows creative, substantive research on some aspect of the recent history of religions in Indonesia. Students are encouraged to pick a topic related to their dissertation research interests. The final term paper in Microsoft Word or Google Docs format is submitted to Google Classroom.

By the end of the third semester, students must have finished the course work as explained in the previous section and be ready to take the comprehensive examination, which consists of a dissertation proposal and a literature review. Students are advised to do some preliminary research, both literature and, where appropriate, field research, to make sure that the problem proposed in the proposal is sound and they are ready to immediately start their research upon acceptance of the proposal. Consultation with the promoter and co-promotor(s) should be undertaken intensively during the preparation of the proposal and literature review.

The last phase is a series of assessments, revisions and examinations and may take up to six months. As such the dissertation needs to be approved by the end of Semester 7 so that the process of assessment and examination may start early in Semester 8.

This last stage comprises:
- Assessment (*Rapat Penilaian*) of the approved dissertation and publications by a team created by the study programme, which consists of two examiners, the promoters and an IRS faculty member. Students will be given a maximum of three months to revise their dissertation draft when asked by the team.

- Graduate School Meeting to Discuss Eligibility (*Rapat Kelayakan*): The Graduate school and the assessment team will meet to discuss the result of the revised draft dissertation. The meeting will also discuss additional examiners for the Closed Defence.
- Closed Defence: The closed defence will be chaired by the Dean or Associate Dean of the Graduate School and attended by the head of the IRS programme. The examination team consists of a minimum of seven and a maximum of nine examiners, including at least one external examiner from outside Universitas Gadjah Mada. Students who fail the examination may retake the closed defence once.

Organisation of the Examination Procedure

Examination in the IRS programme is divided into three stages, namely the final course examinations, comprehensive examination and dissertation examination. These three steps are designed to examine the step-by-step progress to ensure that students complete their PhD process on time and with good quality.

The final course examination is held when the class ends (after meeting 14). The examination is in the form of final paper and are submitted through Google Classroom which is provided by each course. Lecturers have approximately two weeks to grade the final papers as well as all related assignments during the class to provide a final mark. The assessment process is as explained in the previous section. The final course assessments are held at the end of semester 1 and semester 2.

Comprehensive examinations are held in semester 3 or semester 4. At this stage, students must submit two papers consisting of a dissertation proposal and literature review which have been approved by the dissertation promotion team. There is an approval form prepared by the study programme for the promotor team. After students submit the examination documents, the study programme will determine two additional examiners who will be involved in the examination activities. The examining team involved in comprehensive examination activities is five people consisting of the moderator (head of the study programme), the promotor team (two people) and the additional testing team (two people). The examination activity lasts a maximum of two hours.

The dissertation examination/closed defence is held in semester 7 or 8. At this stage, the exam implementation process is handled by the faculty and UGM Graduate School. There are three processes that students must undergo, namely the Dissertation Assessment Meeting, Dissertation Eligibility Meeting and Closed Defence.

The Regulation of Rector No. 585/2023 on regional affirmation regulates an affirmative action policy in the implementation of Tridharma (teaching, research and community service) for those with disadvantages. In addition, UGM's Strategic Plan of 2022-2027 emphasises the principles of justice, equality and inclusion and highlights strategic targets on gender equality and inclusion for persons with disabilities.[15]

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[15] UGM Board of Trustees Number 2/2023 on academic ethics

Appraisal:

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

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

The Doctoral programme at the IRS is expected to reflect interreligious studies, understood as a multidisciplinary study of interreligious relationships or events, using multiple methodologies developed in social sciences and humanities. In addition to this starting point, interreligious studies at IRS builds on the ethical commitment of recognising and respecting human/community diversity. It is expected both to make theoretical contributions to the field of academic study and to provide constructive insights for the development of a pluralist society at the level of society and state policies.

To achieve its learning objectives, lecturers use diverse didactic concepts. They are a combination of teacher-centred learning (e.g., class teaching, demonstration, practices), student-centred learning (e.g., group discussion, problem based-learning) and research methodology (e.g., find research ideas, write proposals/research reports/papers, give presentations). The learning process is facilitated by exposure to real-life problems, whether from case studies or field trips to (mainly religious) communities. Gadjah Mada University provides relevant training to ensure that all lecturers are competent in applying didactical methods and using the instruments to increase the achievement of the intended LOs.

Instruments used by instructors include printed media, electronic media and E-Learning Models. Starting in 2020, all lecturers make use of digital learning platforms – Google Classroom, designed in a way suitable to doctoral students – is one of them. This platform provides not only a space for distribution of teaching materials and assignments submitted by students and lecturers'

responses, but also a space of communication beyond in-class teaching. The availability of platforms such as Zoom opens more possibilities to engage experts from outside the University. Many courses at IRS regularly makes use of this possibility, helped by the existing network. For example, face-to-face meeting, though mediated by Zoom, with authors who just published an important work leaves impression on students and help them update their knowledge effectively.

Interreligious studies at IRS is also characterised by the academic environment which provides great opportunities for constructive communication between students, students and lecturers, and the broader academic community of Yogyakarta. This is reflected by, among other things, the partnership of three universities – two of them faith based –, and in the resultant combination of lecturers and academic supervisors from different religious backgrounds and scholarly disciplines. While the PhD programme is located at the Graduate School of UGM, IRS was established in 2011 as the result of the collaboration of three universities (UGM, UIN and UKDW). Its character is determined by the characteristics of the three universities, but at the same time it is distinguished from the PhD programmes available in each of the universities. Students have broad scope to choose their topic of study, but it is intended that they conduct their research in such ways as to engage the interreligious and multidisciplinary insights.

Diversity of the Teaching Methods

In the lecture process, the IRS programme uses a co-teaching system where each class is taught, as much as possible, by two (or sometimes three) lecturers from different backgrounds in terms of ethnicity, religion, race and/or gender. This policy aims to enrich perspectives related to interfaith studies which will be discussed with students. Apart from that, during the lecture process, the study programme invites visiting lecturers (academics and professionals) from various institutions on a regular basis to discuss topics related to the classes offered. Most of the lecture activities for the IRS programme are carried out in the classroom, but there are classes that carry out field trips to several religious sites and religious organisations to increase the students' religious experience. Field trips are conducted to enhance students' knowledge on the subject. For instance, in the course of History of Religions the lecturers organised visits to Prambanan, Lithang (Confucian's house of worship), Grand Mosque of Kota Gede and others to contextualise the historical knowledge provided in the classroom. Teaching collaborations were conducted several times with Baylor University (USA) in which the course registered in both institutions hence accredited in the student's semester plan. Distance learning was provided during the pandemic. The course evaluation from students encouraged the study programme to organise face-to-face meetings just before the pandemic was over. The practice has been maintained.

