

# Decision of the FIBAA Accreditation and Certification Committee



20<sup>th</sup> Meeting on November 26, 2025

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/110
<b>Higher Education Institution:</b>	University of Jember
<b>Location:</b>	Jember, Java, Indonesia
<b>Study programme:</b>	Doctoral Programme in Management (Dr.)
<b>Type of accreditation:</b>	initial accreditation

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

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

**Condition:** The University

- a. aligns the scale measures used in the quality assurance surveys.
- b. closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

➤ Proof of meeting this condition is requested until by August 25, 2026.

Period of Accreditation: November 26, 2025 until November 25, 2030

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

University of Jember, Indonesia

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**Doctoral programme:**

Doctoral Programme in Management

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**Qualification awarded on completion:**

Doctor in Management (Dr.)

# General Information on the Study Programme

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**Brief description of the study programme:**

The Doctoral Programme in Management (DMSP) is a three-year PhD programme that aims to educate graduates who develop research in the field of management science with an interdisciplinary, multidisciplinary or transdisciplinary approach with a business environment perspective and develop new scientific theories/concepts/ideas in the field of management science, as well as formulate arguments and solutions in management science, technology or art. Graduates shall work as researchers, managers or consultants in the field of management.

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**Type of study programme:**

PhD programme

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

3 years / 6 semester, 47 SKS credits / 85.07 ECTS credits

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**Mode of study:**

full-time

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**Double/Joint Degree programme:**

no

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

25

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**Programme cycle starts in:**

Odd semester / August; Even semester / February

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**Initial start of the programme:**

2016

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**Type of accreditation:**

initial accreditation

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**If applicable: Accreditation in one cluster with:**

Bachelor in Law, Master in Accounting, Master in Economics

## Procedure:

A contract for the initial accreditation of the Doctoral Programme in Management (Dr.) was concluded between FIBAA and University of Jember (UNEJ) on November 30, 2023. On February 10, 2025, 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<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Peter Felten**

University of Vienna, Austria

Student of MSc. in Banking and Finance

**Prof. Dr. Andreas Grüner**

University St. Gallen, Switzerland

Professor of Finance and Accounting

(Finance and Accounting, Corporate Finance, Controlling, Private Equity, Performance Measurement, Portfolio Management, Entrepreneurship, General Management)

**Dr. Yordan Gunawan**

Universitas Muhammadiyah Yogyakarta, Indonesia

Associate Professor of International Law

(Public International Law, International Environmental Law, Law of International Organisation, International Dispute Settlement Mechanism)

**Dr. Anu Jossan**

Northumbria University, Qatar

Programme Head Business Analytics, Economist, Data Science Professional, AI Expert

(International Economics, Macroeconomics & Microeconomics, Business Analytics, Financial Econometrics, Banking & Financial Risk Management, Data Science, AI & Machine Learning Applications, Strategic Management, Business Finance, Corporate Governance)

**Dr. Annette Metz**

CONBEN South-East Asia Ltd

Founder of COBEN South-East Asia Ltd, Director and Consultant

(Human Resources, Personnel Management, Organisational Development, New Work, Communication, Leadership, Sales Management, International Management, International Leadership, Business Leadership, Sales Management, International Management, International Leadership, Business Administration, MBA, Business Administration)

**Prof. Dr. Susanne Meyer**

Berlin School of Economics and Law, Germany

Professor for Business Law, in particular Corporate Law and International Contract Law

(Corporate Law, Insolvency Law, University Law)

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<sup>1</sup> The panel is presented in alphabetical order.

**Prof. Dr. Gerhard Speckbacher**

Vienna University of Economics and Business, Austria

Professor of Strategic Management and Management Control

(Strategic Management, Management Control, Business management, Consulting, Accounting, Finance, Innovation)

FIBAA project manager:

Friderike Odrowski (née Uphoff)

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on August 6-7, 2025 at the HEI's premises in Jember (Indonesia). The same cluster included an appraisal of the Bachelor Programme in Law (S.H.), Master Programme in Accounting (M.Ak.) and Master Programme in Economics (M.E.). At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 5, 2025. The statement on the report was given up on November 14, 2025. It has been taken into account in the report at hand.

# Summary

The Doctor of Management offered by University of Jember fulfils with one exception the FIBAA quality requirements for Doctoral programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2025 and finishing on November 25, 2030 under conditions. 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 need for improvement regarding the following aspect<sup>2</sup>: Quality Assurance in terms of Contents, Processes and Results. They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 5.): The University
  - a. aligns the scale measures used in the quality assurance surveys.
  - b. closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

Proof of meeting this condition is to be submitted by August 25, 2026.

The panel members identified several areas where the programme could be further developed and **recommend**:

- Starting from the beginning with students developing their own specific scientific ideas (see chapter 3.2),
- Including responsible use of Artificial Intelligence into the technical offers (see chapter 3.2),
- Offering additional qualifications for senior lecturers (see chapter 4.1),
- Giving students a stronger role in the process of programme development, especially in planning and adapting the curriculum (see chapter 5.),
- Conducting external evaluation also at course level, not only at programme level (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 is one criterion in which the programme exceeds the quality requirements:

- Quality of the Classrooms and Working Places (see chapter 4.4).

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

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

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# Information

## Information on the Institution

University of Jember was established by a small private University called Universitas Tawang Alun (UNITA). UNITA was founded on November 4th, 1957, by three founders: dr. R. Ahmad, Th. Soengedi, and R. Soerachman through the formation of the Triumviraat committee on April 1st of 1957. On October 5th, 1957, the Tawang Alun Foundation was established. As of November 10th, 1964, the Universitas Negeri Djember (UNED) was established, which consisted of five faculties, located both in Jember and Banyuwangi. These developed into six faculties and subsequently changed their status to the University of Jember (UNEJ).

UNEJ offers 16 faculties which include the Faculty of Law, Faculty of Social and Political Sciences, Faculty of Agriculture, Faculty of Economics and Business, Faculty of Teacher Training and Education, Faculty of Humanities, Faculty of Agricultural Technology, Faculty of Dentistry, Faculty of Mathematics and Natural Sciences, Faculty of Medicine, Faculty of Engineering, Faculty of Public Health, Faculty of Pharmacy, Faculty of Nursing, Faculty of Computer Sciences and Postgraduate. UNEJ offers a total of 112 study programmes, including 59 Bachelor programmes, 28 Master programmes, eight doctoral programmes, six professional education programmes and eleven vocational degree programmes.

The University's external quality assurance has been accredited with excellence by the Higher Education National Accreditation Board (BAN-PT). University of Jember is also certified with ISO for its quality management system ISO 9001:2015 and with (SMAP) ISO 37001 for its anti-bribery management system.<sup>3</sup>

In 2023, University of Jember was ranked 29th out of nearly four thousand public and private universities in Indonesia in terms of research according to SCIMAGO Institution Rankings, University of Jember was ranked 32nd from 3301 universities in webometric versions 2023. At international level, the impact factor of University of Jember is 1427th in the world; with the openness aspect in 1363rd and the excellent aspect in 3688th position. The overall position in the world is ranked 2053rd. In 2024, University of Jember was 15th among universities in Indonesia in Times Higher Education Asia University Rankings.<sup>4</sup>

UNEJ has composition students of 32.9% male and 67.1% female. The number of students by degree is 87.8% for bachelor's, 3.1% for professional, 5.4% vocational, 3.1% for master's degree, and 0.6% for doctorate. University of Jember has 38,562 students, 1,248 active lecturers and 1,321 staff. The ratio of lecturers to students is 1:31.

University of Jember development is based on the ideal of the institution, namely *Karya Rinaras Ambuka Budi Gapura Mangesthi Aruming Bawana* which means that the determination of the University of Jember to organise itself to work in harmony and balance based on faith and piety to accept and to develop science and technology, produce graduates who are *Saujana*, people

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<sup>3</sup> see: self-evaluation report p.1.

<sup>4</sup> see: self-evaluation report p.1.

whose dedication always brings the good reputation for the nation and state, prosperity and mankind. To realise this goal, the vision of the University of Jember as stated in the Statute is "Excellent in the development of science, technology, and environmentally based arts, business and industrial agriculture". The mission of University of Jember is to realise the vision which includes:

1. Implementing and developing the quality of academic, vocational and professional education with eco-technopreneurship insights;
2. Developing innovative and environmentally sound science, technology, arts, business, and industrial agriculture for the welfare of society;
3. Empowering agribusiness communities by applying appropriate technology based on local wisdom;
4. Developing an accountable and international standard University management system; and
5. Developing a network of cooperation with stakeholders and other institutions nationally and internationally.

The objectives of University of Jember are as follows:

1. Producing intellectual, competitive and adaptive graduates;
2. Creating works of science, technology and art that are excellent, have economic value, are environmentally friendly, have local wisdom and have a significant contribution to the community;
3. Creating an excellent work culture by strengthening the implementation of an accountable, effective, and efficient quality management system based on information and communication technology; and
4. Realising UNEJ national and international recognition.

The development direction of the University of Jember' towards a World-Class University (WCU) shall be achieved in 2028 and is divided into milestones in the 2023-2025 period as a research and autonomous University with a tendency to develop global collaboration and contribution, and in the 2026-2028 period as WCU with glocalization which brings world-class with local wisdom. WCU is supported by the success of the University of Jember as a research University supported by the Centre for Development of Advanced Science and Technology for the field of science and technology, the Centre for Research in Social Sciences and Humanities and the Centre for the Pancasila Studies and National Thought. University recognition is built through strengthening the research and community service group as centres of excellence based on industrial agriculture and found at study programme level.

Under the International Office in the Institute for Quality Assurance and Learning Development (LPMPP), University of Jember has organised various international programmes, namely the University of Jember International Culture Camp (UJICC), Culture Immersion, Join Summer Programme, Project-Based Learning, Agriculture Industrial Training, and cooperation partners from Asia, Europe, the United States and Canada, Australia, and Africa. UNEJ also obtained an international grant from DAAD, DAAD Global Centre for Pandemic Preparedness, Erasmus, and another international programme from the EU.

## Statistical data

The Doctoral Programme in Management (DMSP) has a vision of “producing excellent graduates in the fields of management and business with environmental insight and international reputation”. The learning process in DMSP is oriented towards a sustainable, agro-industry-based environment that is integrated into the curriculum, research and community service that are outcome-based and information technology-based. The meaning of environmental insight means that in the process of providing learning in the fields of management and business, knowledge is strengthened that is adaptive to changes in the business environment and participates in maintaining a sustainable environment.

DMSP consistently improves its curriculum once every four years by monitoring and evaluating it every year. The improvement and development of the study programme curriculum are carried out by adjusting learning outcomes and curriculum towards management and business environment development by focusing and stressing the discussion around sustainability and environmental insight. The last curriculum reconstruction was carried out in 2023. The newest curriculum incorporated new trends in management science into the existing compulsory courses by adding new study cases, new topics and new tools to be learned into the syllabus and added some elective courses that students can freely choose.

Despite not having any foreign students yet, the study programme is putting in much effort to attract international applicants and create a diverse learning environment. The faculty has been actively engaging with potential overseas partners to establish exchange programmes and collaborative research opportunities. Along with these efforts, the University of Jember offers a scholarship programme for foreign students and promotes the study programme to foreign university partners. Currently, DMSP has a significant number of prospective applicants, both fresh graduates and those who are already working. Statistically, the trend of applicants shows fluctuation. However, the majority of fluctuations show positive trends in applicants from 2019 to 2021 and a slight decrease in 2022 and 2023.

Table 1: Statistical data Doctoral Programme in Management

		2018	2019	2020	2021	2022	2023
<b># Study Places offered by HEI</b>		20	20	20	25	25	25
<b># Applicants</b>	$\Sigma$	17	4	20	26	25	19
	f	9	2	7	12	13	10
	m	8	2	13	14	12	9
<b>Application rate</b>		85,00%	20,00%	100,00%	104,00%	100,00%	76,00%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	11	3	19	23	25	19
	f	5	2	7	11	13	10
	m	6	1	12	12	12	9
<b>Rate of female students</b>		0,45	0,67	0,37	0,48	0,52	0,53
<b># Foreign Students</b>	$\Sigma$	0	0	0	0	0	0
	f	0	0	0	0	0	0

	m	0	0	0	0	0	0
<b>Rate of foreign students</b>		0	0	0	0	0	0
<b>Percentage of occupied study places</b>		55%	15,00%	95,00%	92,00%	100,00%	76,00%
<b># Graduates</b>	$\Sigma$	10	1	4	0	0	0
	f	5	1	0	0	0	0
	m	5	0	4	0	0	0
<b>Success rate (students who finished their studies)</b>		90,91%	33,33%	21,05%	23,00%	0,00%	0,00%
<b>Dropout rate (students who dropped their studies)</b>		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
<b>Still enrolled</b>		9,09%	66,67%	78,95%	77,00%	100,00%	100,00%
<b>Average duration of study</b>		4 years 6 months	3 years 11 months	4 years 8 months	3 years 11 months	0	0
<b>Average grade of final degree</b>		3,8	3,98	3,92	3,86	0	0

### Appraisal:

The data show stable application rates for the 25 study places that are available for each year. Not all study places are taken in each year showing the high requirements of the study programme.

