Annex 6 Regulation of the National Accreditation Board for Higher Education Number 2 of 2022 concerning Study Program Accreditation Instruments in the Scope of Education



STUDY PROGRAM ACCREDITATION DOCTORAL PROGRAM

BOOK 3 GUIDELINES FOR PREPARING DOCTORAL PROGRAM SELF-EVALUATION REPORT

ACCREDITATION COUNCIL OF EDUCATION JAKARTA 2022

JI. Daksinapati Barat I No. 4 Rawamangun, East Jakarta 13220 JI. Mayjen Yono Suwoyo Surabaya, East Jawa 60213 Website: https://lamdik.or.id, Email: sekretariat@lamdik.or.id

PREFACE

Praise our gratitude to God Almighty because with His guidance the Accreditation Council of Education can complete the Book 3 document, namely the Guidelines for Preparing Self-Evaluation Report *(LED)* for Doctoral Programs, which is part of the study program instrument. It was prepared to respond to the Regulation of *BAN-PT* No. 9 of 2020 concerning the Policy for Transferring Study Program Accreditation from *BAN-PT* to ACE. This guideline is intended to help accredited faculty/study program (assesse) to prepare the Self-Evaluation Report as expected.

These Self-Evaluation Report guidelines consist of three parts, namely guidelines for preparing the faculty profile, criteria, and analysis of study program problems and development The faculty profile contains seven aspects, namely (1) identity; (2) vision, mission, goals, and achievement strategy (*VMTS*); (3) lecturers; (4) students; (5) finance; (6) Internal Quality Assurance (IQA) System; and (7) Faculty competitiveness level. The criteria consist of nine aspects, namely (1) vision, mission, goals, and strategies; (2) governance, management, and cooperation; (3) students; (4) human resources; (5) finance, Infrastructure, and Facilities; (6) education; (7) research; (8) outreach program; and (9) Teaching-Research-Outreach output and achievement. Problem analysis and study program development are divided into two groups, namely (1) evaluation of study program performance achievement and (2) study program development program.

Each Criterion (Part B) is elaborated into four aspects, namely (1) policy, which is the standard set, (2) policy implementation, (3) evaluation, and (4) follow-up. The Evaluation aspect answers questions, such as "Have faculty and study program been able to achieve the set standards?". "If so, how well or how high have faculty and study program reached the standards?". "If not, what factors have caused faculty and study program not to be able to achieve these standards?". The Follow-Up aspect suggests steps taken so that faculty and study program are able to achieve or exceed the set standards. Thus, continuous quality improvement efforts in order to build a culture of quality can be realized.

Jakarta, 09 February 2022 Chair,

Prof. Dr. Muchlas Samani

TABLE OF CONTENT

PREFACE	II
PART A FACULTY PROFILE	1
PART B CRITERIA	6
CRITERION 1. VISION, MISSION, GOALS, AND STRATEGIES (VMTS)	6
CRITERION 2. GOVERNANCE, MANAGEMENT, AND PARTNERSHIP	8
CRITERION 3. STUDENTS	14
CRITERION 5. FINANCE, FACILITIES, DAN INFRASTRUCTURE	21
CRITERION 6. EDUCATION	25
CRITERION 7. RESEARCH	39
CRITERION 8. OUTREACH PROGRAM	42
KRITERIA 10. TEACHING-RESEARCH-OUTREACH OUTPUT DAN ACHIEVEMENT	45
PART C ANALYSIS OF STUDY PROGRAM PROBLEM AND DEVELOPMENT	51
ANNEX	52

PART A FACULTY

In this section, seven aspects of the faculty profile are filled in, including (1) identity, (2) vision, mission, goals, and strategies *(VMTS);* (3) lecturers; (4) students; (5) finance; (6) Internal Quality Assurance (IQA) System; and (7) Faculty competitiveness level. Below is given a brief explanation of each of these aspects.

1. Identity

This section is filled with (a) name of faculty, (b) year of establishment, (c) number of decree *(SK)*, (d) number of undergraduate study programs, master programs, and doctoral programs, (e) faculty address, (f) telephone number, (g) faculty email address, and (g) faculty website.

Faculty is a resource unit within a university responsible for organizing study programs. It can be a higher education Institution (University, Institute, College, and other forms) department, Faculty, School, or Postgraduate Program.

A study program is a unit of education and learning activities that has a certain curriculum and learning methods in one type of academic, professional, and/or vocational education.

The undergraduate program is an academic education intended for graduates of secondary education or the equivalent so that they can practice Science and technology through scientific reasoning.

Master's program is an academic education intended for graduates of undergraduate programs or equivalent so that they are able to practice and develop science and / or technology through scientific reasoning and research.

Doctoral program is an academic education intended for graduates of master's program or equivalent so that they are able to discover, create, and/or contribute to the development and practice of science and technology through scientific reasoning and research.

2. Visin, Mission, Goals, dan Strategies (VMTS)

This section is filled with the formulation of (a) vision, (b) mission, and (c) goals of faculty as well as (d) strategies to achieve the vision, mission, and goals.

Vision is the "ideal" of faculty that wants to be realized in the next few years; therefore, vision usually begins with the word "to be" (to become) or "as" (as). The vision can be formulated with or without using a specific time frame, such as "in the year ...". As part of a higher education institution (HEI), faculty's vision must be in line with the vision of the university.

Mission is the task that faculty must do to realize the vision that has been made; and therefore, its formulation usually begins with the word "organize" or "carry out". Since the mission is basically a "mandate" when establishing university/faculty, the substance of the mission usually includes the Teaching-Research-Outreach activities of university, namely organizing education, research, and outreach activities.

Goals are the elaboration of the mission that has been formulated, and are things that must be achieved or produced by faculty (within a certain period of time); and therefore are more specific. The formulation of Goals usually begins with the word "to produce", such as "to produce graduates who …", "to produce research findings that …", and "to produce strategies to improve community empowerment…".