Networking of the Doctoral Students

For the IRS programme, Doctoral students have a significant role in expanding study programme networking. IRS has been working with many international development agencies and philanthropic organisations, while receiving research grants that cover student scholarships and research assistantships. This includes the grant IRS received from the Henry Luce Foundation on "Religion, Public Policy and Social Transformation in Southeast Asia" (2013-2018). In this grant, students were also recruited as Research Assistants (RAs) and to help convene international conferences, workshops and FGDs. IRS has also received grants (2018-2021) from the Ford Foundation on "Co-Designing Sustainable, Just and Smart Urban Living", where IRS recruited students for scholarships and work-study programmes. In addition, IRS also has collaboration with the Ministry of Religious Affairs and Peatland Restoration Institute (*Badan Restorasi Gambut*) to train some Religious Extension officers. Students also participated in the International Forum

with Mayors from Indonesia, Malaysia and the US, while also involving universities and NGOs. Networking of the Doctoral Students are facilitated by the numerous visits by faculty members, academics and researchers from around the world all year round to IRS. Many of these scholars either enter IRS classes to give sessions, speak in the Wednesday Forum (see below) or simply visit to deepen their relations with IRS faculty members.

Scientific Supervision

When new students arrive for their first year at IRS, they will be assigned a primary academic supervisor who is responsible for guiding the students in their first year. The supervisors are selected in accordance with the students' interest as reflected in the proposal they submit for admission to the IRS, and the availability of the supervisors. These academic supervisors do not necessarily become dissertation promoters. Students are expected to meet their supervisor regularly, at least three times in a semester to update their developments about their dissertation proposals or any other issues related to their study. The dissertation supervision process is conducted face-to-face as well as virtually. It depends on the situation and conditions and also the agreement between the student and the academic supervisor. Post-pandemic, the dissertation supervision process is conducted online or offline, although currently, most students prefer an offline system. The study programme can assist in arranging meeting times between students and the advisory team to facilitate the process.

Starting in the third semester, students will be assigned a promoter and co-promoter to guide them to complete their comprehensive examination. The assignment of the promoters will consider the students' interests and the promotor's academic competencies. Students may request to nominate promoters, but the final decision will also consider the (co-)promoters' availability and academic interest. Upon successful comprehensive examination, the promoters will usually continue their supervision of the students and be responsible for guiding the student's research and writing until they finish their dissertation and receive the PhD degree. In cases where there is a need to change the (co-)promotors, based on the written request by the student or the (co-)promotors, IRS will bring the case to deliberation among the Doctoral faculties and seek approval from the Graduate School.

To facilitate students graduating on time, the study programme provides several activities such as a weekly academic discussion every Wednesday (called Wednesday Forum), which allows students to present their dissertation writing progress which will then receive input from fellow colleagues. This forum also invites resource persons from various institutions at home and abroad to further enrich and deepen students' knowledge in the field of interfaith studies. In addition, the UGM Graduate School and the IRS study programme regularly (every month) monitor the progress of students through graduate school coordination meetings. The study programme also facilitates students to graduate on time by holding PhD camps twice a year. In this activity, students will share with lecturers regarding research developments and dissertation writing, receive feedback from faculty and supervisors, and work together towards solutions for writing and research obstacles.

Appraisal:

The didactic concept of the Doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling Doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas. Furthermore, it is particularly characterised by the systematic derivation from the qualification objectives. The panel is of the view that the study programme is very special with its diversity in the classroom. It includes different minorities that each lecturer addresses in the courses. The programme has a heterogeneous student body, which is different from other study programmes at other universities.

A mix of methods - irrespective of the teaching objectives and curricular requirements - the courses are executed according to the didactic concept. The mix of methods promotes enhanced participation in research fields to a great extent.

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. Students might attend conferences and use the networks of UGM. Moreover, the two partner universities in Yogyakarta also offer opportunities for exchange and networking.

Being allocated to a supervisor and a promoter for the dissertation 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.

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

Among the main competencies nurtured at IRS are critical and analytical thinking, leadership and problem-solving, to help students understand and respond to socio-religious problems. Students are prepared to acquire knowledge and skills, in accordance with the PLOS, through classes, field trips, class assignments (which involves public speaking, presenting, leading discussions) and extracurricular activities (including involvement in IRS' community engagement programmes). In addition, IRS supported and facilitated students to join workshops, summer courses, as well as

speaking engagements on topics relevant to interreligious issues. For example, one of IRS students was involved in the International Peacemakers Programme, USA (2023). With regards to the professional job market, IRS prepares its graduates to acquire general-purpose life skills, such as critical thinking and inclusivity, to empower them to adapt to a diverse set of contexts and work environments. In accordance with IRS' visions and based on the jobs that alumni hold, the programme categorises several clusters of employment and the required skills for each employment opportunity.

Table 6: Employability and skills

No	Employability	Objectives	Skills
1.	Lecturers	To be able to provide and use an interreligious and interdisciplinary perspective in carrying out educational/teaching tasks, research and community service, so as to provide benefits for knowledge and the good of community life in accordance with the mandate of the constitution and state philosophy.	Critical and Analytical Thinking
2	Researchers	To develop knowledge and research in the social and religious fields using an interreligious and interdisciplinary approach that provides benefits for the development of scientific theory, and provides solutions to socio-religious problems faced by society	Doing Research
3	Religious Leaders	To be able to manage, lead and develop the knowledge and relationships of the community in order to increase righteousness, develop mutual respect, look after each other, and create a sense of justice and peace in a pluralistic society in accordance with the rules of religion and state philosophy.	Socio-Religious Problem Solving
4	Social Activists	To be able to use interreligious and interdisciplinary perspectives in analyzing problems and providing program recommendations or input to unravel, reduce and overcome societal problems. Graduates are also able to promote interreligious and interdisciplinary perspectives to foster mutual respect, mutual understanding and cooperation among members of a pluralistic society in accordance with the state's philosophy in the social engineering efforts it initiates.	Socio-Religious Problem Solving
5	Government officials and Consultants	To be able to use interreligious and interdisciplinary perspectives in analyzing problems and making public policies. Graduates should also be able to promote interreligious and interdisciplinary perspectives to foster mutual respect, mutual understanding and cooperation among members of a pluralistic society in accordance with state philosophy.	Collaborative and Inclusivity
6	Entrepreneurs	To be able to appreciate symbols, cultural heritage and beliefs, and to be able to explore the richness of history and traditions on a local, national and international scale. Entrepreneurs and businesspersons should strengthen and maintain the cultural, biological and spiritual diversity and richness of society.	Practical Contribution

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 which include six different professional competencies.