The ratio of male and female students is balanced throughout the years. There are no foreign students in the doctoral programme. The doctoral students extend the regular duration of three years by up to one year and eight months on average. There have been no dropouts of the doctoral programme. The programme analyses the data and takes respective actions.

# Description and Appraisals in Detail

## 1. Goals and Strategy

### 1.1 Objectives of the Doctoral Programme

The Doctoral Programme in Management (DMSP) is a study programme that focuses on a sustainable business environment that integrates interdisciplinary and transdisciplinary approaches, allowing students to study various disciplines relevant to a sustainable business environment, such as the philosophy of management science, multivariate analysis and research methodology. Each year, DMSP conducts curriculum evaluations involving both academics and practitioners. In addition, lecturers from other faculties also teach at DMSP to develop students' knowledge related to their dissertations. These external lecturers include faculty members from the Faculty of Computer Science, the Faculty of Law and the Faculty of Agriculture.

The doctoral programme level is equal to level nine KKN I in term of the ability to develop new knowledge in their field of expertise or professional practice through research to produce creative, original and tested works. Graduate competence standards include attitude and general skill as standardised by KKN I, on the other hand, the knowledge and specific skills are determined by the association or forum managing similar programme studies.

The distinctiveness of the Doctoral Programme in Management Science is further enhanced by research focusing on environmental quality in investment decisions. This research explores the influence of environmental quality on investment choices, considering its effects on company reputation, product pricing and customer satisfaction. This aligns with the trend of offering comprehensive and sustainable education on environmental challenges encountered by businesses.

DMSP aims to:

1. Produce doctoral graduates with sensitivity in solving problems faced by society, particularly in organisations that are oriented towards humanitarian values, diversity and sustainability.
2. Produce doctoral graduates with excellence and competence in the field of management science, capable of producing independent, moral and ethical scientific research.
3. Strengthen the reputation of the institution and academic community through scientific publications at both national and international levels.
4. Establish and develop collaborative networks with national and international higher education institutions.

The Doctoral Programme in Management pursues the following Intended Learning Outcomes (ILO). Graduates shall be:

- Able to internalise values religious and love of the country;
- Able to develop research in the field of management science with an interdisciplinary, multidisciplinary or transdisciplinary approach with a business environment perspective;
- Able to develop new scientific theories/concepts/ideas in the field of management science through research, to produce creative, original and tester work;

- Able to formulate arguments and solutions in management science, technology, or art based on a critical view of facts, concepts, principles, or theories that can be scientifically justified and academic ethics that are recognised nationally and internationally.

Graduates of the Doctor of Management programme are expected to be environmentally conscious and play a role in educating the community to become agents of environmental awareness. Therefore, graduates of this study programme reflect a commitment to creating leaders capable of effectively addressing and solving environmental problems in companies and organisations. The objectives of this study programme are also reflected in the graduate profile, which includes:

1. Manager: Mastery of functional management theories (marketing, finance, operations/production, human resources, and risk), as well as qualifications in scientific research or other research development to support managerial tasks in profit, non-profit or government organisations.
2. Researcher: Proficiency in quantitative and/or qualitative methods to contribute to problem-solving in business and management. Mastery in data analysis, developing knowledge and solving problems in research that meet multidisciplinary qualifications.
3. Consultant: Proficiency in data analysis, resource management and designing business strategies that provide significant added value to companies or organisations in need of expert guidance.

Monitoring and evaluation of the study programme's learning outcomes are conducted by reviewing the curriculum regularly or when there are changes in education policies from either the University or the Ministry of Education and Culture. The curriculum evaluation process involves internal stakeholders, including students, faculty and academic staff, as well as external stakeholders, including graduates, alumni and collaborative partners through Focus Group Discussion activities.

## Appraisal:

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

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

In line with the objectives of the DMSP to produce graduates who excel in management and business with a focus on sustainable environmental awareness and international reputation, the DMSP strives to maintain sustainability knowledge among students by integrating it into the

offered courses, especially the core and specialised courses. This aims to create more value by linking sustainability issues with specific real-world issues. In a broader scope, this integration aims to support the SDGs 2030 agenda. This is an advantage possessed by DMSP graduates. This is also supported by research from students and alumni of the doctoral programme focusing on developing collaborations to improve the economic quality of communities.

In conducting regular market analysis, the DMSP also engages in international collaborations, such as inviting practitioners to teach, holding international seminars and hosting guest lecturers. The programmes conducted by the DMSP to realise a sustainable environment and international reputation include the following:

1. Organising international seminars such as The International Conference on Management Business and Technology (ICOMBEST 2021), co-hosting the 12th Bali International Conference of Project Management (ICPM), and the international e-Conference on Business and Management 2021 (eICBM 2021) with participants from many countries.
2. Encouraging students and faculty to collaborate in writing articles for publication in international journals.
3. Joint research programmes such as DMSP with the Faculty of Business and Management at Universiti Sultan Zainal Abidin Malaysia.
4. DMSP faculty members continue their studies at foreign universities.
5. Guest lecture programmes (inviting lecturers from the University of San Carlos, Griffith University (Australia) and Universiti Utara Malaysia).
6. The International Credit Transfer (ICT) programme with Universiti Sultan Zainal Abidin, Malaysia, and the University of San Carlos (Philippines).

This international orientation also impacts the success of DMSP in obtaining national and international professional certifications such as Clinical Research Associate (CRA), Certified Professional Insurance Agent (CPIA) and Qualified Internal Auditor (QIA), as well as international certifications like Certified Management Accountant (CMA) and Certified International Quantitative Researcher (CIQnR). DMSP is also active in applying for international research funding, such as that provided by the Islamic Development Bank (IsDB) and serves as a reviewer for several international journals and members of international associations such as the Association of International Business & Professional Management (AIPBM).

The DMSP is one of the study programmes offered at one of the seven public universities in East Java offering the same programme and is the only doctoral management programme at a public university in Jember. The main competitors are the DMSP at Universitas Brawijaya in Malang and Universitas Airlangga in Surabaya. However, the integration of management and business with an environmental perspective into the offered courses, especially the core and specialised courses, linking sustainability issues with specific real-world issues, aims to support SDGs 2030. This aspect differentiates the DMSP from the other study programmes. This uniqueness is also supported by student research related to the development of collaborations to improve economic development quality. Additionally, the support of competent and experienced faculty helps graduates compete with those from other management programmes.

With over nine years of experience, the DMSP can compete with similar programmes at other public and private universities in East Java. The DMSP is sought after by prospective students at national level, as indicated by the students' hometowns. Doctoral Management students come

from various cities and provinces, not only from East Java but also from other provinces and islands such as Kalimantan, Bali and West Nusa Tenggara.

To analyse competitors in the higher education market, DMSP has conducted alumni satisfaction surveys and external benchmarking with several institutions, including Universitas Airlangga, Universitas Padjadjaran, Universitas Gadjah Mada, Universitas Brawijaya, the University of San Carlos (USC) and Universiti Sultan Zainal Abidin (UniSZA). This analysis also involves stakeholders, alumni, management associations, industrial partners and employers of graduates.

## Appraisal:

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. The programme has a focus on sustainability and environment and is therefore strongly positioned in the region and East Java.

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		

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

### In the research fields

The DMSP focuses on professional qualifications in sustainable environment-based management science. The uniqueness of the DMSP lies in its orientation toward sustainable business environment management. DMSP equips its graduates with professional qualifications that include competencies, in-depth knowledge and the ability to use managerial tools in human resources, marketing and finance.

Therefore, UNEJ's Doctoral Programme in Management graduates can develop new knowledge in sustainable environment-based management science through research and solve management science problems with inter-, multi- and transdisciplinary approaches. This enables them to help solve business problems and develop management theory or body of knowledge based on environmental sustainability. DMSP's graduates working in multidisciplinary research include researchers, lecturers, managers and consultants. The alumni possess strong expertise in management, enabling them to become planners, developers and practitioners in the management field professionally. Additionally, they can develop knowledge and solve problems in management science, generate new ideas, advance management science professionally and enhance analytical skills.

The professional qualifications of DMSP's graduates can help find and develop solutions to societal problems. To ensure the alignment of learning objectives, the programme conducts surveys and regular meetings with alumni involving stakeholders to adjust the curriculum in line with developments in environmental business management science. According to tracer study

data, DMSP graduates currently work as professional academics, serving as management lecturers and business consultants. Additionally, satisfaction surveys are distributed to employers of graduates to determine the alignment between learning outcomes (LO) and the competencies required by employers.

The DMSP provides students with learning support and supervision through research groups (KERIS) developed by the faculty and university. This ensures DMSP students have high research capabilities, evidenced by their ability to secure competitive grants from the Directorate of Higher Education of the Republic of Indonesia (DRTPM) and international grants. Students are also instilled with a research culture by designing course outlines (RPS) that include elements of faculty research published in reputable international journals. Another indicator is students' participation in international conferences and publication of their research in reputable international journals.

More than 70% of DMSP's graduates become lecturers at various universities in Indonesia, holding academic positions such as rector, dean, department head, study programme head, research unit head, internal control unit head and international reviewers.

#### Outside the research fields

The doctoral programme also equips students with practical knowledge and research in line with professional job qualifications, tailored to the students' profiles. In terms of competitive positioning, DMSP provides students with the competencies, knowledge and tools needed to become goal-oriented business leaders. This is reinforced by student research related to strategic management. Therefore, graduates of the DMSP can develop and manage businesses driven by the purpose of solving problems in the business world. Each competency is complemented by digitalisation skills, enabling graduates to work both locally and globally. The curriculum is adjusted according to stakeholders and the job market in Indonesia.

Based on tracking data, DMSP graduates currently work as:

1. Supervisors and managers in many local, international and multinational companies;
2. Civil servants in city, district, provincial governments and ministries;
3. Entrepreneurs in start-ups, SMEs and large enterprises.

Additionally, satisfaction surveys are distributed to employers to assess the alignment between learning outcomes and the competencies needed by employers. Through activities such as discussions with alumni and alumni users, the DMSP can adjust the curriculum to meet current job market needs and facilitate graduates entering the workforce with the required skills. The survey results also show that alumni benefit in terms of leadership skills, management, teamwork, problem-solving in the workplace, independence, network development and building confidence and courage to take risks.

Less than 30% of DMSP alumni work outside academia, such as in leadership roles in government agencies, holding positions as leaders in regional-owned enterprises (BUMD) and the private sector as managers of rural banks, entertainment (arts) managers, managerial positions in small businesses, with some also serving as lecturers and entrepreneurs, political party officials and managers in non-profit organisations. Alumni surveys indicate they apply their knowledge and skills to solve problems in their workplaces and to achieve performance and sustainability.

The doctoral programme is also positioned outside the fields of science and research, considering professional qualifications for jobs based on the described profiles and pursuing a research focus. Most graduates, who are not from academic backgrounds, work as government officials. Business environment issues are also raised with the role of students and faculty actively supporting through research and community service activities organised in seminars, conferences and professional associations, to achieve the DMSP's vision and mission, which is to support a sustainable business environment.

## 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 in management and sustainable environments. Over 70% of graduates stay in academia working as researchers and lecturers at UNEJ and other national and international universities.

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. Graduates work as managers and consultants in business enterprises or governmental institutions.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	STRATEGY AND OBJECTIVES					
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

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

The Doctoral Programme in Management Science at University of Jember has aligned its *Tri Dharma* activities of Higher Education with the mission of University of Jember, which is "to organise and develop quality academic, vocational and professional education with an environmental, business and industrial agricultural perspective, and with an international reputation." This alignment is also by the strategic plan of University of Jember for 2020-2024, which aims to achieve the goals of the *Tri Dharma* of Higher Education in the fields of education, research and community service with an environmental and industrial agricultural perspective.

The Doctoral Programme in Management Science has a curriculum with an international reputation and an environmental perspective as part of University of Jember. The Doctoral Programme in Management Science produces graduates with competencies in management and

business with an environmental perspective. The programme's curriculum includes courses focused on agroindustry and environmental perspectives.