...", and "produce strategies to increase community empowerment/to solve practical problems in the community related to ..."

Strategies are actions or activities undertaken by faculty to achieve predetermined goals. The strategy must be appropriate (in accordance with the Goals), realistic (in accordance with the carrying capacity owned by faculty), clear (the formulation is easy to understand), and can be implemented. For example, if faculty has Goals to "produce graduates who are faithful and devoted to God Almighty, intelligent, and skilled ...", faculty must formulate a strategy that is in accordance with this goal.

3. Lecturers

This section shows the ratio of tenured lecturers to regular students in aggregate, including undergraduate students, master's programs, and doctoral programs. Lecturers are professional educators and scientists who transform, develop, and disseminate science and technology through education, research, and outreach activities.

Tenured lecturers of faculty are those who work full-time at the faculty as their base administrative unit and are not currently permanent employees at other base administrative units (faculty). Thus, lecturers from other faculty (even though in the same university) who at some point get teaching assignments at the faculty are not included as tenured lecturers at the faculty.

4. Students

This section is filled with (a) the number of students, and (b) the average cumulative grade point average (GPA) of students in faculty, which includes undergraduate students, master's programs, and doctoral programs.

Students can be divided into full-time students and part-time students. In this context, the students are full-time students, namely students who are at faculty from the first semester until graduation. Part-time students and students from other universities then take one semester at faculty, are NOT INCLUDED students in this context.

Achievement Index (IP) is a score or record of student achievement after completing the learning process during one semester. Grade Point Average (GPA) is the final accumulation of all grades obtained by students while studying at the study program within faculty.

5. Finance

This section contains the educational operational costs per student/year, research costs per lecturer/year, outreach program costs per lecturer/year, publication costs per lecturer/year, and faculty investment costs per year.

Educational operational costs are funds obtained/managed by faculty to carry out educational activities which include lecturer costs, educational staff costs, learning operational material costs, and indirect operational costs.

Research operational costs are part of higher education costs obtained and managed by faculty to conduct lecturers' research activities.

Operational costs for outreach program are part of the higher education costs obtained and managed by faculty to conduct lecturers' outreach activities. Operational costs for publication are part of the higher education costs obtained and managed by faculty to help finance lecturers' publications.

Investment costs are part of the higher education costs obtained and managed by faculty for the procurement/development of educational Infrastructure and Facilities, development of lecturers, and academic staff at faculty.

6. Internal Quality Assurance (IQA) System

This section presents (a) IQA System documents (i.e. policy documents, manual documents, standard documents, and form documents), (b) the implementation of quality assurance with the cycle of Stipulation, Implementation, Evaluation, Control and Improvement *(PPEPP)*, and (c) the implementation of external quality assurance benchmarking.

IQA System is a systemic activity of higher education quality assurance. Each university autonomously controls and improves the implementation of higher education in a planned and sustainable manner. The IQA System is carried out through the Stipulation, Implementation, Evaluation, Control and Improvement *(PPEPP)* of higher education standards.

Stipulation is a standard-setting activity for standards set by the government and higher education. Implementation is an activity carried out to fulfill the standard. Evaluation is the activity of comparing implementation outcomes with standards. Control is the activity of analyzing the causes of non-achievement and/or deviation in the implementation of standards for corrective action. Improvement is an activity to improve the standard so that it is higher than the predetermined standard.

A policy document is an outline written document that describes how a university understands, designs, and implements its IQA System in higher education to realize its quality culture.

IQA System manual document or Quality Manual is a document that contains instructions on the methods, steps, or procedures regarding the establishment, implementation, evaluation of implementation, control of implementation, and improvement of each standard of Higher Education by the parties at all levels in the HEI. IQA System standard document or Quality Standard is a document that contains various criteria, measures, benchmarks, or specifications called Higher Education Standards

University IQA System form documents (Quality Documents) record information about the achievement of the IQA System Standard of Higher Education.

7. Level of competitiveness

This section is filled in with the level of competitiveness of faculty in the Teacher Training Institution, which is reflected in the accreditation status (from *BAN PT*) of the university where faculty is: Excellent, Very Good, or Good.

Competitiveness in this context is a comparative concept of the ability and performance of faculty compared to other faculties in Indonesia.

Accreditation is the process of evaluating and assessing the quality of a university or study program conducted by a team of peer experts (team of assessors) based on predetermined quality criteria, at the direction of an independent accreditation body or institution outside the university or study program concerned; the result of accreditation is recognition that a university or study program has met the predetermined quality criteria, so that it is eligible to carry out its programs. Accreditation results are categorized into three categories: Excellent, Very Good, and Good.

All information and data about the faculty profile are written in the form of narrative essays and simple tables in a maximum word count of 5,000 words or 10 pages.

PART B

CRITERIA

This section contains nine criteria which include (1) Vision, Mission, Objectivs, and Strategies; (2) Governance, Management, and Cooperation; (3) Students; (4) Human Resources; (5) Finance, Infrastructure and Facilities; (6) Education; (7) Research; (8) Outreach program; and (9) Teaching-Research-Outreach Outputs and Achievements.

CRITERION 1. VISION, MISSION, GOALS, AND STRATEGIES (VMTS)

1.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) that regulate the preparation and stipulation of *VMTS* university/faculty and the scientific vision of study program, and (b) socialization of these policies.

Policies are divided into two. The first is the national higher education policy set by the Government (and the House of Representatives), such as laws, government regulations, presidential regulations, ministerial regulations, and agency heads. The second is local higher education policies set by local university leaders. These local policies can be in the form of policy (P), regulation (R), Guideline (G), and Standard Operating Procedures (SOP).