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	**PROGRAMME DESIGN**					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

The faculty members in the IRS programme are divided into three categories: *Dosen Dalam Prodi* (Internal Programme Lecturers), *Dosen Luar Prodi* (External Programme Lecturers) and *Dosen Luar Biasa* (Visiting Lecturers). Internal lecturers are civil servants officially registered to the programme. External lecturers are civil servants and non-civil servants officially registered to the consortium universities that include UIN Sunan Kalijaga Yogyakarta and Duta Wacana Christian University. Lecturers from consortium universities are involved in teaching courses, research, as well as dissertation supervision and examinations. Visiting lecturers are part-time lecturers who teach courses and are actively engaged in academic activities such as research, workshops, conferences and dissertation supervision at IRS. They may be invited scholars from other institutes or organisations from Indonesia and abroad as part of a collaboration project with the study programme or Universitas Gadjah Mada. Many of the lecturers have also taught internationally, both at short course and summer programmes, as well as teaching full courses for one semester or for a year.

IRS faculty members are also involved in teaching several credit and non-credit courses, both at other universities in Indonesia and abroad. One Doctor has taught for 1.5 years at the University of Victoria, Wellington (New Zealand). In addition, one Doctor has taught at Baylor University, Texas (USA) from 2021-2024 (hybrid classes). For some years, for example, a Professor of the programme has taught at the Vienna International Christian-Islamic Summer Universities (2010-2020), in June-August, and in Salzburg (2012 and 2024). Another Doctor has also taught a few sessions at Drew University, Madison (USA) and Duke University, Durham, (USA) in 2013 and 2009. These experiences have helped to colour the study programme and to enhance the partnerships with various universities in Indonesia and abroad.

Table 7: Lecturers in Doctor in Interreligious Studies

No.	Lecturer (full-time / part-time)	Qualification (PhD from University)	Expertise	Courses (required / elective)
1.	Dr. / full-time	Philosophy, Indiana University (USA)	Philosophy, science, ecology, Human Rights, Freedom of religion	Religion and Human Rights (elective) Approaches in Interreligious Studies (elective)
2.	Dr. / full-time	Political Science, National University of Singapore (Singapore)	Religion, Politics & Global Affairs	Academic Study of Religion (compulsory) Religious Literacy in a Multicultural World (elective) Religion & Polarisation (elective)
3.	Dr. / full-time	Interreligious Studies, UGM Graduate School (Indonesia)	Digital Humanities & History	History of Religions (elective)
4.	Prof. / full-time	Archaeology, Universitas	Islamic Archaeology	History of Religions (elective)

		Gadjah Mada (Indonesia)		
5.	Dr. / part-time	Interreligious Studies, UGM Graduate School (Indonesia)	Migration and Religion	Research Design (compulsory) Academic Study of Religion (compulsory)
6.	Prof. / part-time	Biblical Studies, Glasgow University (UK)	Study of Theology	Interreligious Hermeneutics (elective)
7.	Dr. / part-time	History and Culture, Utrecht University (Netherlands)	History Studies	History of Religions (elective)
8.	Prof. / part-time	MIALS, Asia Institute, University of Melbourne (Australia)	Interreligious Discourse and Engagements	Religion and Polarisation (elective)
9.	Prof. / part-time	Theology, Catholic University of Nijmegen (Netherlands)	Religious Studies	Academic Study of Religion (compulsory)
10.	Dr. / part-time	Religious Studies, Arizona State University (USA)	Theories of religion, indigenous religions, religion and ecology, religion and advocacy	Academic Study of Religion (compulsory)
11.	Dr. / part-time	Philosophy, Victoria University of Wellington (New Zealand)	Religion and Advocacy, Religion and Conflict	Research Method and Design (compulsory)

Scientific Qualification of the Teaching Staff

The faculty members of IRS have qualifications in Religious Studies, Islamic Philosophy, Theology, Sufism, as well as in Philosophy, Politics, Social Sciences and Humanities. Doctoral courses are taught by professors from diverse religious and academic backgrounds. They share their perspectives and try to understand one another. They use approaches from social sciences and humanities to study religious communities in the world. But they also take into account the divine revelations and the normative teachings of their different religions. The goal of IRS is to study religions by creating dialogue, not only between people from different religious communities, but also from diverse disciplines such as anthropology, Quranic and Hadith studies, sociology, Christian ethics, history, Islamic law, philosophy, Islamic mysticism and biblical studies.

The IRS Doctoral faculty members represent many different disciplines related to religious studies. As a result, IRS is in a position to accept students with very different research interests because of the breadth of its faculty. IRS students can study not only with well-known Indonesian scholars but also with well-known scholars from around the world.

Pedagogical Qualification of the Teaching Staff

The principal pedagogical requirements for a lecturer in Indonesia are governed by the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers. Based on the regulation, there are two principal pedagogy requirements for a lecturer:

1. General pedagogical knowledge (principles and strategies of cross-curricular classroom management and organisation);
2. Pedagogical content knowledge (the knowledge integrating the content knowledge of a specific subject and the pedagogical knowledge for teaching the particular subject).