The programme's distinctive competencies are further strengthened by the research outcomes of faculty members in the agroindustry sector, involving students and using these research results as teaching materials.

Faculty members conduct group research through various research groups, such as:

1. Creative Industry Business Management Studies (KMBIK)
2. Micro Small Medium Enterprise for Welfare
3. Retail Business and Human Capital
4. Green Economics, Management and Accounting (GEBA)
5. Environmental, Social, and Governance for Economics and Business (ESG FEB)
6. EMAS (Economics, Sharia Management Accounting)
7. Sharia Economy and Cooperative Paradigm Research Group
8. Green Economy Business and Accounting (GEBA)
9. Econometrics for Impact Evaluation and Business Measurement (E-COMPACTNESS)

Faculty members are also affiliated with the Indonesian Management Forum (FMI), the Association of Indonesian Business Management Study Programmes (APSMBI) and the International Conference of Organisational Innovation (ICOI). Research funding can be obtained through internal grants, ministry funding and joint research with foreign universities. This supports the vision and mission of the Faculty of Economics and Business and University of Jember, producing graduates with unique competencies needed in the job market.

## Appraisal:

The goal-oriented integration of the doctoral programme in the strategic concept of the higher education institution with regard to the environmental, business and industrial agricultural perspective is described and presented in a comprehensive manner.

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

University of Jember is dedicated to eradicating discrimination across all activities involving the entire academic community, including faculty, students and staff. This commitment aligns with Article 28I Paragraph (2) of the 1945 Constitution of Indonesia, which ensures that every individual is free from discriminatory treatment on any basis and has the right to protection against such treatment. Furthermore, Government Regulation No. 60 of 2010 Article 53 mandates providing formal education services to all prospective and current students without exception. In

addition, Rector's Decree No. 12341/UN25/OT/2013 concerning new student admissions at University of Jember emphasises justice, transparency and non-discrimination, ensuring no differentiation based on gender, religion, ethnicity, race, or social status and providing access to students from remote, underdeveloped and economically disadvantaged areas.

University has established counselling services through the Counselling and Disability Services Centre (PLCD), which is responsible for providing counselling services and facilitating students with disabilities. If students have complaints regarding the implementation of activities and academic services, they can submit their complaints through the University Customer Care Centre (UC3). Additionally, University has a Task Force for the Prevention and Handling of Sexual Violence (SATGAS PPKS).

The Faculty of Economics and Business facilities, uphold justice for the entire academic community, as evidenced by statistical data showing a balance between female and male staff and students from various ethnic groups and religions in Indonesia. At University level, provisions have been made for people with disabilities, and each faculty is required to provide respective infrastructure. University does not discriminate based on gender, marital status, economic class or religion for prospective students of the DMSP.

The Faculty of Economics and Business provides counselling services, a gender centre, gender research facilities and facilities that are gender- and disability-friendly, such as special wheelchair paths, classrooms for the disabled on the first floor and restrooms students and lecturers with special needs.

Moreover, students with special needs receive additional support and more time during examinations as regulated by the University. Students with special needs have more time to fulfil the programme than other students have.

## 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 the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		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

Admission to DMSP refers to the:

- Rector's Decision of the University of Jember No. 7770/UN25/EP/2017 on Guidelines for the Implementation of Doctoral Programmes at the University of Jember;
- Rector's Regulation of the University of Jember No. 293/UN25/EP/2019 on New Student Admission;
- Rector's Regulation No. 17 of 2021 on the Implementation of Education at the University of Jember;
- Rector's Decision of the University of Jember No. 13882/UN25/KU/2022 on Tuition Fees for New Postgraduate Students at the University of Jember.

New postgraduate student recruitment at the University of Jember is conducted through the Postgraduate New Student Admission Selection (SPMBPS), which is independently conducted by the University. Through this system, there is only one admission pathway for all Doctoral programmes at the University of Jember, including the Doctoral programme at FEB University of Jember. All processes of the University of Jember Postgraduate Entrance Test (SPMBPS) are conducted online through the Postgraduate Programme website.<sup>5</sup>

DMSP is open to all Master's graduates from any scientific discipline (multi-entry admission). New students with non-management educational backgrounds must participate in an eight-week matriculation programme before the first semester begins to equalise their knowledge. For new students with management educational backgrounds, although not mandatory, the opportunity to participate in the matriculation programme is also open for knowledge refreshment. The matriculation programme courses include Research Methods, Human Resource Management, Marketing Management, Financial Management and Strategic Management.

During the admission process, the University's helpline operates to inform prospective students enrolling in this programme. It can be used by prospective students to:

1. Clarify general questions,
2. Obtain information for TPA (Academic Potential Test) and TKBI (English Proficiency Test) registration,
3. Obtain important references, such as career-related difficulties; and
4. Other inquiries.

This service is available via phone or email during working hours. Questions regarding SPMBPS can be sent to the helpdesk menu or the Postgraduate Programme website. University of Jember also provides facilities for new prospective students with disabilities who apply through the Counselling and Disability Service Centre (PLKD). Prospective students who want to see the UNEJ campus in person can come to Jalan Kalimantan No. 37, Kampus Tegalboto, Jember, East Java, 68121, Indonesia.

Admission to DMSP consists of two pathways: the regular pathway and the international pathway. The regular pathway is intended for prospective students with Indonesian citizenship (WNI) who:

1. are self-funded;

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<sup>5</sup> see: <https://pasca.unej.ac.id/pendaftaran/> (last access September 25, 2025).

2. are funded by the institution where they work; and
3. are from the public applying for scholarships from various Ministries in the Republic of Indonesia.

The international pathway is intended for prospective students with foreign citizenship (WNA) or from abroad. The admission of international students is directly handled by the International Office of University.

The registration and selection period for the international pathway each year is from February to August. The full registration of prospective doctoral students is conducted online by paying the registration fee and filling out the form available on the website.

#### Selection procedure

The registration period for new DMSP students through SPMBPS is open every semester. The student selection period for admission to a programme is usually the same for each study programme at University of Jember, meaning the selection procedure is conducted simultaneously with other doctoral programmes. In general, the DMSP admission selection procedure is as follows:

1. Register online through the website on the registration menu.
2. Pay the registration fee for the UNEJ Postgraduate Entrance Exam;
3. Fill in the form online through the website by entering the KAP and PIN obtained.
4. Fill in the Study Programme choices and upload a passport photo file. Enter personal data, education information, and work information, and upload all documents including:
  - a. Legalised copies of Bachelor's (S1) and Master's (S2) diplomas showing a GPA of at least 3.0 (out of 4.0),
  - b. Legalised copies of Bachelor's (S1) and Master's (S2) transcripts,
  - c. Academic recommendations,
  - d. Health certificate,
  - e. Permission letter from the institution for those already employed,
  - f. TPA certificate (minimum score of 500) issued by the Postgraduate University of Jember or BAPPENAS or other State Universities;
  - g. TKBI certificate (minimum score of 500) issued by the Postgraduate University of Jember/Language Centre of the University of Jember or the Language Centre of State Universities or TOEFL ITP certificate (minimum score of 500) issued by a recognised institution;
  - h. International journal/proceedings (last 5 years); and
  - i. A draft research proposal related to the Dissertation.
5. Print the participant card for the Postgraduate New Student Admission at the University of Jember;
6. Conduct the interview test.

For participants who meet the above requirements and pass the interview test, they will receive a Letter of Acceptance from University of Jember as proof of acceptance as a new student. After the entire selection process is carried out, the Rector of the University of Jember, assisted by the study programme coordinator, makes the final admission decision and announces it through the Director of the Postgraduate Programme.

The admission procedure for international students organised by the International Office of the University can be summarised as follows:

1. Diploma: (a) Official copy of the latest degree certificate in the original language; (b) non-English certificates must be translated into English;
2. Transcript: (a) Official copy of the latest academic transcript in the original language; (b) non-English transcripts must be translated into English;
3. Financial Guarantee Letter: (a) Applicants must provide a Financial Guarantee Letter from the scholarship institution; (b) Self-funded candidates must attach the latest bank statement with a minimum balance of USD 2,500 or equivalent;
4. Recommendation Letters: Applicants must provide two Recommendation Letters from professors (academic advisors) at the previous (last) university or school;
5. Health Statement Letter: Applicants must submit a health statement letter issued by the Health Authority in their home country and must be written in English;
6. Motivation Letter (integrated with the application form);
7. Statement Letter: (a) A statement letter declaring that the student will comply with Indonesian regulations, will not engage in political activities, and will not take part-time/full-time jobs during the study period; (b) The statement letter form is provided by the University of Jember;
8. Copy of the passport ID page (passport validity period of at least one year);
9. Recent passport-size photo (3 x 4 cm) taken within a maximum of six months before the application.

Additionally, all prospective international students will undergo and attend a minimum of four months of Indonesian language training at the Language Centre of the University of Jember.

#### Transparency of the decision on admission

Prospective students can access complete information regarding admission policies and selection criteria through the Graduate Programme Student Admission Selection (SPMBPS) website and additional documents such as brochures. The admission system and policies are by the Standard Operating Procedures of the University. This standardisation ensures that new students admitted to the programme meet the criteria set by the University and the study programme.

Registration information, including information on study programmes, admission policies and selection criteria are published on the SPMBPS website, social media platforms, leaflets, brochures, posters and other media. The new student admission process includes online registration, entrance tests and announcement of selection results through SPMBPS.

Additionally, the UNEJ Postgraduate Programme oversees the selection and registration conducted online. On the SPMBPS University of Jember website, applicants must fill out an online form and provide all required documents. The entrance test includes an interview. During the interview, DMSP applicants are required to present their research proposal for the dissertation. The criteria for passing the entrance test for DMSP applicants is an evaluation of the research proposal presentation. The selection process results are published on the SPMBPS University of Jember website.

After the selection procedure is completed, a meeting of the Rector at University level decides whether to accept the applicants. The decision on the accepted new students is announced

through the SPMBPS website along with details of the re-registration procedures. The results can be accessed by all applicants through their registration accounts, meaning all applicants who participated in the DMSP student admission test can access them. The SPMBPS website also indicates the reasons for the acceptance or rejection of each applicant. Additionally, the selection results are also sent personally via official email. Applicants who do not pass the selection can contact the SPMBPS hotline for questions, complaints or appeals.

For international applicants who are accepted, the International Office of the University of Jember will send a Letter of Acceptance via email. Once the foreign student admission process from the International Office of the University of Jember is completed, the documents of the foreign applicants will be handed over to the Academic Section of the central office of the University of Jember for further processing of study permits and visa telex by the officers. Based on the acceptance letter from the University of Jember, foreign students can apply for a Social and Cultural Visa (VKSB) at the local Indonesian Embassy or representative.

To ensure the transparency of the SPMBPS process, exam assessment sheets are kept for a maximum of one year and can be retrieved upon request. The Postgraduate Programme of the University of Jember publishes a performance report that documents all decision-making processes related to SPMBPS for internal use as a record of the admission process and conclusions communicated to faculties and study programmes annually. The report contains information about the decision-making process concerning the registration procedure results. This student admission process is then audited internally by the Quality Assurance and Learning Development Institute (LPMPP) of University of Jember periodically.

## Appraisal:

Admission conditions and procedures are properly defined and transparent. In case a student has another academic background than management, there are mandatory matriculation courses.

The selection procedure satisfies the legal requirements. However, the panel team encourages UNEJ to not let it depend on a meeting with the Rectorate, if a student is admitted and make the selection procedure as objective as possible.

The decision on admission is based on transparent criteria, and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated. However, the final decision is taken by the Rector. The panel **suggests** involving the programme manager into this decision based on the previous evaluation of each individual PhD candidate.

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

Projected study time	3 years / 6 semesters
Number of Credit Points (CP)	47 SKS credits / 85.07 ECTS credits
Workload per CP	45 hours per SKS credit
Number of courses	11 courses and dissertation
Number of contact hours	465 hours

The implementation of education in the Doctoral Study Programme in Management Science refers to the regulation of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia No. 03 of 2020 concerning National Standards for Higher Education. The Semester Credit Unit (SKS) shows the learning load of students, lecturers and the workload of programme implementation. Credits can be converted to the European Credit Transfer System (ECTS). Each credit consists of 50 minutes of face-to-face meetings, 60 minutes of structured academic activities and 60 minutes of independent study, of which the sum in one SKS credit is calculated as 170 minutes (times 16 weeks of lectures) which equals 1.81 ECTS credits (for 45.3 hours).