Policy is the basic policy of higher education, which provides direction or direction for the management and implementation of higher education. For legal entities, policies can be made by the Board of Trustees (*MWA*) or the Academic Senate (*SA*). For Public Service Agency universities and work unit universities, policies are made by the University Senate. Regulation is a regulation that elaborates on the policy, usually made by the Rector, Director, or Chairperson. Guidelines are regulations that elaborate on regulations, which are usually made by institutions in HEIs (such as the Institute for Research and Outreach Program [*LPPM*], the Institute for Development and Quality Assurance of Education [*LPPMP*], or the Technical Unit [*UPT*]). SOP is a document that contains step-by-step instructions on technical processes conducted by members of the organization (university, faculty, and study program) in carrying out activities. SOPs are usually made by institutions, faculties, and technical units.

Higher education in this context includes universities, institutes and colleges. Universities organize academic education, vocational education in various fields of science and/or technology, and, if qualified, professional education.

Institutes are universities that organize academic education and vocational education in specific fields of science and/or technology. If qualified, institutes can also organize professional education.

Colleges are universities that organize academic education and can organize vocational education in one particular family of science and/or technology, and if qualified, colleges can organize professional education.

1.2 Implementation

1.2.1 Formulation of Study Program's Vision and Goals

In this section, write down the formulation of (1) the study program's vision and (2) the strategies for achieving study program's vision.

The study program's vision is its aspiration to study and develop certain knowledge that is superior and characteristic of the program's field of expertise. The program's vision is to respond to the development of science and technology and its application for the benefit of society and improve the quality of life of the people in it, both individually and collectively. The scientific vision is different from the faculty institutional vision.

1.3 Evaluation

In this section, the results of the evaluation of (a) the existence and completeness of policies on the preparation and determination of the Vision, Mission, Goals, and Strategies (VMTS) of university/faculty and the study program's vision, (b) socialization, and (c) implementation or implementation of these policies.

1.4 Follow-Up Actions

In this section, the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on the preparation and determination of the Vision, Mission, Goals, and Strategies of university/faculty and the study program's vision, (b) socialization of policies, and (c) implementation of these policies.

CRITERION 2. GOVERNANCE, MANAGEMENT, AND PARTNERSHIP

2.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) that regulate governance, governance, and cooperation, and (b) socialization of these policies are presented.

2.2 Implementation

2.2.1 Governance

In this section, the system and the embodiment of good governance in faculty are described with a complete organizational structure accompanied by a description of the main tasks and functions of personnel with relevant education, and meeting the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. This section also outlines best practice implementation of these five pillars.

Governance is the system adopted by the university or study program which includes the organizational structure, decision-making system and resource allocation, patterns of authority and levels of accountability, relationships between work units within the university, including the governance of business activities and communities outside the academic environment.

Credible governance means that all decisions taken and the activities of Teaching-Research-Outreacht of university in faculty are based on applicable provisions, which are organized in the form of Regulation, Guidelines, dan Standard Operating Procedures *(PRGS)*.

Transparent governance refers to the principle that ensures the transparency of faculty management that allows easy access by competent parties.

Accountable governance means accountable governance, which among others can be realized through periodic reporting to authorized parties on and off campus.

Responsible management ensures the achievement of the faculty's vision, mission, goals, and strategies.

A fair management system guarantees proportional treatment for the academic community in accordance with their respective main duties and functions.

2.2.2 Management

This section describes the system and implementation of governance in faculty which describes the existence of (a) planning, (b) organizing, (c) selection and placement of personnel, (d) implementation, (e) monitoring and supervision, (f) control, (g) evaluation, (h) reporting, and (i) follow-up actions.

Governance refers to written policies and their realization that enable faculty to carry out good and effective management. Governance is reflected in planning, organization, selection and placement of personnel, implementation, monitoring and supervision, control, evaluation, reporting, and follow-up actions.

Planning is a process of determining the goals to be achieved by faculty in the future, determining the stages of achieving the goals, and the carrying capacity (man, money, materials) needed to achieve these goals. Planning can be categorized into short-term (annual plan), medium-term (5-year), and long-term (25-year) planning. Usually the preparation of the plan refers to the key performance indicator *(KPI)* or that has been determined by university.

Organizing is the activity of managing and allocating resources owned by faculty to achieve predetermined goals. Organizing has an important function, which is to help create a clear organizational structure, describe the duties of each field or section in the organizational structure, determine the authority and responsibility in the organization, and show the tasks of each unit or section.

Selection and staff placement is one of the management functions in the form of personnel preparation in faculty, starting from the planning of available human resources, recruitment of new personnel if there are vacancies in certain divisions, the selection process of prospective personnel who register, staff introduction to faculty and orientation activities, work implementation, to the evaluation of the performance that has been carried out. This is done so that each staff provides maximum usefulness for faculty.

Implementation is a certain effort or activity carried out by faculty in a planned, organized, and directed manner to realize a predetermined plan or program. Among the implementation activities are direction, guidance, communication, and coordination. Monitoring is the activity of observing the progress of implementing the activity plan, identifying and anticipating problems that arise and/or will arise so that action can be taken as early as possible. Monitoring is carried out with the aim of monitoring the progress of activities, identifying problems, and taking action to solve problems that arise.

Control is the measurement and improvement of the implementation of activities conducted by staff and faculty so that the plans to achieve the institution's goals can be achieved. Control is carried out so that the implementation process can be carried out in accordance with the provisions.

Evaluation is a process for collecting, analyzing, and interpreting information to determine the level of achievement of predetermined faculty goals. The purpose of evaluation is to improve the quality of faculty goal achievement.

Reporting is a record that provides information about certain activities and their results that are submitted to authorized parties or related to these activities. Reporting is a form of mandate accountability to the mandate giver, in this case university, and is a form of openness or transparency, because with the report interested parties can find out what faculty has done.