UGM holds an intensive teaching training, namely "Innovative Learning Ecosystem" by the Directorate of Academic Studies and Innovation (DKIA UGM). The training is conducted for a week and is compulsory for every UGM lecturer. During this training, the lecturers learn and practice various methods of teaching and classroom management. Moreover, as UGM strongly holds the integration of Tridharma Perguruan Tinggi (the three main pillars of University, namely: teaching, research and community engagements), the lecturers also integrate their theoretical knowledge and practical experience with their duties. Besides that, "Training on Technology-Based Learning (SIA Simaster and Webex)" is also conducted by the Centre for Academic Innovation and Studies, aiming to develop the lecturer's skills in the digital age. Similar training is also conducted at faculty level (UGM Graduate School) each semester. In addition, DKIA also provides grants to develop new skills, such as to create Massive Open Online Courses. IRS lecturers joined some of these training sessions.

Related to self-development, faculty members are provided the same opportunity to develop themselves through related trainings conducted by the faculty and University units such as big data and learning management trainings such as the use of the Learning Management System lectures, lecture platforms using Zoom, Webex and Google Classroom and an interactive student assessment such as Quizizz and Mentimeter. Every year, UGM Graduate School specifically provided faculty members with research grant schemes to sharpen their areas of expertise and use research as one the learning bases. This includes an independent scheme that is individually chosen but institutionally facilitated. Additionally, the IRS programme supports and facilitates lecturers in obtaining research funds from outside universities such as the National Research and Innovation Agency/*Badan Riset dan Inovasi Nasional* (BRIN) and from other philanthropic institutions.

A grant from BRIN involved one lecturer in IRS in 2021-2022 with a number of researchers from BRIN and Udayana University. The research examined the role of social capital in civil society organisations (CSOs) and faith-based organisations (FBOs) within the context of the shrinking civil society in Indonesia. It looked at CSOs and FBOs in West Java, Yogyakarta, Bali and South Sulawesi. The research has now been published in the Journal of *Religio*.

Internationality of the Teaching Staff

Most of the lecturers in the IRS programme are Indonesian. However, they also invite lecturers from abroad to become guest lecturers and be involved in lecture activities. In recent years, IRS has invited several lecturers who are actively involved in the lecture process such as a Doctor from Georgetown University (USA) who teaches the course Religion and Development; a Doctor from Baylor University (USA) who teaches the course Theories of Religion; a Professor from Virginia Commonwealth University (USA) who teaches the course Interreligious Hermeneutics; and,

a Professor from Edinburgh University, Scotland (UK) who teaches Research Design and Method course.

Guest lecturers in the IRS study programme are also involved in other academic activities such as workshops and supervision of student dissertations. Every semester, a Professor from Radboud University (Netherlands) provides workshops on writing publications in international journals. The Professor often participates in other academic activities such as the weekly "Wednesday Forum" discussion and as a speaker at conferences. The Professor form Edinburgh University is involved in supervising student dissertations by being a dissertation co-promotor for several IRS students who write about religion and the environment.

Moreover, eight out of eleven of the full-time lecturers of the IRS programme have experiences abroad, especially their own PhDs that were conducted at universities in the USA, the Netherlands, the UK, Australia, New Zealand or Singapore.

Internal Cooperation within the Faculty
Internal cooperation at University level is conducted in terms of teaching, publication and community engagement activities. Lecturers serve as supervisors of the student group conducting community service and will collaborate in these tasks with other lecturers from various facul-ties at UGM. At faculty level, internal cooperation is shown by annual research and community en-gagement grants that require collaboration among lecturers from different study programmes. Internal cooperation within the study programmes is conducted through team teaching, collabo-rative research, co-authorship in publication and mentoring younger faculty members. The IRS study programme as a consortium-based Doctoral programme always strives to invite consortium member lecturers to be involved in education, research and community engagement activities. One of the study programme policies in the field of education is that courses are taught by two lecturers (co-teaching) who come from different backgrounds (gender, race and religion) such as from Faculty of Cultural Studies, Faculty of Social and Political Science, Faculty of Anthropology, Faculty of Theology (UKDW) or Faculty of Islamic Thought (UIN Sunan Kalijaga). IRS also invite lecturers from outside the consortium (among others are from Sanata Dharma University, Atmajaya University, Muhammadiyah Yogyakarta University, Brawijaya University, Airlangga Uni-versity) to support the student learning process and in the dissertation writing process. Internal collaboration, both at University, faculty and consortium levels, is an important thing that helps the Doctoral programme achieve their stated vision and mission.

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 re-search 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. Furthermore, the integration of researchers and guest lecturers from other institutes and institutions are systematically established, national as well as interna-tional (e.g., from the Netherlands or from USA).

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 teaching duties and are ensured by an established procedure. It is regulated that lecturers need to pass a training course before becoming a lecturer at the University.

A considerable number of teachers have relevant experience in international research and teaching abroad. Furthermore, the higher education institution provides regular supervision of the teaching staff, and it places great value on several years of successful supervisory experience.

There are regular events concerning programme coordination in the faculty which take place. An integrative approach exists through diverse joint events and numerous research and practical projects which are cooperatively carried out.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

Collaboration with universities and other academic institutions is an important foundation for the IRS programme in developing institutional capacity. Currently, the study programme collaborates with many universities and academic institutions both domestically and overseas. Collaboration focuses on three main academic areas, namely education, research and community engagement. The basis of these collaborations is a Memorandum of Understanding (MoU) or Agreement (MoA) agreed by both parties. In the process of building collaboration, parties who wish to collaborate can first communicate with the faculty or can go directly to the study programme. Many of the IRS students receive benefits from the cooperation and partnership that IRS has with institutions in the country and around the world. One of the main benefits that students gain from collaboration carried out by study programmes is the scholarship scheme. Of the several collaborations carried out by study programmes, there are several collaborations that provide scholarships for students (e.g., grant agreement between Presbyterian Church USA and ICRS). Apart from that, students

are also facilitated to take part in international conference activities abroad held by study programme partners. For example, in 2023, one of IRS students had an opportunity to take part in the International Peacemakers Programme organised by Presbyterian Church (USA). This can increase students' networking experience at international level. Moreover, students benefit from the close connection to the two consortium universities in Yogyakarta (Islamic and Christian university). This includes exchange with other Doctoral students, the opportunity to take classes and use of the library.