DMSP has a study period of three years (six semesters) with a total of 47 SKS credits equivalent to 85.07 ECTS credits. Each academic year consists of two semesters, namely odd semesters and even semesters, each semester consists of 16 weeks of face-to-face lecture meetings, including two weeks of activities for assessment activities, namely in the eighth week for midterm exams and the 16th week for the final semester exams.

Table 2: Curriculum structure in DMSP

Code	Type of modules	Credit	ECTS
PBU	General compulsory	15 (32%)	27.15
PBT/PBK	Specific compulsory	12 (25%)	21.72
PBP	Elective Courses	4 (9%)	7.24
PBU	Final Project	16 (34%)	28.96
<b>Total</b>		<b>47</b>	<b>85.07</b>

#### Doctoral degree regulations

The design of the DMSP curriculum is based on the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standards (SN-Dikti) and input from associations and stakeholders, as well as the profile of DMSP graduates. The level of KKNI referred to is level 9, which is the highest level. By referring to the description of CP KKNI, the CPL formulation is expressed into three elements, namely attitudes, knowledge and skills which are divided into general and special skills.

The student's final project can be taken if the student has completed the course. The final project stage begins with a qualification exam that aims to present a research plan. The next stage will be determined by a promoter team consisting of three competent lecturers by their fields. In addition to compiling a dissertation as a final project, students also must publish articles in indexed international journals, which aim to recognise research internationally.

Lecturers, lecturer teams or practicum assistants carry out assessments using a set of predetermined instruments. In the assessment process, lecturers, lecturer teams or practicum assistants are required to provide feedback on student performance. If the score obtained does not meet the minimum graduation criteria, then the lecturer, lecturer team or practicum assistant conducts remedial teaching for underachieving students and provides enrichment for those who meet the criteria.

After the assessment is completed, the lecturer reports the assessment results concerning the assessment standards as seen in the following table:

Table 3: Grading in DMSP

Grade	Index	Score	Information
A	4.00	80	Excellent
<u>AB</u>	3.50	75 < AB < 80	Very Good
B	3.00	70 < AB < 75	Good
BC	2.50	65 < AB < 70	Fair
C	2.00	60 < AB < 65	Acceptable
CD	1.50	55 < AB < 60	Poor
D	1.00	50 < AB < 55	
<u>DE</u>	0.50	45 < AB < 50	Very Poor
<u>E</u>	0	< 45	Failed

#### Status of the doctoral students

The status of DMSP students is regulated in the Rector Regulation of the University of Jember Number 17 of 2021 concerning the Implementation of Education at the University of Jember which is outlined in the 2021 University of Jember Education Implementation Guidebook. All registered DMSP students are full-time students who are fully responsible for fulfilling academic and administrative obligations while holding student status. DMSP students are also required to uphold the code of ethics and academic regulations that apply at the University of Jember. For this reason, DMSP students are equipped with the FEB Education Implementation Guidebook. In addition, students are also given services in the form of DMSP Curriculum Documents as a guide to prepare a study plan for each semester. All DMSP students are required to take compulsory courses in the first semester at 27.15 ETCS credits. Furthermore, DMSP students are required to take all stages of the dissertation exam, participate in presentation activities at international conferences and publish scientific articles in reputable journals indexed by Scopus. The series of research and dissertation can be completed for six semesters, but students also have the right to apply for leave for two times (two semesters maximum). Students who fail to fulfil administrative obligations for two consecutive semesters will be considered to have quit the programme. All DMSP students will also be evaluated at the end of each semester by the Academic Supervisor through the Problem Disclosure Tool (AUM) instrument available on the student's SISTER to be

reported to the Head of the Study Programme to assess their academic status and study progress. The Head of the Study Programme also monitors and evaluates academic performance related to the KPS and DSS monitoring menu at SISTER. Based on the data available on the page, KPS can conduct analysis related to the academic status and performance of students and develop follow-up strategies for students with problems. All registered students have full rights to access all academic facilities such as internet services with free hotspots, SISTER, online journals (Springer, ScienceDirect, Emerald, and EBSCO), libraries (digital repositories and digital libraries), classrooms and multimedia, laboratories and health facilities (UNEJ Medical Centre (UMC) Clinic and Dental and Oral Hospital (RSGM) and counselling services at the LP3M Counselling and Disability Service Centre (PLCD). In terms of welfare, students are also entitled to receive compensation for illness or death due to illness/accident (disaster) for students as regulated in UNEJ Rector Regulation Number 1283/UN25/Km/2017 concerning Guidelines for Providing Social Fund Assistance for UNEJ Students.

### Course description

The Doctoral Programme in Management Science is a study programme with a doctoral degree with a study period of three years (six semesters). The depth of the material is based on SNIKTI and SKKNI standards as described in the CPL and the graduate profile. For the existing courses, the doctoral programme is prepared and elaborated in accordance with the vision and mission of University of Jember and has specificity in the field of environmental and international vision.

Referring to the aspirations of internationalisation, DMSP has accommodated the principles of sustainable development into business decisions in its curriculum and study materials with a global perspective, as well as encouraging students to participate in several international seminars. The majority of learning resource references at DMSP also use scientific books and articles (maximum published in the last five years). In addition, learning activities have been integrated with research results and PkM of lecturer research groups. Thus, the curriculum contains learning materials that are up-to-date and relevant to future economic and business needs and have a global perspective that is in line with DMSP's vision, mission, goals and learning strategies. The course study materials offered are also directed to support students' soft skills, especially in communication skills, critical and analytical thinking, as well as collaborating through face-to-face learning activities and assignments. In line with its goal to produce graduates who excel in management and a sustainable business environment, DMSP strives to maintain sustainability knowledge in students by integrating it into several courses offered.

All courses are displayed in the course descriptions that doctoral students can access, containing information about the content, requirements, literature, qualifications and assessments.

### **Appraisal:**

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

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation. In terms of law and of fact the status is regulated properly.

The range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (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

DMSP has four graduate profiles and is derived from four learning outcomes that are in line with SN-Dikti. The four learning outcomes are spread in three aspects that shape the competencies of DMSP graduates.

Based on the learning outcomes that have been formulated, the DMSP curriculum that is oriented to an international business environment with an environmental perspective is pursued with a total of 47 SKS credits equivalent to 85.07 ECTS credits, with a distribution of General compulsory as much as 27.15 ECTS credits, specific compulsory as much as 21.72 ECTS credits, Elective compulsory as well as 7.24 ECTS credits and Final Project as much as 28.96 ECTS credits. In its implementation, the concentration courses that can be chosen are adjusted to the interests of students which allows students to acquire additional competencies and skills.

Table 4: Curriculum Doctoral Programme in Management Science

<b>The 1<sup>st</sup> SEMESTER</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3105	Philosophy of Management Science	1	2	3	5.43
2	EKM3106	Advanced Quantitative and Qualitative Research Methodologies	1	2	3	5.43
3	EKM3107	Advanced Strategic Management	1	2	3	5.43
4	EKM3108	Advanced Management Theory	1	2	3	5.43
5	EKM3109	Multivariate Data Analysis	1	2	3	5.43
<b>Total Workload in 1<sup>st</sup> Semester</b>			<b>5</b>	<b>10</b>	<b>15</b>	<b>27.15</b>

**Modules in 2<sup>nd</sup> semester (Concentration Elective Courses)**

<b>The 2<sup>nd</sup> SEMESTER</b>						
<b>Financial Management Concentration</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3215	Finance Theory and Corporate Finance	1	2	3	5.43
2	EKM3217	Strategic Financial Management	1	2	3	5.43
3	EKM3218	Financial Management	1	2	3	5.43
		Seminar				
4	EKM3219	Corporate Finance	1	2	3	5.43
<b>Total Workload in 2<sup>nd</sup> Semester</b>			<b>4</b>	<b>8</b>	<b>12</b>	<b>21.72</b>

<b>The 2<sup>nd</sup> SEMESTER</b>						
<b>Marketing Management Concentration</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3210	Marketing Theory	1	2	3	5.43
2	EKM3211	Theory of Consumer Behaviour	1	2	3	5.43
3	EKM3216	Marketing Management Seminar	1	2	3	5.43
4	EKM3220	Strategic Marketing	1	2	3	5.43
<b>Total Workload in 2<sup>nd</sup> Semester</b>			<b>4</b>	<b>8</b>	<b>12</b>	<b>21.72</b>

<b>The 2<sup>nd</sup> SEMESTER</b>						
<b>Human Resources Management Concentration</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3212	Human Resource Management Theory	1	2	3	5.43
2	EKM3213	Theory of Organizational Behaviour	1	2	3	5.43
3	EKM3214	Human Resource Management Seminar	1	2	3	5.43
4	EKM3221	Strategic Human Resource Management	1	2	3	5.43
<b>Total Workload in 2<sup>nd</sup> Semester</b>			<b>4</b>	<b>8</b>	<b>12</b>	<b>21.72</b>

**Modules in 3<sup>rd</sup> semester (Elective Courses)**

<b>The 3rd SEMESTER: Research Supporting Courses</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3311	Small Business Finance	1	1	2	3.62
2	EKM3312	Investment Management	1	1	2	3.62
3	EKM3313	Financial Behaviour	1	1	2	3.62
4	EKM3314	Sharia Finance	1	1	2	3.62
5	EKM3316	Managing Customer Relationship	1	1	2	3.62
6	EKM3317	Services and Retail Marketing Management	1	1	2	3.62
7	EKM3318	SME Marketing Management	1	1	2	3.62
8	EKM3319	Digital Marketing	1	1	2	3.62
9	EKM3320	Organizational Theory and Behaviour	1	1	2	3.62
10	EKM3324	Change Management	1	1	2	3.62
<b>Total Workload in 3<sup>rd</sup> Semester</b>			<b>2</b>	<b>2</b>	<b>4</b>	<b>7.24</b>

**Modules in 4,5,6<sup>th</sup> semester**

<b>The 4<sup>th</sup> SEMESTER</b>						
No	Code	Modules	Credit			
			Theory	Practicum	Total	ECTS
1	EKM3407	Disertation	0	16	16	28.96
<b>Total Workload in 4,5,6<sup>th</sup> Semester</b>			<b>0</b>	<b>16</b>	<b>16</b>	<b>28.96</b>

### Science and research-based teaching

In achieving learning goals and the quality of graduates, DMSP in the learning process uses study materials that are in accordance with the characteristics of DMSP, namely environmentally insightful. In the teaching, relevant theories are used and empirical studies are also used in the form of relevant and latest articles. In addition, it is also supported by teaching staff who are in accordance with their competencies and the results of lecturer research which are also used in lectures. Thus, students will be able to understand the latest theoretical and empirical developments. Students are also required to be able to write in the form of research results that are tailored to their interests.

Students are also involved in research with lecturers in accordance with their specialisations. The results of the research are also internationally recognised as a requirement for graduation from DMSP. Part of the final project must also be published in an international journal.

### Focus of the curriculum on qualification and competency development

DMSP prepares courses that support student competence in accordance with SKKNI and SN Dikti, namely critical and scientific thinking. The learning methods in the above courses aim to support the development of students' ability to know and understand research support courses. The concentration courses and supporting courses that are prepared provide students with the ability to conduct in-depth learning and construct theories so that research-based learning can be carried out on the problems faced. Thus, it can increase student competence in solving problems and accelerate the process of completing the dissertation. In addition, students are also expected to improve their ability to conduct research and publish research results on an international scale.

In addition to teaching methods in the classroom and encouraging students to participate in scientific competitions, strengthening the competence of student scientific methods and practices is also realised by involving students in research group research activities and lecturer community service (KeRis-DiMas). This is done to align the research conducted by students with the research conducted by existing lecturers. Apart from being a form of strengthening scientific methods and practices, this involvement is also carried out as a form of integration of theory and practice.

### Technical offers

DMSP aims to produce doctoral graduates with expertise and knowledge, both specialised and general, that are relevant to the development of management science and the challenges of today's dynamic business environment. For this reason, various technical assistance in terms of research is provided in line with the DMSP curriculum.

To prepare DMSP students in taking lectures, students are required to take matriculation as a basic provision for students to take lectures. The course is taken in four weeks, where each course is carried out as many as four meetings. The courses taken are research methods, human resource management, financial management, marketing management and strategy management.

To produce researchers and educators who can understand business challenges, DMSP offers three concentrations, namely Financial Management, Marketing Management and Human Resource Management. In semester 2, students in each concentration are provided with a total of 12 SKS credits (21.72 ECTS credits) which each consists of four courses on strengthening theory and practice, as well as methodology. Furthermore, to add insights specifically, students

can choose supporting courses in semester three that are relevant to the dissertation plan including Small Business Finance, Investment Management, Financial Behaviour, Sharia Finance, Managing Customer Relationship, Services and Retail Marketing Management, SME Marketing Management, Digital Marketing, Organisational Theory and Behaviour and Change Management. In addition, outside the curriculum, DMSP also routinely holds training related to strengthening methodology and analysis tools needed by students to complete their research.