Follow-up action is a process for determining the adequacy, effectiveness, and timeliness of various actions taken by faculty regarding the reported evaluation results.

2.2.3 Leadership

In this section explain the operationalization and implementation of leadership in faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership, especially in the field of education. Include complete and valid evidence.

Leadership is the ability a person has to influence, direct, and guide certain parties to achieve goals.

Operational leadership is the ability of faculty leaders to translate the vision, mission, and goals of faculty into work programs. Organizational leadership is the ability of leaders to manage faculty resources so that work programs and activities can run effectively. Public leadership is related to the ability of faculty leaders to establish cooperation and their role in the community.

2.2.4 Partnership

In this section, expressed that (a) data on partnership in the field of university and faculty's Teaching-Research-Outreach activities which includes the name of the partner institution, level, title of cooperation activities and scope, benefits/outputs, duration and time in the last three years by following the format of Table 2.2.4; (b) supporting documents for the implementation of cooperation, (c) evaluation of the implementation of cooperation, and (d) follow-up evaluation results.

Partnership refers to efforts made by parties together to achieve common goals and obtain results that can be enjoyed together. It can be conducted by the faculty with other parties within the same university, with other parties outside universities in the country, and with other parties abroad. Partnership carried out by faculty should benefit the faculty in fulfilling Teaching-Research-Outreach activities of universities, support the improvement of Teaching-Research-Outreach performance and learning facilities at faculty, and provide satisfaction to the parties.

Examples of partnership in the field of education are student exchanges, lecturer exchanges, organizing joint conferences. Examples of partnership in the field of research are research training, joint research, and joint publication. Examples of partnership in the field of outreach program are training, joint outreach program, and joint publication. Partnership in the field of institutional development is accreditation training, developing the quality of human resources (HR), and developing educational facilities/infrastructure.

Supporting documents for the implementation of partnership can be in the form of partnership agreement documents and cooperation implementation reports, which can also be enclosed by photos or videos of partnership activities.

Table 2.2.4 Partnership Data

Na	Nome of Derther		Level		Name of Partnership	Bonofit/Outnut	Duration and	Droof*
NO.	Institution	International	National	Local	Program	Benefit/Output	Time	Proof
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Educ	ation							
1.								
2.								
Etc.								
	Total							
Rese	arch							
1.								
2.								
Etc.								
	Total							
Outro	each Program							
1.								
2.								
Etc.								
	Total							
Instit	utional Development: H	R, Facilities/Infra	structure, P	ublication,	IPR, Patent, Learning Techne	ology, etc.		
1.								
2.								
Etc.								
	Total							

* Example: Partnership Implementation Report

2.2.5 Quality Assurance

In this section, it describes (a) the existence of quality assurance implementing elements in the study program, (b) the implementation of quality assurance in the study program which reflects the embodiment of the quality assurance policy that the university has determined and/or faculty, and (c) evidence of the implementation of quality assurance in the study program.

The implementing element of quality assurance in study program is the Quality Control Circle or other similar names. Quality Control Circle carries out quality assurance activities at the study program level, such as curriculum validation and verification, semester lesson plans, lecture implementation, thesis guidance implementation, exam questions, and exam implementation. These activities must be well documented, in the form of minutes or forms.

2.3 Evaluation

This section describes the results of the evaluation of (a) the existence and completeness of policies on governance, governance, and cooperation, (b) the socialization of policies, and (c) the implementation of these policies.

2.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty in order to improve the quality of (a) the existence and completeness of policies on governance, governance, and cooperation, (b) socialization of policies, and (c) implementation of these policies. The follow-up based actions based on the evaluation results in section 2.3.

CRITERION 3. STUDENT

3.1 Student Admission Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) governing new student admissions, and (b) socialization of these policies.

3.2 Implementation

3.2.1 Student Admission Criteria

This section describes the admission criteria related to (a) GPA when prospective students graduate from S2, (b) academic potential test scores, (c) English language scores, (d) scientific field test scores, and (e) research & publication experience in the field of education.

The GPA referred to prospective new students' GPA when they have completed their studies at the master's level (S2).

Academic potential test and English scores can be in the form of certificates containing test scores from certain relevant and credible test organizing institutions, or scores issued by university/faculty after the prospective students take both types of tests.

Specification test score refers to written and/or oral tests on the field of study program. The target faculty/study program usually organizes the test.

Research and publication experience in the field of education means experience when the prospective students concerned studied at the bachelor and master levels. The experience is mainly related to the core competencies of the intended doctoral program.

3.2.2 Availability and Implementation of Guidance Service Delivery

In this section, the availability and implementation of guidance services to students in the form of (a) guidance on writing research proposals for dissertations, (b) guidance on conducting research, (c) guidance on writing dissertations, and (d) guidance on writing articles for publication.

Guidance services can be provided in groups or individually. The Head of study program, lecturers who teach certain courses, or relevant institutions or Technical Unit, such as the Institute for Research and Outreach Program *(LPPM)* and Language Technical Unit, usually provide group

guidance services. Dissertation supervisors usually provide individual guidance. When the student concerned consults, each student is individually given guidance.

3.3 Evaluation

This section presents the results of the evaluation of (a) the existence and completeness of policies on new student admissions, (b) policy socialization, and (c) implementation of these policies.

3.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on new student admissions, (b) socialization of policies, and (c) implementation of these policies.

CRITERION 4. HUMAN RESOURCE

4.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) governing the recruitment of lecturers and education personnel (tendik) and (b) socialization of these policies are presented.

4.2 Implementation

4.2.1 Name, Position, and Ratio of Tenured Lecturers to Students

In this section, (a) the names and functional positions of Tenured Lecturers whose fields of expertise align with the core of the study program competencies and (b) the ratio of the number of Tenured Lecturers and regular doctoral students in the study program are presented in Table 4.2.1.