<u>Networking of Scientists</u>
Developing collaboration between institutions is fundamental for the IRS programme in developing its knowledge. Apart from bringing benefits to the study programme, the collaboration also has benefits for the students. For example, the cooperation established by the study programme with several educational institutions in Asia, the Middle East, America and Europe has opened up opportunities for students to be involved in a number of initiatives and research collaborations. One example is the collaboration between the IRS programme and the Oslo Coalition on the topic of Human Rights which has contributed to the student's study process, in this case providing scholarships for tuition fees. Apart from that, the same scheme also applies to collaboration with the Geneva-based Globethics, where scholarships in the form of tuition fees are provided for IRS students. Networking with scientists were also developed in a number of initiatives such as the one on human dignity, where top-notch scholars and scientists converge at Christchurch, Oxford University, to collectively work on a joint project and publication with a top internationally refereed journal on religion. The most recent and existing study on the nexus between polarisation and social and environmental justice has also integrated scholars and lecturers in IRS with the network of experts who gathered in an international workshop on the "Global Initiative on Polarisation". In this project, two IRS students are currently engaged as Research Assistants.

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. Scientists and doctoral students regularly participate in inter-university research projects (especially with their other two consortium universities). The participation of the Doctoral students is a part of the programme.

The scientific networking has a recognisable benefit for Doctoral students. This includes research stays, conferences and other networking possibilities. Furthermore, the scientific networking is institutionally secured. Gadjah Mada University is individual member in the Indonesian Association on Religion Studies. However, the panel **recommends** becoming a member of the International Association for the History of Religions, which fosters the scientific study of religion. This would facilitate the networking and funding for the young researchers. The University could further improve the situation with these memberships.

Quality Ratings		Excellent	Exceeds quality re-quirements	Meets qual-ity require-ments	Does not meet quality require-ments	n.r.
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

The organisational structure and management of UGM refers to the Indonesian Government's Regulation No. 67 Year 2013 about Universitas Gadjah Mada Statute. Based on this statute, the UGM faculties are led by the Dean and assisted by three Deputy Deans. The Head of Study programme is the programme director who has the following duties:

1. Running the study programme based on the regulations;
2. Running the learning processes based on the agreed curriculum;
3. Conducting coordination and synergy;
4. Conducting quality assurance.

These duties are assisted by the secretary of the study programme. The election of the head and the secretary are carried out through a democratic mechanism in UGM's Education and Teaching Directorate (DPP) meeting. In implementing the roles and functions of the director, all educational activities and student affairs are coordinated by the director of the respective programme and reports these activities to the Dean.

At faculty level, the Dean and Vice Dean of UGM Graduate School manage the internal and external dimensions, such as academic staff, administrative staff, students, alumni and its network. For effective coordination, evaluation and monitoring, the Head of IRS leads the annual programme workshop (each December or January) that focuses on evaluation of the past year and programme plan for next year. In the workshop, coordinators of divisions present their reports and plan, and the Head leads the discussions for development strategies. Following up the annual workshop, the Head facilitates monthly meetings for 1) all divisions to coordinate programme/activities, and 2) each division to monitor programme progress. In those workshops/meetings, the head encourages all personnel to share new insights or initiatives. Initiatives can come from all participants.

In case of complaints, students can approach the administrative support of the Graduate School and study programme. They can handle the approach involving the respective lecturers or staff (e.g., in grading issues).

<u>Management Support</u>
Administratively, the UGM Graduate School is supported by 92 lecturers and administrative staff. The administrative staff is divided into two divisions, (1) the academic and student affairs staff and (2) the finance and human resources staff. The academic staff manages the lecturing process, arranges class schedules and organises midterm and final semester examinations, coordinates with lecturers regarding course grades and facilitates students in taking care of final assignments. The other staff deals with matters related to students while they follow the learning process starting from registration, campus orientation, student exchanges, competitions, conferences, and graduation. To increase work performance, the UGM Graduate School manages the job promotion of these administrative staff based on periodic evaluations and provides opportunities for administrative staff to develop their competencies.

In the students' early year of attending campus, UGM has provided students with "The Successful Training of Learning for new students", which aims to help new students become prosperous learners during their study in higher education. UGM also conducts training for first-year students to provide academic and non-academic provisions during students' study periods. The initiative is also implemented as well as at faculty level through PPSMB "Society" to help the first-year students adapt to University life. The UGM Graduate School also provides supporting grants for students for participation in conferences, research or student competitions at various levels.

In terms of supporting communication processes between students and lecturers, students can access and communicate to IRS' lecturers through various channels such as e-mail, telephone, instant messaging (personal WhatsApp and class group WhatsApp), as well as a direct appointment to arrange their meetings. IRS provides a WhatsApp group and/or Google Classroom for each course conducted and maintains WhatsApp groups for active students and alumni. Additionally, a dedicated study programme officer is available to support students. This officer can be reached through email or the official study programme WhatsApp as a help desk. IRS also has a social media account that enables its students and the general public to interact with IRS. Should the students have any concerns regarding academic and non-academic matters, they can contact IRS academic staff through IRS media digital account at any time. Furthermore, IRS also assigned lecturers to intensively supervise students in preparing their dissertation and to serve as academic and non-academic advisors as well.

<u>Documentation of the Doctoral Programme</u>
Information on the Doctoral programme is available on the respective website.[16] Information includes the selection schemes, tuition fees, curriculum, programme objectives, list and description of the courses, multidisciplinary courses, learning activities, examination schemes, student research and community service, competence for undergraduates and working prospects for graduates. The website also provides general information about lecturers and staff profiles.

The information on the website is explained in detail in the Doctoral Handbook of the study programme. The Doctoral Handbook contains sections of general information regarding student admission, academic registration, learning activities, student evaluation, academic ethics and other regulations. Additional documents concerning the curriculum can also be accessed and downloaded through the UGM Graduate School website. All information on the website, social media, and SIMASTER is regularly updated.

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[16] see: https://icrs.or.id/ (last access June 25, 2025)

The University regularly publishes academic and current events information to the faculty members through end-to-end platforms, such as institutional email and Simaster application, as well as through public platforms, such as University websites and social media. The students receive academic information, such as course registration, examination schedule, conference, webinar and scholarship opportunities via SIMASTER. In general, faculty, staff and students of UGM also receive regular communication on general information, such as meeting invitations, ticket promotion for staff and students and traffic pattern changes.