#### Multidisciplinary qualifications

DMSP encourages a research climate with a multidisciplinary approach to increase student interest in study. A multidisciplinary approach is seen in several aspects of the implementation of Education. First, prospective DMSP students can come from various scientific backgrounds, but are required to take part in matriculation before carrying out lectures as regulated in the student recruitment policy. Second, professors as teaching staff at DMSP also come from various disciplines, such as statistics and informatics, competitive strategy, digital marketing, agribusiness and agriculture, as well as law and philosophy. The scientific diversity of these lecturers is expected to expand students' multidisciplinary horizons and encourage the creation of quality research synthesis with diverse perspectives. Third, students can also explore multidisciplinary scientific insights through participation in research activities with lecturer research groups. Lecturer research groups with various themes are available at the Faculty of Economics and Business, so that students can customise their research interests. Fifth, students are in constant exchange with each other regarding their dissertation topics and must present to each other. This enhances presentation and communication skills.

#### Appraisal:

The concept of the doctoral programme and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

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

The modules 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. However, doctoral students only start after two years of courses with actual dissertation writing. The panel **recommends** starting from the beginning with students developing their own specific scientific ideas. This might also improve the completion rate of the programme, since the students can better link the contents of the courses to each other.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students (including research methods and software). 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. Moreover, the panel **recommends** including responsible use of Artificial Intelligence into the technical offers.

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

As part of the study process, DMSP students are expected to be able to take compulsory lectures and concentrations designed in line with the progress of dissertation writing from semester one to semester six. The integration of research and dissertation writing into courses is outlined in the curriculum. DMSP students are also required to take several stages of the exam, both written exams and seminar papers, a series of dissertation exam stages as described below:

1. Written exams and seminar papers are a form of competency exam to determine students' conceptual abilities in compulsory courses and concentrations. This form of exam can be in the form of a take-home exam or an in-class exam according to the course taken.
2. The Qualification Exam is a form of exam to determine the competence and expertise of students related to the dissertation plan or research interest. This exam is held at the end of semester two because in semester two students are expected to have produced a draft qualification proposal that is integrated in the research methodology course.
3. The Dissertation Proposal Exam is an exam to determine the quality and feasibility of dissertation proposals. At this stage, it will be assessed whether the proposal can be accepted as a dissertation plan. This exam is targeted to be carried out by students at the end of semester 3.
4. The Research Results Seminar Exam is an exam to assess the conceptual and methodological aspects of student research to determine whether the research findings have met the main criteria of the dissertation such as novelty, research gap, synthesis theory, contribution and fulfilment of writing criteria according to the guidelines. This exam is expected to be held in semester 4. Students at this stage are also directed to participate in international seminars and present their research results to get input.
5. The Closed Exam is the final exam that is taken after students revise the results of the previous stage of the exam. At this stage, students will be assessed as a whole regarding

the scope and depth of the research carried out as well as the professionalism of writing a dissertation. At this stage, students must also prepare scientific publications in international journals indexed by Scopus. This exam can be taken at the beginning of semester 6.

6. The Open Exam is a final exam that is conducted openly and can be attended by the public and can be done if the student has submitted a dissertation and meets the requirements for international publication by showing a Letter of Acceptance or an article that has been published. This exam can be held at the end of semester 6 to fulfil the 3-year study period. After this stage is carried out, the entire examining team will sign the Minutes of the Promotion Exam and give a decision on whether students can hold the title of doctor (Dr.)

#### Organisation of the examination procedure

The exam procedure in the form of written exams and seminar papers is regulated in the learning tools of each course uploaded in SISTER and MMP which includes five instruments, namely lecture contracts, syllabus, RPS, student activity sheets (MFIs) and student assignment plans (RTM). In MFIs and RTMs, there is an assessment rubric that contains assessment indicators along with their percentages or assessment points. The Academic Section is in charge of monitoring the results and ensuring that students must meet a minimum attendance of 75% to be able to take the exam.

Furthermore, the dissertation exam stage begins with the appointment of a promoter and co-promoter at the end of semester two by the Guidance Commission (KOMBI) and approved by the Head of the Study Programme. Through a system integrated with the Learning Management System SISTER, KOMBI can allocate promoters and co-promoters according to the load of each lecturer. Likewise, the allocation of examiners, both internal and external, is by the progress stage of the student's dissertation. The following is a description of the organisation of the DMSP student exam stages:

1. The dissertation supervisor consists of three persons, namely one promoter with a minimum position of Head Lector by the field of expertise on the dissertation topic chosen by the student and two co-promoters with a minimum position of Head Lector with a minimum of Doctoral education with the same or different field of expertise as the dissertation topic. The supervisor is appointed at the end of semester two by KOMBI with the approval of the Head of the Study Programme.
2. The examiners in the Qualification Exam are four persons consisting of three supervisors and one additional examiner with a minimum position of Head Lector with a minimum education of Doctor.
3. The examiners in the Dissertation Proposal Exam are seven persons, consisting of three supervisors and four additional examiners with a minimum position of Head Lector with a minimum of Doctoral education.
4. The examiners in the Dissertation Results Seminar Exam are seven persons consisting of three supervisors and four additional examiners with a minimum position of Head Lector with a minimum of Doctoral education who has been appointed in the previous stage.
5. The examiners in the Closed Exam are as many as eight persons consisting of three supervisors and four additional examiners with a minimum position of Head Lector with a minimum of Doctoral education that has been appointed in the previous stage and one

external examiner with a minimum position of Head Lector with a field of knowledge by the dissertation theme.

6. The examiners in the Closed Exam are as many as eight persons consisting of three supervisors and four additional examiners with a minimum position of Head Lector who have been appointed in the previous stage and one external examiner with a minimum position of Head Lector with a minimum of Doctoral education who has been appointed in the previous stage.

For students with special needs, there is an offer for additional support during these processes according to the regulations of University of Jember.

## Appraisal:

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

The examinations are properly organised in terms of number, distribution, process, form registration. 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 in Management (DMSP) aims to produce graduates of the doctoral programme who (1) have sensitivity in solving problems faced by society, especially organisations oriented towards human values, diversity, and sustainability; (2) have excellence and competence in the field of management science and can produce scientific research independently, morally, and ethically; (3) strengthening the reputation of the institution and the academic community through scientific publications both at the national and international levels; (4) establishing cooperation and developing cooperation networks with national and international higher education institutions. Therefore, the learning pattern is applied to foster critical thinking and cognitive development. With an interdisciplinary learning and outcome-based education approach, students are expected to develop their cognitive abilities, namely support skills and

mental processes needed to carry out tasks. Interdisciplinary thinking is also reflected in the research programme, to integrate concepts methods and analysis.

#### Diversity of the teaching methods

The learning process at DMSP guarantees the acquisition and development of competencies and encourages and facilitates the active involvement of students. In addition, there is a productive interaction between students and lecturers to achieve learning goals. The implementation of the outcome-based education (OBE) curriculum aims to represent the integration of theory and practice. Therefore, the learning approach adopted is Student-Centred Learning (SCL), applied through methods such as case-method, problem-based learning and project-based learning. The implementation of SCL is intended to create a learning environment that encourages active learning, critical thinking and ethical work. This integration effort is strengthened by learning tool documents, such as semester learning plans (RPS), which include information about courses, expected learning outcomes, learning topics, assessment methods, and learning references. RPS can be accessed and used by students as a guide. The teaching materials used vary, ranging from standard textbooks, reference books, to scientific works such as articles, proceedings and research reports.

Online interaction media, such as zoom meetings, forums, chats, quizzes, as well as management of student assignments and references through URL menus, books and files are available in MMP. The MMP also documents the evaluation of learning outcomes in an authentic, objective, accountable and transparent manner. In addition, learning activities have also integrated the research results and PKM of lecturer research groups into your relevant courses so that students get "best practice" from the theories studied.

#### Networking of the doctoral students

Establishing relationships and exchanging information is very important for doctoral students. For this reason, DMSP facilitates various possibilities to establish relationships between doctoral students both in the same and different study programmes in order to exchange ideas and information that support the study process. The cooperative relationship between students does not only take place formally in lecture classes but also in other activities such as international seminars that are routinely held by FEB UNEJ every year such as ICEBAST, ICOMBEST, and the new ICBM in collaboration with Sultan Zainal Abidin University Malaysia.

By attending these events, DMSP students can establish cross-disciplinary relationships with other doctoral programme students so that they can expand their scientific horizons. Interaction between students and lecturers outside the classroom can also be in the form of collaboration and student participation in the Lecturer Research Group. In addition to the formal form of cooperation, students can also take advantage of the student discussion room provided specifically for doctoral students to conduct informal communication with doctoral students from other study programmes. DMSP students can also participate in student organisation activities that are considered relevant to their interests such as KSPM (Capital Market Study Group), KSKM (Student Entrepreneurship Study Group), KSPE (Economic Research Study Group) and KSEI (Islamic Economics Study Group).

#### Scientific supervision

To support the smooth study process, DMSP students are expected to have submitted a dissertation proposal plan at the end of semester two to be able to immediately obtain the

distribution of promoters and co-promoters. Students are then expected to write a dissertation proposal so that they can take the Qualification Exam. The obligations of supervisors (promoters and co-promoters) are as follows:

1. ensuring the originality of student dissertation works and their contributions in the scientific realm;
2. ensuring the use of appropriate methodologies and in accordance with the research theme;
3. direct systematic thinking and ensure scientifically accountable results;
4. directing student publications to reputable international journals; and
5. providing academic advice and assistance related to dissertation writing. In the guidance process, supervisors can refer to the guidebook for writing theses and dissertations.

In the event of a conflict between DMSP students and supervisors (promoters and co-promoters), the Head of the Study Programme has the authority to replace the promoter or co-promoter. DMSP students are also required to regularly report their dissertation progress to supervisors at least three times in one semester and record this in a guidance logbook.

## 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. The courses are executed according to the didactic concept, including a mix of teaching and learning methods.

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

Being allocated to a supervisor 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.
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

### 3.5 Professional Competencies /Employability

DMSP has formulated the goals of its programme which are reflected in the professional profile of graduates, namely as (1) Management and Business Researchers; (2) Professional Managers; and (3) Business Consultants. To achieve this goal, DMSP has identified a number of professional competencies and work skills that must be possessed by its graduates which are reflected through the OBE-based curriculum implemented by DMSP. As an effort to improve the competence of graduates, DMSP also encourages students to participate in competency exams held in collaboration with the Independent Entrepreneurship and Productivity Management Professional Certification Institute (LSP-MWPM) licensed by BNSP (National Professional Certification Agency). Moreover, students are actively included into lecturers' research activities to further support them in their own lecturing and researching career. Lecturers also motivate and guide doctoral students to apply for creativity grant programmes and competitive contests, helping them develop skills and knowledge to enhance their competitiveness.

Students are also directly involved in research carried out together with lecturers in research groups that are tailored to their profile as managers, researchers or consultants. Guaranteeing students' research abilities begins when they register for a management study programme, where prospective students are required to make research proposals that are in line with the advantages of the study programme. Students are also facilitated to take part in paper-based conferences funded by the faculty. Every year, there are also routine programmes such as workshops with the theme of quantitative and qualitative research, various statistical analyses and ways to find novelty in dissertations so that students become more skilful as researchers.

Students are provided with information and career development service facilities that can be accessed through the Career Development Centre. At the Centre for Career, Entrepreneurship and Alumni, various activities are carried out to support student career development such as the implementation of Special Job Fairs, job information, workshops, extracurricular internship programmes and competency training for prospective graduates. In addition, the availability of alumni groups, namely the UNEJ Alumni Family (KAUJE) and the FEB UNEJ Alumni Family (UNEJ Cafe) also supports student interaction with alumni through discussion forums with alumni and alumni gathering activities. In the international scope, various international collaboration and partnership, international student mobility, information of scholarship and international internships are carried out to encourage professional career development such as public lectures by inviting speakers from Universiti Utara Malaysia and Griffith University Australia, International joint teaching with ASEAN Foundation, International Virtual Course together, Cal Poly State University, University of Malaya, Macquarie University and Australian National University.