No.	Name of Tenured Lecturers*	National Lecturer Identification Number	Functional Position				
(1)	(2)	(3)	(6)				
1.							
2.							
3.							
Etc.							

Table 4.2.1. Name, Position, and Ratio of Tenured Lecturers to Students

* Include the link of Indonesian Higher Education Database or official page

Lecturers consist of Tenured Lecturers and non-permanent lecturers. Tenured Lecturers are those who are assigned as lecturers of courses with fields of expertise that align with the core competencies of the accredited study program and do not become permanent lecturers in other work units or educational units. The number of tenured lecturers at university is at least 60% (sixty percent) of the total number of lecturers. The number of lecturers assigned to carry out the learning process in each study program is at least 5 (five) people. Tenured lecturers for doctoral programs or applied doctoral programs have at least 2 (two) professors. Tenured lecturers must have expertise in the field of the discipline of the study program.

4.2.2 Tenured Lecturer's Teaching Activities

This section states the teaching activities of tenured lecturers whose field of expertise aligns with the study program's core competencies in the last academic year, following the format of Table 4.2.2.

Table 4.2.2 Tenured Lecturer's Teaching Activities

No.	Name of Tenured Lecturers	Number of Classes	Number of Credits	Course Code	Name of Courses	Number of Meetings Planned	Number of Meetings Conducted
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Odd Se	mester						
1.							
2.							
3.							
etc							
			Total				
		A	Verage				
Even Se	emester						
1.							
2.							
3.							
etc							
			Total				
		A	verage				

4.2.3 Number of Final Project Supervision: Undergraduate's Thesis, Master's Thesis, and Dissertation

In this section, the number of final project students (undergraduate's thesis, master's thesis, and dissertation) supervised by Tenured Lecturer as the main supervisor in the last three academic years (TS) is stated, following the format of Table 4.2.3.

Table 4.2.3 Number of Final Project Supervision: Undergraduate's Thesis, Master's Thesis, and Dissertation

	Name of Dissertation	Number of Supervisees								Average Number of	Number of Meertings*
No.	Supervisors	Inside Study Program			Outside Study Program				Supervisees/Year	meenings	
		TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1											
2											
3											
etc											
			Av	erage							

* Include relevant proof

4.2.4 Tenured Lecturer's Achievements Recognition

In this section, the achievements of Tenured Lecturers whose fields of expertise align with the study program's competencies in the last three years are stated, following the format of Table 4.2.4.

Table 4.2.4 Tenured Lecturers' Achievements

No	Name of Leasturers	Achievemnetes	Year of		Level*		Proof of
NO.	Name of Lecturers	Achievenmetes	Achievement	International	National	Local	Achievements**
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.							
2.							
3.							
Etc.							
		Jumlah					

* Put a mark ($\sqrt{}$) in the appropriate column

** Example: Certificate

Lecturer achievements can be in the form of achievements as (1) keynote speaker or invited speaker in conferences or seminars; (2) visiting scholar/professor at superior universities at home and abroad; (3) resource persons in workshops at credible universities or institutions; (4) consultants or experts in institutions or industries; (5) editors or bestary partners in accredited national journals or reputable international journals; and others.

4.2.5 Academic Staff Profile

In this section, the names of academic staff at the faculty are stated, following the format of Table 4.2.5.

Table 4.2.5 Academic Staff Profile

No.	Name of Academic Staff	Status (Civil Servant, Permanent [non-civil], Contract, dll)	Expertise (Librarian, programmer, laboratory assistant, technician/operator, and Admin staff)*	Education (High School, Diploma, Bachelor, Master, Doctor)	Work Unit (University/ Faculty)
(1)	(2)	(3)	(4)	(5)	(6)
1.					
2.					
3.					
Etc.					

* Include photocopies of diplomas or certificates of competence

Academic staff members are members of the community who are appointed to support the implementation of university. Academic staff has the lowest academic qualifications of graduates of diploma three as stated by a diploma in accordance with the qualifications of their main duties and functions, except for administrative staff. Administrative staff have the lowest academic qualifications of senior high school *(SMA)* or equivalent. Academic staff with certain competencies are required to have a certificate of competence in accordance with their field of work and expertise.

4.3 Evaluation

In this section, the results of the evaluation of (a) the existence and completeness of the policy on recruitment of lecturers and education personnel, (b) socialization, and (c) implementation of the policy are written.

4.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on new student admissions, (b) socialization, and (c) implementation of these policies.

CRITERION 5. FINANCE, INFRASTRUCTURE, AND FACILITIES 5.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and / or regulations of the highest leadership of higher education institutions (Rector or Chairperson) governing finance and educational infrastructure / facilities, and (b) socialization of these policies.

5.2 Implementation

5.2.1 Amount of Operating Costs

This section states the amount of funds used by the study program for teaching, research, and Outreach activities in the last three years, following the format of Table 5.2.1.

Table 5.2.1 Use of Funds

No	00021	Amount of Funds (in millions)							
INO.	Usage	TS-2	TS-1	TS	Average				
(1)	(2)	(3)	(4)	(5)	(7)				
1.	Education operational costs								
2.	Research activities costs								
3.	Outreach activities costs								
4.	Publication costs								
6.	Investment costs								
	Total								

Finance includes funds obtained and managed by faculty and the use of these funds. Funds obtained and managed by faculty include those from universities themselves, foundations, ministries, certain institutions within the country and/or abroad, and other sources. The use of funds includes the use of operational funds for educational activities (such as salaries, honorarium, allowances, consumable materials and equipment, electricity, drinking water, telephone, meeting consumption, and building maintenance), research, outreach program, publications, investment in human resources (HR), and investment in educational infrastructure and facilities.