The faculty and study programme also use their websites and social media channels to publish news and information regarding academic and research activities and especially use social media to engage in interactive communication with the public. The faculty is maintaining relationships with external stakeholders, including the alumni and the press, through the faculty secretary office and media division. Platforms used by the University, faculty and the study programme are as follows:

Table 8: List of Websites and Social Media Channels

University		
1	Website	https://ugm.ac.id/
2	Instagram	https://www.instagram.com/ugm.yogyakarta/?hl=en
3	YouTube	https://www.youtube.com/user/UGMOfficial
4	Twitter	https://twitter.com/UGMYogyakarta
5	TikTok	https://www.tiktok.com/@ugm.id
Faculty		
1	Website	https://www.pasca.ugm.ac.id/v3.0/id/
2	Instagram	https://www.instagram.com/pascasarjanaugm/
3	YouTube	https://www.youtube.com/channel/UC4u54uue89m3nsEm01odNXg/videos
4	Facebook	https://www.facebook.com/pascasarjana.ugm/
5	Twitter	https://twitter.com/ugmyogyakarta?lang=en
Study Programme		
1	Website	https://icrs.or.id/
2	Instagram	https://www.instagram.com/icrs_yogya/
3	YouTube	https://www.youtube.com/channel/UCzIYW-12W4SfLpuuy75fuVw
4	Facebook	https://www.facebook.com/icrs.yogya.10
5	Twitter	https://twitter.com/icrs_yogya?lang=en

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. Furthermore, the complaints procedures and the possibility to lodge a complaint are transparent and known, core processes and responsibilities are established.

Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively. Furthermore, the Doctoral students and

the teaching staff are sustainably promoted through the support of management in their teaching and research tasks. There is a good ratio of students and staff.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The Doctoral programme is extensively described and updated, especially on the platform. The interested parties also have access to the documentation in electronic form, and it provides transparency. Moreover, the IRS offers monthly newsletter and informs about news about the programme.

4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

Teaching and learning facilities and equipment are fully supported by UGM following its regulations.[17] Engagement of the three universities and many departments in the programme is not only to ensure religious diversity and dialogue between different traditions of scholarship, but also to increase the available resources for the Doctoral programme. IRS offers its students a well-equipped campus infrastructure through its location in the Graduate School of Interdisciplinary Studies at UGM. The central office and classrooms of IRS includes a study lounge with wireless internet access on the third floor of the landmark graduate school building overlooking fountains, lawns and an old-growth forest. IRS also has access, in the same building, to offices, large and small classrooms and a conference room for international seminars.

IRS and the Master programme in Religious and Cross-cultural Studies (CRCS) share a library in religious studies, with online access to many journals and an excellent collection of books in both English and Indonesian languages. The programmes share programming including the weekly English-language Wednesday Forum lecture and discussion series on issues in religious studies as well as special lectures and seminars by visiting scholars. Since CRCS is the only English language religious studies programme in the three universities, its course offerings are also an important part of the IRS programme, especially for foreign students who do not speak

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[17] see 67/2013 UGM Statute and the Decision of UGM Academic Senate on academic policy, provision, utilisation and maintenance Academic Policy No. 08/2012

Indonesian. Advanced CRCS Master students may also join IRS seminars with permission from the instructor.

Equipment for the Library

The UGM Central Library provides numerous collections both in print and digital form. For the collection of teaching material in the library, lecturers and students are allowed to propose books and international journals to be provided by the library. Lecturers and students can access teaching materials through the electronic library, an online book loan application. In addition, the library provides services to the students and the academic community of Circulation Services (borrowing books) as well as providing access to periodical references, final assignments, undergraduate thesis, thesis and dissertation and scientific articles. What is more, students can communicate directly to librarians to assist them with the references needed for their research and study.

Thousands of e-books, e-journal, e-proceeding, e-theses and other digital formats of documents are available online in the digital library. Lecturers and students have access to the library online database through the website of UGM library or the websites of the faculty libraries. The students have free access to more than 60 e-journal and e-book providers including: SpringerLink, EBSCO, WILEY, JSTOR, ProQuest, Taylor & Francis, Sage Open, and many more. The UGM Library also provides further facilities to users like: Wi-Fi / Hotspot Area in all areas of the library, study room for independent and group study, discussion room, seminar room, Reading Café, computer to access catalogue, Internet, Electronic Thesis and Dissertation and for working on assignments (100 computers are available), as well as a Learning Garden.

The main library is open every Monday – Friday (07:00 a.m. – 08:00 p.m.) and Saturday (07:00 a.m. – 1:00 p.m.). Therefore, the online access to digital libraries is available 24/7. The library consists of a book collection room, reading room and individual and group reading rooms. The digital library can be accessed using the University network or outside University network that requires single sign on. Furthermore, the digital library provided by the University is integrated and all students from all faculties can access all literature, thus supporting interdisciplinary learning.

In addition to the UGM library and the Library of the Graduate School, IRS and CRCS have jointly developed a specified library, employing a trained librarian. All CRCS books can be accessed at www.opac.lib.ugm.ac.id. The specified library on the study of religion has a collection for about 10.817 titles, and additional online journals and books are accessible in the UGM library.[18] Students may access those libraries from Monday to Friday, during the office hours (7 a.m. - 4 p.m.), and online library resources from home or anywhere through their internet access.

Furthermore, students can gain access to the libraries in UIN Sunan Kalijaga and Duta Wacana Christian University libraries for free. They can borrow books and use the study corners at these two universities. This is part of the consortium collaboration to support the development of knowledge in the IRS programme.

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[18] see: https://lib.ugm.ac.id/database-jurnal-dan-buku-elektronik-online/ (last access June 24, 2025)

Appraisal:

The panel interviewed the University representatives during an online conference; the facilities were not seen on-site. However, the panel was provided with information and further material. Therefore, they conclude that 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. However, the panel **recommends** expanding the facilities in the future.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the Doctoral students. Online access for technical literature is guaranteed. Outside of the University the Doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge. Students can also use the libraries of the two consortium universities in Yogyakarta.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

The financial system is centralised at University level. UGM, as a state university, has the status of an autonomous public legal entity. The income for the IRS programme is generated by three sources:

1. Government funding – in the form of funding assistance which includes grants, subsidies, and collaboration funding, such as research, publication and community engagement funds.
2. Public funding – comes from the public, especially from student tuition fees.
3. Cooperation funding – from collaborative activities with partners.