#### 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.

		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 DMSP employs eleven Professors (69%) and five Associate Professors with doctoral degrees (21%), exceeding the minimum requirement set by the Ministry of Education, Culture, Research, and Technology, which mandates at least two professors for a PhD programme. The programme also meets the criteria for excellence, requiring that at least 70% of the permanent teaching staff be professors. The gender ratio among the teaching staff is balanced, with an equal number of male and female lecturers (50:50).

With a total enrolment of 87 students, the lecturer-to-student ratio is 1:5, ensuring individualised attention and support. Each lecturer is responsible for teaching between 12 and 16 SKS credits (18.2 – 24.16 ECTS credits) per semester, as regulated by the Rector's Regulation on the Implementation of Education. The contractual agreements for teaching staff guarantee the continuous delivery of the doctoral programme.

The programme also integrates researchers and guest lecturers from other institutions, enhancing the breadth and depth of scientific education, topics and research sponsorship. The lecturers are actively engaged in various international activities, including serving as international reviewers, participating in international associations, conducting exchanges and visits, contributing to international community development and leading international research and conferences.

#### Scientific qualification of the teaching staff

According to the Minister of Research and Technology, full-time lecturers in a doctoral programme must hold a doctorate in a field relevant to the institution's strategic planning. Recruitment of full-time lecturers is conducted nationally by the Ministry of Education, Culture, Research, and Technology, while part-time lecturers are recruited internally based on programme needs.

Lecturers are also required to have a strong record of scientific publications that align with the doctoral programme's focus, contributing to the academic development of doctoral students. For example, DMSP lecturers actively involve students in research groups, fostering a collaborative research environment. Lecturers must publish in reputable international journals indexed by Scopus with a minimum SJR index of 0.1. DMSP lecturers have published 134 articles in reputable international journals and 186 articles in national journals. They also participate in national and international conferences.

#### Pedagogical qualification of the teaching staff

The Institute for Learning Development and Quality Assurance (LPMPP) provides specialised training for lecturers to develop their pedagogical skills through the Enhancement of Basic Instructional Technique Skills (PEKERTI) and Applied Approach (AA) programmes. PEKERTI enhances lecturers' teaching competence and is required for those seeking lecturer certification. All lecturers in the DMSP programme are certified. The AA training, designed by the Directorate General of Higher Education, further improves pedagogical competence and is typically required for achieving the rank of associate professor.

As part of the Faculty of Economics and Business at UNEJ, DMSP conducts regular supervision of teaching staff through the LPMPP. This includes monitoring and evaluating teaching performance twice per semester and gathering student feedback through satisfaction surveys called EDOM.

#### Internationality of the teaching staff

DMSP lecturers have extensive international experience, serving as reviewers for international journals and participating in activities such as visiting lectures, teaching exchanges at foreign universities, conducting research and engaging in community service abroad. They also regularly attend international scientific conferences. These activities contribute to enhancing UNEJ's global ranking, currently at 2,835 worldwide, 895 in Asia and 49 in Indonesia.

Table 5: International Experiences of lecturers in DMSP

<b>Experience</b>	<b>Number of People</b>
International Reviewer	11
International Association	11
Exchange/visit lecturer	7
International community development	3
International research	3
International conference	10

In addition, DMSP lecturers also have practical experience as entrepreneurs, consultants/experts, competency assessors, and accreditation assessors for Higher Education at the National Accreditation Board.

#### Internal cooperation within the faculty

The Faculty of Economics and Business promotes internal collaboration in accordance with the Organisational Structure and Work Procedures (SOTK) UNEJ Number 88 of 2017 and the Minister of Education and Culture Regulation No. 22 of 2021. Team teaching is a key component, where multiple lecturers work together from course preparation through implementation and evaluation. Research and community service activities are organised by the Research and Community Service Group called KeRis, involving interdisciplinary and multidisciplinary cooperation among lecturers from different programmes and faculties, in line with the DMSP programme's intended learning outcomes (ILO).

The faculty holds internal departmental meetings twice per semester and faculty-level meetings at least three times a year, supplemented by additional coordination meetings for specific programmes or activities.

#### **Appraisal:**

The structure and number of teaching staff correspond with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. All full-time lecturers are civil servants. A balanced gender ratio is pursued among the teaching staff.

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

The pedagogical qualification of the teaching staff corresponds to the task, and it has been proven, especially by the national lecturer certification. The focus lies on new lecturers joining the University. The panel, however, **recommends** offering additional qualifications for senior lecturers. This could be supported by building up an academic centre for the further qualification of lecturers.

A considerable number of teachers have relevant experience in international research and/or teaching abroad.

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	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

The Faculty of Economics and Business collaborates with various national and international institutions, including higher education institutions, government bodies, private businesses and professional organisations, in accordance with the Rector's Decree Number 15089/UN25/PR/2016 on UNEJ Cooperation Guidelines. These partnerships, formalised through MoUs and MoAs, support the Tri Dharma activities of education, research and community service.

The DMSP actively engages in these collaborations through academic activities such as visiting professors and lecturers, joint research and community service projects and participation in seminars, conferences, workshops, and training sessions. In 2024, DMSP conducted 22 international visiting lecturer programmes at institutions such as the University of Malaya (Malaysia), the National Taiwan University of Science and Technology (Taiwan) and the University of Bahrain (Bahrain). The doctoral programme has also produced 186 international

research outcomes and 26 international community service projects in partnership with organisations like Astra International and the Indonesian Muslim Community in Queensland (Australia). Details on UNEJ's global partnerships can be accessed through the International Office's website.

DMSP students are required to participate in national and international seminars and conferences and to publish articles in Scopus-indexed international journals (Q1-Q4) as a prerequisite for their dissertation exams. Over the last three years, 79 DMSP students have attended various national and international conferences and published in reputable journals. Following their exams, students must also publish a book based on their dissertation research. The faculty supports student mobility by providing funding for participation in seminars and conferences, especially as presenters.

#### Networking of the scientists

The lecturers and students of DMSP actively participate in various professional organisations, study programme associations, scientific journal management groups and book publisher associations that are nationally and internationally recognised. They engage in these networks to enhance their development as scientists and researchers. Both lecturers and students regularly present their research at national and international seminars and conferences and publish in accredited national journals (SINTA) and reputable international journals (indexed by Scopus Q1-Q4, DOAJ, WOS).

Additionally, 11 DMSP lecturers serve as reviewers for 31 reputable international journals, including the Journal of Asian Finance, Economics and Business, Journal of Innovations in Business and Industry, Journal of Sustainable Development (Canadian Centre of Science and Education) and South Asian Journal of Social Studies and Economics. Participation in these scientific networks and organisations provides significant benefits for the completion of studies, career advancement for both lecturers and students and the overall development of DMSP.

#### Appraisal:

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	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

At UNEJ, the organisation and work procedures are guided by the Regulation of the Minister of Research, Technology, and Higher Education Number 3 of 2023. The Dean oversees the faculty and is supported by three Vice Deans: Vice Dean I (academic affairs), Vice Dean II (general affairs and finance) and Vice Dean III (student affairs and alumni).

UNEJ follows five principles of good governance: credibility, transparency, accountability, responsibility and fairness. This governance is managed through a system that includes planning, organising, directing and controlling resources.

At department level, responsibilities include managing academic, vocational and professional education and overseeing resources. The department is led by the Head of the Department, supported by the secretary, study programme coordinator, head of the laboratory and lecturers. The Rector appoints the study programme coordinator, who works closely with administrative staff and reports to the Head of the Department.

The study programme coordinator is responsible for designing, implementing, controlling, evaluating and following up on all academic activities.

Specific tasks include:

- a. Supervising the academic learning process.
- b. Planning and distributing courses to the lecturers through a study programme meeting.
- c. Deciding which students are eligible for internships and community service.
- d. Proposing students who are eligible to receive scholarships.
- e. Proposing thesis and dissertation supervisors.
- f. Drafting students' academic transcripts.
- g. Proposing thesis examiners and committee members.
- h. Evaluating the study programme.
- i. Preparing for accreditation.

To ensure continuous improvement in higher education quality, UNEJ uses an internal quality assurance system that applies the ISO 9001:2015 Quality Management System and the ISO 37001:2016 Anti-Bribery Management System. This system is integrated into a centralised information platform, the Integrated Information System (SISTER), which supports governance and coordination.

The study programme coordinator collaborates with the Quality Assurance Group (QAG), the Quality Assurance Unit (UPM), the Research and Community Service Institution (LP2M) and the Institute for Quality Assurance and Learning Development (LPMPP) to maintain the quality of the study programme. This role is supported by department lecturers and administrative staff and involves engaging with students and their representatives to address academic issues. The student association also assists in organising seminars, conferences and other events.

Leadership operates within an agreed framework of values, norms, ethics and organisational culture, with flexible mechanisms for both bottom-up and top-down participation. Decisions are made through various meetings, including leadership, quality assurance, work and departmental meetings.

The integrated system at UNEJ includes several platforms, such as the academic management system (SIKAD), budget management (SIMANGGA), financial information (SIMKEU), dynamic archival (SIKD), complaint service (UC3), procurement (SIBAJA), quality assurance (SIJAMU), graduate achievement (SIPALU) and data storage (KAWANDA). These systems facilitate information sharing, coordination, and evaluation, promoting efficient governance and collaboration.

#### Management support

At the Faculty of Economics and Business, administrative staff provide support to both lecturers and students in three key areas: academic and student affairs, finance and human resources and general affairs and state-owned assets (BMN). These staff members report to the Head of Administration (KTU) at faculty level. At study programme level, two administrative staff members manage academic services, such as seminar proposal registrations, dissertation exams, graduations and class scheduling. Additional staff members handle classroom services and promotion-related tasks at faculty level.

Administrative tasks are supported by the Integrated Information System (SISTER), with access and authorisation based on specific duties. The academic and student affairs division uses the SIAKAD platform, while the finance and human resources division utilises SIMANGGA and SIMKEU for financial management. The general affairs and BMN division employ SIBAJA and SIMAK BMN. All services follow the FEB Standard Operating Procedures (SOP).

FEB encourages continuous professional development for administrative staff through workshops, training and certification programmes. Examples include training for Human Resource Analysts, Emotional Spiritual Quotient (ESQ) Training, Competency Enhancement for Administrative Staff, Service Excellence Certification and workshops for improving service quality.

The Quality Assurance Group (QAG) conducts regular satisfaction surveys and facility evaluations to gather feedback for service improvements. Decision-making on academic and student services is inclusive, incorporating feedback from lecturers in various formal and informal forums. DMSP students benefit from facilities that support both academic and non-academic activities, such as clean and well-maintained physical facilities and availability of physical and digital library resources. Students also have access to internal grants for community service and research projects in collaboration with their supervisors, supporting their dissertation research.

#### Documentation of the doctoral programme

The doctoral programme is documented to provide clear information on its content, structure, design, duration, study process and examination requirements. Curriculum information, study process and evaluation are documented and published through various channels, such as University's academic handbook, faculty's academic handbook, the university, faculty and study programme's website that can be accessed by students, lecturers and external stakeholders, as well as journals and scientific publications related to student and lecturers research through various portals.<sup>6</sup> This documentation is regularly updated and made available in electronic form, ensuring transparency for all interested parties.

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<sup>6</sup> see: <https://library.unej.ac.id/> (last access September 25, 2025).

The information for students and the public related to academic staff includes curriculum documents, Academic Calendars, SOPs, course plans and rules written in the Education Implementation Guidelines. In lectures, students are also informed about the course plan including the semester Learning Plan or RPS, Syllabus, Contracts, Management Review Meeting or RTM and Assessment Rubric. Non-academic information such as student or lecturer achievements, student or lecturer activities and other non-academic activities are available for the public and students on the Faculty of Study Programmes websites and social media.

## Appraisal:

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

Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively. The administration is well-staffed.

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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

The Faculty of Economics and Business provides classrooms, workspaces and facilities for students, lecturers and administrative staff, all in a modern, minimalist design that creates a conducive environment for both academic and non-academic activities. The DMPS programme has twelve classrooms on the 2nd and 3rd floors of the faculty's postgraduate building, each accommodating up to 15 students and equipped with PCs, air conditioning, desks, chairs, whiteboards and CCTV. There are also three computer labs with a capacity of up to 40 people. Additionally, there are two Student Centre Learning (SCL) rooms for lectures, discussions, research collaborations, workshops and training sessions, with a capacity of up to 20 people.

A multimedia room is also available for public lectures, seminars, conferences and workshops, accommodating up to 200 people and equipped with large screens, a stage, podium, seating, sound systems and air conditioning. Facilities for disabled students include accessible toilets, an elevator for access to the 2nd and 3rd floors and special hallway paths for wheelchair users.