Book 3 - Guidelines for Preparing Doctoral Program Self-Evaluation Report

Research funds are used for Tenured Lecturers' research activities whose field of expertise is relevant to the field of study program in the last three years, sourced from various schemes, such as ministries, university (non-tax state revenue or *PNBP*), partnership with other parties (Local Government, private sector, domestic and foreign institutions), or independently. Research funds are not included for the completion of the final project (thesis and dissertation), which is part of the completion of advanced studies.

Outreach program funds are used for Tenured Lecturers whose expertise is relevant to the field of study program in the last three years, which are sourced from various schemes, such as ministries, university itself *(PNBP)*, partnership with other parties (Local Government, private sector, domestic and foreign institutions), or independently.

5.2.2 Education Infrastructure and Facilities

This section presents data on educational infrastructure that students can access and use to carry out universities' teaching, research, and outreach activities, following the format of Table 5.2.2.a.

Table 5.2.2.a Education Infrastructure Data	
---	--

No	Types of Infratructure	Number of	Area (m ²)	Owners	ship*	C	Condition	Operation
110.		Units		Self- owned	Rental/Contra ct/Parnership	Well- maintai ned	Not maintained	(Hour/week)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.								
2.								
3.								
Etc.								

* Put a check mark ($\sqrt{}$) in the appropriate column: SD = Self-owned; SW = Rent/Contract/Partnership

Educational infrastructure is an educational/learning facility that is fixed or stable, such as land, classrooms, libraries, laboratory/studio/workshop/production rooms, a place to exercise, space for art, student activity unit space, university leaders, lecturers, administration, and public facilities.

In this section, data on educational facilities that can be accessed and used by students to conduct university Teaching-Research-Outreach activities are presented, following the format of Table 5.2.2.b.

Table 5.2.2.b Education Facilities Data

No	Types of Facilities	Number of	Quality*	Cone	dition**	Developer Unit	
110.		Units	edunty	Well- maintained		(Study Program, Faculty, University)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1.							
2.							
3.							
Etc.							

* Filled in: very good, good, less good, or not good

** Filled with a check mark ($\sqrt{}$) in the appropriate column

Educational facilities are carried or moved from one place to another (portable), such as furniture, educational equipment, educational media, references, information and communication technology tools, experimental instrumentation, sports facilities, artistic facilities, public facilities, consumables, and maintenance/safety/security facilities.

5.3 Evaluation

In this section, the evaluation results of (a) the existence and completeness of policies on education finance, facilities and infrastructure, (b) the socialization and (c) the implementation of these policies are written.

5.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on finance, infrastructure, and educational facilities, (b) socialization, and (c) implementation of these policies.

CRITERION 6. Education

6.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) that regulate the management and implementation of education, and (b) socialization of these policies.

6.2 Implementation

6.2.1 Study Program Curriculum

In this section, the study program curriculum document is presented which contains at least the following aspects: (1) the identity of the study program, (2) curriculum evaluation and tracer study, (3) the basis for curriculum development, (4) formulation of vision, mission, goals, and strategies, (5) formulation of graduate profiles, (6) formulation of Program Learning Outcomes (PLO), (7) determination of study materials, (8) formation of courses and the amount of credits, (9) course structure, (10) semester lesson plans, (11) implementation plan for the right to study a maximum of 3 semesters outside the study program, and (12) management and mechanism for curriculum implementation.

The higher education curriculum is a set of plans and arrangements regarding the objectives, content, teaching materials, and methods used as guidelines for organizing learning activities to achieve higher education goals. A good curriculum is complete (contains all elements of the curriculum), coherent (there is a functional relationship between elements), up-to-date (in accordance with the times and the development of science and technology), develops independent learning, and shows the characteristics of a study program.

Graduate competency standards (PLOs) are minimum criteria regarding the qualifications of graduate abilities, including attitudes, knowledge, and skills, which are stated in the formulation of graduate learning outcomes.

Attitude is correct and cultured behavior that results from internalizing and actualizing values and norms that are reflected in spiritual and social life through the learning process, student work experience, research and/or outreach programs related to learning.

Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of

certain fields of science obtained through reasoning in the learning process, student work experience, research and/or outreach program related to learning.

Skills are the ability to perform work using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or outreach program related to learning. Skills are divided into two, namely general skills and specific skills. General skills are general work abilities that must be possessed by each graduate in order to ensure the equality of the ability of graduates according to the level of program and type of higher education. Special skills are specific work abilities that each graduate must possess in accordance with the scientific field of study program.

6.2.2 List of Courses

Write down the list of courses along with their characteristics (course code, course type, course weight, and organizing unit), their compliance for PLOs, and the availability of learning tools, following the format of Table 6.2.2.

Table 6.2.2 Courses, POsL, and Lesson Plans

Ne	Courses	Name of	Ту	pe of Course	S*	Numbe	Orga	nizer Unit	*	Compliance	Lessen Dien
NO.	Code	Courses	Theory	Practicum	Practice	r of Credi ts	Universit y	Faculty	Study Program	with PLOs*	Availability*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Seme	ster 1										
1.											
2.											
3.											
Etc.											
Seme	ster 2		•								
1.											
2.											
3.											
Etc.											
Seme	ster 3										
1.											
2.											
3.											
Etc.											
		Total of C	redits								

* Mark $\sqrt{}$ in the appropriate column by adding the percentage of achievement.

6.2.3 Learning Implementation

This section explains how the study program ensures that learning carried out by tenured lecturers (a) is in accordance with the lesson plan that has been prepared; (b) has interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics; and (c) support the achievement of PLOs.

Learning is the process of student interaction with lecturers and learning resources in a certain learning environment, both planned and unplanned, using effective learning methods in accordance with the characteristics of the course to achieve certain abilities set out in the course in a series of fulfillment of graduate learning outcomes. The learning methods referred to can be in the form of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes.