The government allocates operational support to fund costs from academic activities for the faculty annually. The faculty members are civil servants and non-civil servant staff. The government pays the salaries of the civil servants.

Moreover, the University implements a Single Tuition Fee (*Uang Kuliah Tunggal*) paid every semester. There are no other charges to the student for specific academic activity such as community service or dissertation defence. The faculty and study programme also receive income from

collaborative activities with partners. In every collaboration, partners will be charged a percentage for institutional fees from the overall value. The variety of income sources and proper financial management provides for the sustainability of the IRS programme.

The management fund of the study programme is based on the Annual Budget Work Plan (*Rencana Kegiatan Anggaran Tahunan* — RKAT), which resonates with the short- and long-term mission of the programme. RKAT consists of detailed activities, budget and the sources of financing the academic and student affairs. The RKAT is an integrated document, which represents the interest and participation of both the programme and the respective faculty. It is based on the strategic and operational activities of the faculty, which resonate with its vision and mission. Evaluation and monitoring meetings are held annually as part of the report department.

Moreover, students of the Doctor in Interreligious Studies are eligible to apply for scholarships of the Indonesian Government and/or Ministry of Religious Affairs. The University also offers scholarships to its students via the partnerships with other universities and institutions (e.g., Ford Foundation).

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 University guarantees the financial protection of the doctoral students.

Quality Ratings		Excellent	Exceeds quality re-quirements	Meets qual-ity require-ments	Does not meet quality require-ments	n.r.
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

The Law No.12 of 2012 on Higher Education stipulated systematic procedures of quality assurance that should be adopted and carried out by all Higher Education Institutions in Indonesia. Under that regulation, UGM established the Regulation of Board of Trustees (MWA) No.4 Year 2014 on Organisations and Governance of Universitas Gadjah Mada. At University level, there is the University Quality and Reputation Assurance Unit (SPMRU). The unit is tasked with maintaining and improving quality in the academic, research and community service fields as well as other supporting fields. In implementing quality assurance, SPMRU UGM uses standards based on ISO 9001:2008, the Standards of the National Accreditation Board for Higher Education (BAN-PT) of the Indonesian Ministry of Education and Culture and the ASEAN University Network on Quality Assurance (AUN-QA) (KJM UGM).

Elements of quality assurance include quality planning, implementation, evaluation and improvement. Both internal and external quality assurance is implemented to assess the quality of teaching and learning processes. Besides achieving quality assurance, internal quality assurance also aims to prepare for an external quality assurance assessment. At UGM level, AMI (Audit Mutu Internal or Internal Quality Assurance) is a systematic and independent internal quality assurance audit. The assessment is carried out on a yearly basis to assess each department's quality of teaching and learning system. UGM's Policy on Quality Assurance serves as a guideline for procedures and mechanisms for internal quality assurance. At faculty level, there is also a unit dedicated to quality assurance whose tasks are in line with the University's mission of establishing quality higher education teaching and learning.

The IRS programme participates and is actively involved in quality assurance activities carried out every year. Within the internal study programme itself, one of the quality assurance activities that is routinely carried out is curriculum reviews to check whether the knowledge, skills and ethics taught to students are still relevant to the needs of stakeholders and the latest developments in Doctoral education in related fields in Indonesia and abroad. In the 2018 academic year, the IRS programme curriculum underwent changes, including due to demands for the curriculum to adapt to the Indonesian National Qualifications Framework.

The IRS programme curriculum is reviewed within a certain period of time by the study programme along with related parties, at least once every four years, or if there are observations that indicate the need to revise more quickly, even if it does not significantly overhaul the curriculum. This curriculum review is to improve the quality of the study programme, adapt to new regulations, as well as to ensure relevance to social developments, epistemological relevance and to meet stakeholder needs.

The process of preparing the new curriculum in the IRS programme follows the steps of the curriculum development cycle that have been determined by SPMRU UGM. The preparation process is as follows:

Planning Stage
    a. Creating a curriculum development committee.
    b. Identify the main issues and trends existing in interreligious studies and related scholarly interests.

   c. Assessing the needs and requirements for developing existing issues.

Review Process
   a. The curriculum development committee determines methods for ongoing curriculum evaluation and curriculum review.
   b. Conduct surveys with students to determine the effectiveness and advantages and disadvantages of the curriculum.
   c. Doing focus group discussions with lecturers, staff and other stakeholders (alumni, alumni networks/employers, and study programme partners).
   d. Identify resources to support programme implementation.
   e. Develop and identify the needs and tools needed to measure student learning progress.

Implementation Stage:
Implementation of the new curriculum on academic programmes.

Evaluation Stage:
   a. Monitoring and updating programmes.
   b. Assessing the success of the programme.
   c. Next improvement plan.

The results of the audit carried out by KJM UGM were then followed up by the study programme in the form of aligning activity programmes. One example is related to the recruitment process for prospective students. Based on an audit from KJM UGM, study programmes need to increase promotional activities to increase the number of prospective students registering. The suggestion from KJM UGM was immediately followed up by the study programme by optimising promotional activities. Some of the activities carried out are optimising the use of social media as a promotional platform, carrying out special promotional programmes such as Open House, conducting visits and socialising study programmes to various universities and institutions, as well as utilising student and alumni networks to be able to promote study programmes to their colleagues.

Inclusion of Quality Assurance in a Superordinate Quality Concept
Assurance of the quality of education in higher education is the process of establishing and fulfilling quality standards for higher education management consistently and sustainably, so that stakeholders (students, lecturers, education staff, parents, government, business world and other interested parties) obtain satisfaction. The UGM Quality Assurance Office has developed concepts and policies for the UGM internal quality assurance system (*Sistem Penjaminan Mutu Internal/SPMI*). The SPMI concept and policy includes the definition of quality assurance, quality assurance implementation cycle, organisation, documentation system and human resources.

The IRS programme actively engages in quality assurance programmes carried out each year. This is to make sure that all educational, research and community engagement programmes implemented by the study programme are in accordance with the University's vision and mission and also in accordance with the quality standards set by the University. As part of the quality assurance, IRS conducts regular curriculum reviews, which involves lecturers, students, alumni and representatives of the three consortium member universities.