The study programme coordinator has a dedicated office in the postgraduate building, while DMPS lecturers share cubicles with other management department lecturers, all equipped with desks, chairs, computers, printers, bookshelves and air conditioning. Additional amenities include a pantry, prayer room, toilets and a dedicated space for discussions and student guidance.

Administrative staff have designated workspaces with desks, chairs, computers, printers, air conditioning, CCTV and filing cabinets. There is also a room specifically for professors, a classroom support staff room equipped with a PC and printer and a waiting area for lecturers with seating, air conditioning, a pantry, toilet and prayer room. The postgraduate building includes accessible toilets on each floor and a dedicated room for managing scientific journals published by FEB UNEJ.

Table 6: Software and IT system of UNEJ

Single Sign On (SSO) Portal	Employees and students can access specific information that is dynamically updated, according to their needs which can be integrated with SFS and MMP which will be explained below
Online Learning Management Media (MMP)	Learning Media Management Universitas Jember <a href="https://mmp.unej.ac.id">https://mmp.unej.ac.id</a>
Application-Based SISTER	Providing several student academic information services more concisely through applications that can be operated easily via cellphone. There are Sister for Lecturer (SFL) application, Sister for Students (SFS), Sister for Tendik (SFT) application, and Sister for Parents (SFP) application
Computer Laboratory	There is an extensive network of computer laboratories in academia. There are 3 computer laboratories with a capacity of 40 students each.
Email	Each member of UNEJ community is entitled to 1 institutional email with the default format of <a href="mailto:NIP/NRP/NIM@mail.unej.ac.id">NIP/NRP/NIM@mail.unej.ac.id</a> or <a href="mailto:NIP/NRP/NIM@unej.ac.id">NIP/NRP/NIM@unej.ac.id</a> domain.
Internet Access	An Internet network is available throughout the campus area. Sister is accessible on and off campus all day long
Other IT equipment to support learning	Hardware: All In One Computer, Smart TV, Speaker, Microphone, Projector, and Camera Conference Logitech

To support learning, research, and University management, the Academic Support Unit for Information and Communication Technology (UPA TIK) provides a range of applications and services. These include the Integrated Information System (SISTER), which offers various academic support modules, such as e-Vote, and e-Payment. Additional tools include CBT, E-Learning (Learning Management Media or MMP), cloud storage (Kawanda), University Customer Care Centre (UC3), journal management, intranet, web staff portals and UHost.

The IT infrastructure at UNEJ includes 160 physical and virtual servers with a combined capacity of 1,270 CPU cores, 5 terabytes of RAM and over 178 terabytes of storage. Internet services are supported by multiple connections totalling 6 Gbps, provided by Telkom Indonesia, Cyberindo

Aditama (CBN), and IdREN, ensuring robust network performance across all University campuses. The IT facilities are continually maintained to meet modern multimedia and digital standards. Support services are available to students and staff both during and outside regular working hours, ensuring continuous technical assistance and information access.

Furthermore, the University supports a variety of digital tools and platforms to enhance academic and administrative activities, such as the SISTER system for academic services, SIMANGGA and SIMKEU for financial management, and UHost for website hosting, which available for both the University community and the public. This includes hosting for 40 Students' Organisation websites and 257 websites for various units, faculties and study programmes. For email services, there are 72,287 active accounts under the domains @unej.ac.id and @mail.unej.ac.id. The Kawanda cloud storage service supports 67,568 users.

Moreover, University of Jember has implemented various measures to establish comprehensive learning assistance resources, with a particular focus on providing accommodations and facilities on campus for students with disabilities. For students with special needs, the facilities include a special wheelchair lane, classes for the disabled on the 1st floor and special bathrooms for people with disabilities. The introduction of these support facilities for students with disabilities represents a significant advancement in the creation of an inclusive and equitable educational environment.

#### Equipment for the library

The DMPS students have comprehensive access to physical and digital library resources, including books, journals, proceedings, scientific magazines and newspapers, which are regularly updated to support research activities. These resources are available free of charge at both the faculty and University levels. Online access to literature is provided through library portals.

The availability of library resources at UNEJ is extensive, providing students with access to a wide range of literature and journals both offline and online via the website.<sup>7</sup> Students can access various e-books and reputable international articles through subscribed online journals specific to their scientific fields, including:

1. ScienceDirect: Accessible at <https://www.sciencedirect.com/>
2. Springer: Accessible at <https://link.springer.com/>, offering 2,097 e-journal titles and 10,458 e-books across various disciplines.
3. EBSCO: Accessible at <https://www.ebsco.com/products/research-databases/e-journals-database>
4. Cambridge: Accessible at <https://www.cambridge.org/core>, providing 398 journal titles across multiple disciplines.
5. Emerald: Accessible at <https://emerald.com/insight>, offering 310 journal titles in various disciplines.
6. Digital collections for all scientific works of the academic community are available online at the UNEJ Digital Repository with access to <http://repository.unej.ac.id>.
6. The UNEJ's Digital Library: Accessible at <https://library.unej.ac.id/index.php>, <https://library.unej.ac.id/>, <https://oailib.unej.ac.id/>, and <https://oer.unej.ac.id/>.

Additional journals published by UNEJ across various fields can be accessed at [jurnal.unej.ac.id](http://jurnal.unej.ac.id). Nationally, students can access the collections of the Indonesian National Library by registering at [perpusnas.go.id](http://perpusnas.go.id). UNEJ Central Library, operates on Monday to Thursday from 8 AM to 8 PM,

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<sup>7</sup> see: <https://library.unej.ac.id/> (last access September 23, 2025).

Friday from 8 to 11 AM and reopen from 1 to 8 PM, and Saturday from 8 AM to 3 PM. On its operation, UNEJ Central Library supported by 9 Librarians and 28 Education Personnel. Since 2015, the library has maintained an “A” accreditation at national level, signifying excellence in facilities and infrastructure, library services, staff and other components essential for providing high-quality library services.

## Appraisal:

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements. Furthermore, the equipment corresponds to the modern, multimedia-based requirements. New ergonomic knowledge is taken into account for equipment planning. Separate rooms which ensure an undisturbed working environment are specifically available for use to those participating in the programme.

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

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	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

As a public University in Indonesia, UNEJ is primarily funded by government allocations, student tuition fees and grants. These funds support various aspects of the University, including the learning process, curriculum development, graduate competency enhancement, infrastructure and facilities. Each faculty receives a budget based on these sources, allocated according to the number of students. Study programmes can request additional funding from the Dean for specific activities, while student organisations may also apply for funding to support their initiatives. The faculty annually allocates budgets to facilitate academic activities, such as participation in national student meetings and conferences.

In addition to regular government funding, study programmes receive grants to enhance the quality of education. The number of students admitted to each programme is determined annually by

a decree that considers the programme's capacity and the break-even point (BEP) or minimum student intake required.

To ensure financial transparency and efficiency, the University follows a comprehensive planning process, requiring each study programme to submit a budget plan six months before the fiscal year. The budget allocation is determined by student numbers and planned activities. The approved budget is entered into the SIMAGGA Portal for internal auditing, and budget management is monitored through the SIMKEU system. This system provides detailed financial reports, including budget realisation, balance sheets and cash flow statements, ensuring accountability and timely reporting.

As part of UNEJ, the Faculty of Economics and Business is also financed through various sources, including government funds from the Ministry of Education, Culture, Research, and Technology, State University Operational Assistance (BOPTN), and non-tax state revenue (PNBP) from student tuition fees. Additional funding comes from community donations, grants, scholarships and partnerships with private organisations and other ministries, both domestically and internationally. The financial resources ensure a balance between student growth, income, and operating costs, supporting the ongoing needs of the programme.

#### Financial support and scholarship programmes

DMSP students have access to funding for collaborative research and community service projects with lecturers through internal research grants from LP2M UNEJ and external sources through various schemes. These grants support outputs like book publications, articles in national and international journals and the registration of intellectual property rights (IPR). UNEJ also provides financial assistance for students and lecturers to participate in scientific seminars, conferences, workshops, training sessions and competency certification exams each year. Additional funding is available for joint publications and IPR registrations, including patents, copyrights, and trademarks. The amounts provided are based on the University's Cost Standards (SBU), which are updated annually.

DMSP students may also receive scholarships from various sources, including the Indonesian government's Education Fund Management Institution (LPDP) and the BPI scholarship, a collaboration between LPDP and the Ministry of Education, Culture, Research, and Technology. Additional scholarships may be provided by local governments or students' employers if they are working while pursuing their doctorate. These scholarships typically cover tuition fees, living expenses, book costs, journal publication fees and dissertation research expenses. This financial support helps DMSP students focus on their doctoral studies while enhancing the quality and scope of their academic and non-academic activities.

#### Appraisal:

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

**Quality Ratings**

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

## 5. Quality Assurance

Implementation of the internal quality assurance at University of Jember refers to the following regulations:

1. Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 about Quality Assurance for Higher Education;
2. Minister of Education and Culture Regulation Number 21 of 2020 on the Statute of University of Jember, updated by Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Regulation Number 22 of 2021 on the Amendment to Minister of Education and Culture Regulation Number 21 of 2020 on the Statute of University of Jember;
3. Minister of Education, Culture, Research, and Technology Regulation Number 7 of 2023 on the Organisation and Work Procedures of University of Jember; and
4. Rector of University of Jember Decree No. 25160/UN25/KP/2021 on the Guidelines for the Quality Assurance System of University of Jember.

Based on Article 93 in the Statute of University of Jember (UNEJ), it is stated that the UNEJ quality assurance system aims to: (a) ensure the fulfilment of higher education standards systematically and sustainably; and (b) realise the delivery of high-quality higher education. The quality assurance system within UNEJ consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME), covering both academic under Quality Assurance and Learning Development Institution (LPMPP) and non-academic fields under the Internal Supervisory Unit (SPI). Additionally, the structure of the quality assurance system includes the provision of data and information to the Higher Education Database (PDDikti) regularly.

University of Jember has four Internal Quality Assurance System (SPMI) documents, namely policy documents, standards, manuals, and forms, consisting of 24 standards by SN Dikti and 32 additional standards. SPMI at University of Jember is implemented autonomously, standardised, accurately, planned, and sustainably, as well as documented. The SPMI mechanism at UNEJ follows the PPEPP activity cycle or PDCA (Plan, Do, Check, Act) which consists of

1. Establishment (P), the activity of setting standards that include the mandatory and minimum National Higher Education Standards (SN Dikti) and the Higher Education Standards set by the University (SPTPT) which are mandatory and exceed SN Dikti;
2. Implementation (P), the activity of fulfilling standards that include SN Dikti and SPTPT;
3. Evaluation (E), the activity of comparing the outputs of standard fulfilment activities with the standards that include SN Dikti and SPTPT through monitoring and evaluation and internal quality audit (AMI);
4. Control (P), the activity of analysing the causes of standards that include SN Dikti and SPTPT not being achieved to take corrective actions through Management Review Meeting (RTM);
5. Improvement (P), the activity of improving standards that include SN Dikti and SPTPT to be higher than SN Dikti and SPTPT.

In developing the curriculum, learning process, and Tridharma (Education, Research, Community Services) outputs, University of Jember follows the Plan, Do, Check, Act steps concerning the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 Year 2023 concerning National Higher Education Standards (SN-DIKTI). It

includes the preparation of a Learning Outcome (LO) based on the Indonesian National Qualifications Framework (KKNI) level 6 for bachelor's degree, level 8 for master's degree and level 9 for doctoral degree.

The following are the PDCA steps in the learning process and the outcomes of the Tridharma.

### 1. Plan

The planning stage starts with the determination of quality assurance, which refers to the rector's regulations related to quality assurance. The quality assurance system of University of Jember is based on the Regulation of the Chancellor of University of Jember Number 12134/UN25/OT/2013 concerning the Quality Assurance System of University of Jember. Quality assurance management at University level is carried out by LPMPP based on the University's Quality Guidelines. LPMPP University of Jember sets the standard operating procedures in the form of planning, implementation and assessment of learning.