The implementation of learning should be in accordance with the Semester Lesson Plans, or other terms, is a learning planning document that is prepared as a guide for students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. The lesson plan document contains at least 9 elements as follows: (1) name of the study program, name and code of the course, semester, semester credit, name of the lecturers; (2) program learning outcomes (PLOs) charged to the course; (3) the final ability planned at each stage of learning to fulfill the graduate learning outcomes; (4) study materials related to the abilities to be achieved; (5) learning method; (6) time provided to achieve the ability at each learning stage; (7) student learning experience which is realized in the description of tasks that must be done by students during one semester; (8) criteria, indicators, and assessment weight; and (9) list of references used.

In addition, good learning is learning that meets the characteristics of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

- 1. Interactive learning is learning that prioritizes a two-way interaction process between students and lecturers.
- 2. Holistic learning encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
- 3. Integrative learning is learning that is carried out in an integrated manner to meet the overall learning outcomes of graduates in one program unit through an interdisciplinary and multidisciplinary approach.

- 4. Scientific learning is learning that prioritizes a scientific approach so as to create an academic environment based on a system of values, norms, and rules of science and upholds religious and national values.
- 5. Contextual learning is learning that is tailored to the demands of the ability to solve problems in the realm of expertise.
- 6. Thematic learning is learning that is tailored to the scientific characteristics of the Study Program and is associated with real problems through a transdisciplinary approach.
- 7. Effective learning is learning that works by internalizing the material properly and correctly in an optimum period.
- 8. Collaborative learning is learning that involves interaction between individual learners to produce capitalization of attitudes, knowledge and skills.
- 9. Student-centered learning is learning that prioritizes the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge.

6.2.4 Integration of Research Results and Outreach Program in Learning

In this section, the title of the research or outreach program, the name of the lecturers, the name of the course, and the form of integration of research and/or outreach results in learning, following the format of Table 6.2.4.

No.	Title of Research and Outreach Program	Name of Lecturers	Name of Courses	Form of Integration*
(1)	(2)	(3)	(4)	(5)
1.				
2.				
3.				
Etc.				

Table 6.2.4 Integration of Research Results and Outreach Program in Learning

* Example: as reference or learning material

Learning is expected to integrate the results of research and/or outreach program, both the results of their own research/outreach program and with students. The integration of research/outreach results can be seen, among others, from the use of research/outreach articles, textbooks, and modules as references and teaching materials.

6.2.5 System and Implementation of Monitoring Learning Activities

This section describes how faculty and/or universities (a) build a reliable and tested system to monitor the implementation of learning, (b) implement the system consistently, (c) convey the results of monitoring to interested parties, and (d) conduct follow-up actions.

To ensure that learning activities run well as planned, faculty and/or universities need to have a reliable monitoring system, and carried out periodically and consistently, involving the study program quality control group. Monitoring results are followed up and submitted to interested parties.

6.2.6 Learning Assessment

This section describes how study program/tenured lecturers (a) conducts learning assessment, especially mid-semester exams *(UTS)* and final semester exams *(UIAS)*, (b) uses a variety of relevant assessment techniques, and (c) accommodates student appeals.

Assessment is the activity of collecting, analyzing, and interpreting information about students' knowledge, skills, and attitudes to determine the extent to which they can achieve learning objectives or PLOs. Assessment in this sense is summative assessment. For this purpose, lecturers can use measurement techniques, such as giving tests, and non-measurement techniques, such as observation, interviews, performance, and portfolios. To obtain a more

complete picture of learner competence, teachers are advised to apply authentic assessment, in accordance with the learning objectives and characteristics of the subject.

Assessment principles include educational, authentic, objective, accountable, and transparent principles that are carried out in an integrated manner. The authentic principle is an assessment that is oriented towards the continuous learning process and learning outcomes that reflect students' abilities during the learning process. The objective principle is an assessment based on standards agreed between lecturers and students and free from the influence of the subjectivity of the assessor and the assessed. Accountable principle is an assessment that is carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students. The transparent principle is an assessment whose procedures and results can be accessed by all stakeholders.

6.2.7 Dissertation Supervision

This section states the implementation of dissertation supervision carried out by supervisors for the students they supervise, following the format of Table 6.2.7.

No.	Aspect of Supervision	Description
(1)	(2)	(3)
1.	Topics covered in supervision	
2.	The purpose of supervision	
3.	Implementation of supervision (place, time, mode, method, etc.)	
4.	Problems that arise in supervision and efforts to overcome them	
5.	Benefits obtained by students from supervision	

Table 6.2.7 Dissertation Supervision Process

Dissertation supervision is guidance provided by dissertation supervisors to students they supervise, either face-to-face, virtual, or mixed, which is well documented. The workload of lecturers as the main supervisor in structured research in the context of preparing theses, theses, and dissertations in aggregate is a maximum of 10 students per year.

6.2.8 Stages of Dissertation Completion

This section describes how faculty/study program (a) carries out the stages of dissertation completion (research proposal seminar examination, research results seminar examination, dissertation manuscript feasibility examination, and dissertation examination), (b) follows the SOP consistently, (c) follows the scheduled time, and (d) uses its academic information system.

The completion of the dissertation includes at least four stages, namely the research proposal seminar examination, the research results seminar examination, the dissertation manuscript feasibility examination, and the dissertation examination. Some universities add a "research progress seminar" exam before the research results seminar exam. In a number of universities, the dissertation examination is conducted twice, namely stage 1 examination (closed examination) and stage 2 examination (open or promotion examination). In some universities, the open examination is not conducted if the student has an article published in an indexed international journal (such as scopus with certain qualifications).

SOP in this context means that in following the stages of dissertation completion, related parties (students, supervisors, study program's managers, and administrative staff) must follow certain provisions and procedures set by faculty/study program. For example, to be able to take the research results seminar exam, students must have an article that has been published in a credible international journal. Another example, all exam files must be submitted to all examiners no later than one week before the exam.