The regular curriculum review and change is a systematic effort to synergise the study programme's vision and mission and the development of knowledge in the field of interreligious studies with the vision and mission of the faculty and University, graduate profiles and the needs and demands of users or stakeholders in general. The quality assurance process in the IRS programme is inseparable from the quality assurance process that takes place at faculty and University level. The differences between the old and new curriculum, as well as the continuity between the new curriculum and the vision and mission of the study programme are explained in the curriculum change objectives as follows:

- Develop an institutional structure that facilitates sustainable collaboration in the Interreligious Studies Doctoral programme with other universities.
- Strengthening dialogue between scientific traditions that have developed over the centuries, namely social sciences, as well as other disciplines rooted in different religious traditions.
- Develop continuous research on the interactions between religion, culture and social change in Indonesia. To better find resources in all religious traditions that help us face the challenges of globalisation, environmental destruction, social conflict and poverty.
- Creating a reward system that empowers lecturers to read books, journals, engage in critical and continuous learning processes, follow developments in their scientific disciplines, spend time preparing up-to-date teaching materials, be involved in national and international research projects and write academic articles and books.

<u>Evaluation by Doctoral Students</u>
An effort to improve academic quality in the IRS programme is to conduct student evaluations of the services provided by the study programme. Every year the study programme carries out student evaluation surveys. There are two types of surveys carried out by the study programme: (1) Lecturer and Course Evaluations and (2) the Student Satisfaction Surveys. The Lecturer and Course Evaluation survey is carried out twice per semester, at the middle and end of the semester. In this survey, students have the opportunity to provide feedback and evaluate several main aspects of lecture implementation, such as pedagogical competency, professional competency, personal and social competency, course content and constructive criticism. These evaluations provide constructive input from students. The results of class and lecturer evaluation surveys are published on a limited basis and discussed by the study programme in meetings with the lecturers and then used as guidelines in preparing lectures for the following semester.

However, the main concern shared by the students is the over capacity of the class participants since some courses are a joint class between IRS and CRCS. To follow up this case, both study programme management decided to limit the number of participants of each course.

Apart from class and lecturer surveys, the IRS programme also carries out a student satisfaction survey. In this survey, the study programme wants to see the level of student satisfaction with the services provided. This survey activity is carried out at the end of the academic year. In this survey, the study programme invites students to provide assessments of several service aspects such as reliability, responsiveness, assurance, empathy and tangible assistance. The results of this survey are discussed in study programme work meetings and then followed up in the process of improving services for students.

The evaluation process by students is a mandate from the University that must be implemented so that the quality of academic activities can be maintained and improved. If there are aspects

that do not meet the student's needs, the study programme will immediately follow up. The tool used by the study programme for these surveys is Google Forms. The study programme emphasises the aspect of confidentiality in the survey process so that it can provide comfort for students in providing evaluations and not hesitate to provide constructive criticism for the study programme.

For students who have just graduated, the faculty conducts exit surveys which can be accessed via the Simaster application. Exit surveys for the graduates are conducted in each graduation period at faculty level (four times a year). This survey aims to find out the study experience of the students, their perception and satisfaction with teaching and learning quality, challenges faced during the study period, academic and non-academic support provided by the faculty and the department, as well as career readiness of the graduates. The report of the exit survey is communicated to the departments and used by the department to discuss the needed improvements further.

Evaluation by Supervisors
Apart from evaluations from students, the study programme also asks for evaluations from lecturers and staff regarding the academic activities that have been carried out. In the lecture process, evaluations are carried out by lecturers using the SIMONI application which has been integrated with Simaster. This activity includes activities carried out by SPMRU UGM, the head of the study programme and the evaluator team in monitoring the learning process in the study programme, starting from the delivery of information and the timing of monitoring implementation, the determination of the evaluator team by the head of the study programme until there is certainty that all courses running in the current semester have been monitored. Monitoring of the learning process in study programmes at UGM is carried out at the middle of the semester and the end of the semester.

In addition, the study programme lecturers, who are student dissertation supervisors, routinely provide evaluations in the form of input and suggestions for students. The study programme routinely carries out monitoring activities on the progress of student studies called PhD Camp. In this activity, the study programme invites students and dissertation supervisor lecturers.

Evaluation by Third Parties
Evaluations by the alumni and employers are conducted each year through tracer studies. The UGM Tracer Study is a survey conducted to evaluate and improve the implementation process and education system at UGM. The results of the UGM Tracer Study provides valuable data for UGM and are needed for UGM's development and progress.[19]

The main aims of the tracer study are:
1. To improve the curriculum to produce graduates with character;
2. To extract information from alumni regarding the development of competencies needed by the job market as material for improving the learning system;
3. To take inventory of the benefits obtained by alumni while studying at UGM;
4. To conduct searches on workplaces, fields of work, waiting times for employment and to build networks;

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[19] see: https://alumni.ugm.ac.id/tracer-study/ (last access June 25, 2025)

5. To obtain information regarding graduates' work readiness according to the Main Performance Indicator (IKU) target;
6. To provide feedback for the development of Higher Education.

The IRS programme also conducts tracer studies for users and employers including instruments consisting of ethical aspects, expertise in the field of studies, foreign language skills, IT usage skills, communication skills, teamwork and self- development. The feedback from external stakeholders is primarily gathered through surveys, interviews and focus group discussions and is used in the annual evaluation as well as in the curriculum review. Another more informal involvement of external stakeholders to improve the programme is through their engagement in guest lectures, talks and sharing sessions.

Appraisal:

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

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

There is a regular evaluation concerning the implementation of the programme carried out by the Doctoral students, the supervisors and external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development. With regard to the tracer study that is conducted, the panel **recommends** carrying out a systematic evaluation of alumni and employers. Especially because there are many cooperation partners and with this, they could improve on integrating external views and benchmarking.

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

HEI: Gadjah Mada University

Doctoral programme: Doctor of Interreligious Studies

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
1.3.1	In the research fields		X			
1.3.2	Outside the research fields		X			
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution		X			
1.5	Gender Equality and Equal Opportunities			X		
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					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					
3.2.1	Logic and Conceptual Consistency		X			

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
4.1.1	Structure and Number of Teaching Staff		X			
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty		X			
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students		X			
4.2.2	Networking the Scientists		X			
4.3	Programme Management					

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			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		