### 2. Do

The implementation of quality assurance is carried out every semester by UPM, GPM, and LPMPP of University of Jember through an Internal Quality Audit (AMI) covering lecture preparation documents. The documents include lecture contracts, syllabus, Semester Learning Plans (RPS), teaching materials, and learning media which have been documented in the Integrated Information System (SISTER) through the Academic Information System (SIKAD) and Intended Learning Outcome Information System (SIPALU). The learning audit process is carried out in planning, process and assessment. The audit results in the form of the findings of the auditor team and suggestions for improvement or development are used as the basis for the study programme to take further steps to improve and develop learning. Assessment of the learning implementation process is carried out based on the SPMI reference and evaluated periodically in the form of Lecturer Performance Loads every semester. The parameter for the success of implementing quality assurance is the creation of a conducive academic atmosphere for the learning process and the improvement of student learning outcomes. Assessment of satisfaction through a satisfaction survey of lecturers and students are utilised to evaluate the implementation of learning in one semester. The implementation of activities in the study programme is done by monitoring and evaluation through monthly department and study programme meetings. At faculty and University levels, monitoring and evaluation of study programmes are executed every semester in coordination with UPM, GPM, and LPMPP. The quality assurance of student learning outcomes is also monitored and evaluated by the Academic Supervisor (DPA). The supervision covers discussion on students' academic achievement. The lecturer's performance is evaluated every semester through Lecturer Performance Load (BKD) accessed online through SISTER RISTEK DIKTI (SRD).

### 3. Check

Evaluation of the quality assurance of education in study programmes is executed periodically by study programmes, faculties, and universities along with stakeholders and associations in the fields of science related to study programmes. This is aimed at aligning the curriculum in responding to the dynamics of the needs of the job market (graduate users) and measuring the achievement of Intended Learning Outcomes (ILO) as well as the course plan.

Monitoring Evaluation for 1st week was carried out by the study programme coordinator with monitoring via the Integrated Information System (SISTER) with the DSS menu owned by the

study programme coordinator. Monitoring in the form of completeness and suitability of learning tools that have been uploaded by lecturers on Learning Tool Media (MMP) before lectures at the beginning of the semester and evaluating the findings and the study programme coordinator following up by submitting the results of monitoring reports to all lecturers in charge of courses for continuous improvement and then carrying out become the basis for monitoring the 8th week learning process.

Monitoring ILO conformity with the graduates' profile, SN-DIKTI, and KKN I is also performed. After the semester assessment was completed, GPM-UPM conducted monitoring and evaluation regarding the results of measuring ILO and CLO achievements. Likewise, for semester course plan (RPS), syllabus, teaching materials, and learning media, monitoring and evaluation and improvements are continuously evaluated and monitored by the Dean, GPM, UPM, and study programme coordinator including the implementation of learning such as the presence of lecturers, student attendance, and learning methods applied.

The quality assurance system at University of Jember has been systematically documented in the CLO information system (SIPALU) and Quality Assurance System (SIJAMU). SIJAMU completely records the entire process of education. It includes learning audits, evaluation of intended learning outcomes (ILO) and course learning outcomes (CLO), and the evaluation of national accreditation completeness documents, namely Study Programme Performance Documents and Self Evaluation Documents. A satisfaction survey has also been conducted to evaluate quality regularly through the Academic Information System (SIKAD), Quality Assurance Information System (SIJAMU) and publication.

Students can submit complaints related to the learning system and other campus life issues through an online system, namely the UC3 feature. The Vice Deans 1 and 3 can monitor these complaints. In the complaint menu in UC3, there are complaint topics to facilitate the handling of complaints.

#### 4. Act

Curriculum development and implementation of learning are controlled by the subject lecturers, the study programme coordinator, Dean, LPMPP, and the rector. Lecturers have the authority to translate curriculum characteristics so that they can be applied to each subject optimally. The study programme coordinator has the authority to control the direction of curriculum development to accommodate possible changes in the structure of the study programme curriculum and the distribution of the study programme's core courses. The Dean is authorised to monitor the distinct characteristics of the course. Furthermore, the rector's authority to control the development of the UNEJ curriculum is applied to all study programmes referring to the University's vision. Control is also carried out using University of Jember SISTER through a course plan uploaded to e-learning. The course plan must be approved by the Coordinator of Study Programme and the Dean.

The results of the evaluation and monitoring of learning audits by GPM and LPMPP provide suggestions for improvement to be followed up by the Dean and Study Programme Coordinator in the form of a Follow-Up Plan (RTL) and Management Review Meeting (RTM). Those who do not comply with higher education and international standards will be assisted for improvement. The quality assurance process includes (1) Curriculum development adapting to the needs and challenges of global dynamics (industrial revolution 4.0 and society 5.0), (2) Periodical Strengthening

and enrichment of learning outcomes to create unique attributes of graduates which can be implemented in learning outcomes, study programmes, (3) periodic workshops to strengthen understanding of learning strategies, (4) optimization of the implementation of quality management will be strengthened through regular training activities, (5) strengthening resources related to the curriculum and foreign language skills of students and lecturers, (6) Developing international cooperation that emphasises increasing the number of foreign students, (7) External Benchmarking to other universities.

The external audit of the implementation of the Quality Management System (QMS) within UNEJ by an external audit institution has been carried out by PT Mutuagung Lestari (MALQA) since 2009, and three work units have been certified (certificate No. QMS/173 valid until November 6, 2015), namely: the Library Unit, the Research Institute. Surveillance audits are conducted annually to ensure that the quality management system of the work units complies with established standards. Other work units have also implemented an ISO 9001:2015-based QMS integrated with ISO 37001:2016.

#### Inclusion of quality assurance in a superordinate quality concept

Quality assurance in DMSP called the Quality Assurance Unit (UPM) becomes an inseparable part of quality assurance at faculty level (i.e. Quality Assurance Group (QAG)) and at University level in the Quality Assurance and Learning Development (LPMPP). Under the coordination of LPMPP, a quality assurance process is carried out at study programme level. In general, quality assurance consists of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME).

Internal quality assurance at Jember University is regulated in the Rector's Decree No. 12134 / UN25 / OT / 2013 concerning the Jember University Quality Assurance System. As for external quality assurance, University of Jember applied for national accreditation which is currently managed by LAMEMBA. The Quality Assurance System at University level is implemented by the Quality Assurance Centre under LPMPP and is integrated with the Quality Assurance Group (QAG) at faculty level and the Quality Assurance Unit (UPM) at study programme level. Digital integration and coordination between the three institutions use software called the Quality Assurance System (SIJAMU).

SPME is carried out periodically (i.e., every five years) through an accreditation process at the National Accreditation Board (BAN-PT) and LAM. Every period, LPMPP submits the Self-Evaluation Report and its attachments to BAN-PT and LAM for accreditation purposes. SPMI is carried out by LPMPP, GPM, and UPM in various activities, namely SPMI assessment, evaluation of learning by students, lecturer satisfaction survey, staff satisfaction survey, alumni survey and user/stakeholder survey. For each activity, LPMPP and GPM recommend several follow-up actions for continuous improvement purposes (called Follow-up Plans) to the Dean and all other responsible persons. In turn, the Dean and all other responsible persons will formulate a managerial action plan (called the Management Action Plan) in response to the recommendations of the LPMPP and GPM.

The assessment is focused on achieving indicators targeted at several aspects, such as student affairs, graduates, teaching and learning processes, supporting facilities, finance, as well as research and community service activities. LPMPP and GPM report this assessment to the Dean.

LPMPP conducts surveys of alumni on a regular basis. The survey is intended to obtain information on where alumni work, the length of time they get a job, the alumni's first salary, and whether what is studied at the faculty is beneficial to their work. These results are needed so that study programmes and faculties know how they are absorbed by the business world and industry. LPMPP also conducts surveys of employers regularly. This survey is intended to get feedback on how well alumni handle work, how responsible alumni are in their work, alumni attitudes and the suitability of alumni's hard skills and soft skills with their work. The survey results are useful for curriculum evaluation and networking between faculties/study programmes and employers.

#### Evaluation by doctoral students

Evaluation by students related to courses and learning is performed regularly in every semester in the 8th week (midterm exam week) and 16th week (end semester exam week). The questionnaire is embedded online on the Portal Page so that students can easily fill it out independently and anonymously. The scale used is a 7-point Likert scale with a validity and reliability test.

Each lecturer receives assessment reports from students each semester on their sister accounts. Each lecturer can assess and evaluate related aspects that are lacking or need improvement based on the results of the questionnaire. Furthermore, the questionnaire results are discussed at the faculty meeting at the beginning of the semester. The Quality Assurance Group (QAG) afterward reports a summary of the results of this questionnaire to the dean, study programme coordinator and all lecturers. The results of the evaluation are also delivered to students through an open talk held regularly every year. From this forum, lecturers and faculties can get feedback from students to improve the quality of learning. Continuous evaluation and improvement will be carried out if the results do not meet expectations.

Besides student surveys evaluating lecturers, students can also assess the quality of educational services and the resources provided by the University. Additionally, the University is concerned with students' workload and conducts workload surveys to ensure it remains manageable. For evaluation of educational service management surveys, UNEJ conducts 1-5 scale surveys and for student workload surveys UNEJ conducts 1-3 scale surveys.

The Quality Assurance Group (QAG) routinely conducts evaluations related to the quality of learning and curriculum for each study programme. Evaluation is done by distributing questionnaires to the lecturers through periodical meetings every semester. GPM analyses the survey results and reports must be published through websites, social media and online forums for lecturers every year. The results of the survey become the agenda for discussing meetings every semester at faculty and study programme level as the basis for continuous improvement.

The survey results of evaluation surveys of the study programme curriculum by the lecturer show positive outcomes. Overall, the survey items indicate good or satisfactory results.

#### Evaluation by supervisors

Academic Advisors regularly monitor student progress using advising mechanisms, including structured and unstructured advising. Using our SIAKAD platform, this evaluation mechanism is regulated by the programme. The head of the study programme will communicate the results to the lecturers every semester for improvement (for example about teaching methods, assessment systems, resources, etc.). These findings will also be disseminated to all stakeholders. The study programme conducts dialogue with students every semester and follows up on student

suggestions and contributions. The Faculty of Economics regularly conducts satisfaction surveys with the target of lecturers. Each implementation of the instructions is recorded in the implementation manual and academic manual. The Implementation Guidebook contains the time of implementation of instructions, tasks and input/modification of supervision. There is also a consultation card that is used to monitor students' progress in writing their dissertations. At the end of each semester, the head supervisor must report the student's learning progress to the course director using the reporting mechanism set by the University. Grading practices are essential for the evaluation and assessment of student performance by supervisors. To make fair grading practices effective, they must be free from bias or discrimination. This includes utilising a utilising a standardized scale that applies to all students equally. To ensure the quality of the research programme, every student also has a couple of supervisors, promoters, co-promoters and examiners.

#### Evaluation by third parties

The evaluations were carried out internally and externally. This is done by involving the stakeholders outside the study programme including alumni, alumni users and tri dharma partners. Evaluation by the stakeholders is performed by filling out a questionnaire designed by GPM and distributed through the alumni networks and the publication of questionnaire links are available on websites and social media. It is also distributed at regular meetings with stakeholders.

For alumni, the aspects assessed include the suitability and the advantage of studying in a study programme for their career. The feedback from these surveys provides UNEJ with insights into the strengths and weaknesses of the programmes. After survey data is gathered, UNEJ holds focus group discussions with selected alumni to delve deeper into their experiences and gather qualitative data. The related parties sit and discuss the suggestions for improvements to the study programme. These discussions help the University understand specific areas where the curriculum might need adjustments to better meet industry standards and alumni expectations. For employers, the aspects assessed include the quality of alumni such as responsibility, work efficiency and effectiveness, attitudes, and mastery of hard skills and soft skills. For partners, the aspects assessed include accuracy, usefulness of research for their business and relevance of research implementation.

#### 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. However, the panel is of the view that the statistics and measurements in the quality assurance system are not correctly measured. For the different feedback surveys, different scaling methods are used which makes it difficult to get comparable results (some surveys use a scale of 1-3, others 1-5 or 1-7). Moreover, the quality cycle is not yet closed. It is not clearly regulated how evaluation results (e.g. from employers or companies) are followed up and integrated into the quality enhancement process and who is responsible for implementing appropriate measures.

Therefore, the panel recommends the following **condition**:

- The University
  - a. aligns the scale measures used in the quality assurance surveys.
  - b. closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

Moreover, the panel **recommends** giving students a stronger role in the process of programme development, especially in planning and adapting the curriculum.

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, by supervisors and by external parties according to a predefined procedure; the results are discussed internally and find their way into the process of quality development. With regard to evaluation by alumni, the panel **recommends** conducting external evaluation also at course level, not only at programme level. This would allow the alumni to give specific feedback on the courses that they consider most important for employment and their further development.

Quality Ratings		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				Condition	
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: University of Jember

**Master programme:** Doctoral Programme in Management

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
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		
<b>2.</b>	<b>ADMISSION</b>					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
<b>3.</b>	<b>IMPLEMENTATION</b>					
3.1	Structure					
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.	<b>SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			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.	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance in terms of Contents, Processes and Results				Condition	
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		