Following the scheduled time means that students must adhere to the time schedule set when following certain stages of dissertation completion. For example, if in the feasibility examination of the dissertation manuscript it is determined that students are given time to improve for a maximum of three months before proceeding to the dissertation examination, then students must comply with these provisions, and study program supervisors/managers must supervise them.

Using an academic information system means that the implementation of all stages of dissertation completion is recorded and documented by

Book 3 – Guidelines for Preparing Doctoral Program Self-Evaluation Report

utilizing the information system owned by study program/faculty.

6.2.9 Quality of Dissertation Examiners

This section explains how faculty/study program ensures that (a) members of the dissertation examining team have expertise relevant to the dissertation topic, and (b) external examiners come from universities that have a minimum accreditation status of Excellent.

In this section, write the names of students tested and the names of external examiners in the last three years, following the format of Table 6.2.9.

No.	Name of Examinees	Name of External Examiners	University Name of the External Examiners	University Rating of the External Examiners
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
etc.				

Table 6.2.9 List of External Dissertation Examiners

To ensure the quality and objectivity of the dissertation examination results, the members of the examination team must have expertise relevant to the dissertation topic being examined. In addition, one member of the examination team must come from another university (external examiner). The external examiner is expected to come from a university that has a Very Good accredited status from *BAN PT*.

6.2.10 Dissertation Quality

This section explains how faculty/study program ensures that the dissertation: (a) relevant to the scientific vision of the study program; (b) has novelty, (c) has depth and breadth of study, (d) has a contribution to solving educational problems, and (e) is up-to-date.

In this section, write down the titles of student dissertations in the last 3 years, following the format of Table 6.2.10.

Na	Nome of Students	Discontation Title	Relevance	Relevance Novelty		Depth		Contribution		Update		
NO	Name of Students	Dissertation Title	Yes	TNo	Yes	No	Yes	No	Yes	No	Yes	No
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1												
2												
3												
etc.												

Table 6.2.10 Dissertation Quality

A quality dissertation has a number of characteristics, such as being relevant to the scientific vision of the study program, having novelty, having depth and breadth of study, having a contribution to solving educational problems, and being up-to-date.

The vision provides direction and becomes the framework for the development of the study program. Therefore, the topic and substance of the dissertation written by students must be relevant to the scientific vision of the study program. For example, if the study program vision is "To become a center for the development of English language education based on sociocognitive learning theory, critical language education, and second language acquisition as well as linguistic theories of social semiotics, multimodal, and critical discourse", then the dissertation written by students also uses one of these learning theories and/or linguistic theories.

Dissertations that contain novelty are in some way different (have gaps) from previous similar dissertations. The gap and novelty are generated from a review of a number of previous relevant research results, both from within and outside the country. Research gaps can be substantive gaps, theoretical gaps, methodological gaps, and others.

Dissertations that have depth and breadth of study are at least reflected in (a) the use and elaboration of theories that include summarizing (lowest level), analyzing, evaluating, and synthesizing (highest level); (b) the presentation of complete and detailed research results using varied presentation forms, such as text, tables, figures, and diagrams; (c) discussion of research results that show clear researcher positioning, whether the results of research conducted by students support, modify, or challenge the results of previous research; and (d) the use of many references (above 150 pieces).

Dissertations that contribute to solving educational problems or improving the quality of education are related to planning (curriculum, syllabus, lesson plan, etc.), implementation (teaching methods, teaching materials, learning media, etc.), assessment (assessment tools, assessment techniques, instrument development, etc.), and development (reflection, program evaluation, etc.).

An updated dissertation examines hot topics that are currently the subject of discourse, conversation, or controversy among researchers and experts, especially in the field of education. It is also reflected in the use of up-to-date research designs, which are usually hybrid, such as mixed method research, narrative case study, and ethnographic case study. In addition, an up-to-date dissertation uses new references (5 to 10 years old), except for the grand theory.

6.2.11 Academic Activities outside the Classroom

Pada bagian ini dikemukakan kegiatan akademik di luar kelas (seperti konferensi, seminar, kuliah umum, dan pelatihan) dalam tiga atahun terakhir, dengan mengikuti format Tabel 6.2.11

In this section, academic activities outside the classroom (such as conferences, seminars, public lectures, and training) in the last three years are stated, following the format of Table 6.2.11.

Table 6.2.11 Academic Activities outside the Classroom

No.	Activities	Theme/Topic of the Activities	Place	Time	Activity Proof*
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
Etc.					

* Example: Activity implementation report

This section is clear enough.

6.2.12 Attendance of Guest Lecturers / Experts

In this section, the name of the guest lecturer or expert, the name of the institution, expertise/field of expertise, activity time, and proof of activity are stated, following the format of Table 6.2.12.

Table 6.2.12 Guest Lecturers and Experts

No.	Name of Guest Lecturers and Experts (with academic title)	Name of the Institution	Field of Expertise	Time	Activity Proof*
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
Etc.					

* Example: Activity implementation report

Field of expertise is the scope of expertise, skills, attitudes, and behavior of a researcher or expert that reflects their duties, functions, obligations, rights, responsibilities, and competencies. The selection of areas of expertise is based on educational background, interests, duties, functions, and place of work. Examples of the expertise can be seen, for example, in the Regulation of the Head of the Indonesian Institute of Sciences Number 1 year 2016, dated February 10, 2016, concerning Guidelines for the Selection of Researchers' Fields of Expertise.

6.2.13 Student Satisfaction Measurement

State the implementation of measuring student satisfaction with the services provided by faculty/study program, following the format of Table 6.2.13.

No.	Aspects of Satisfaction Measurement	Academic Supervision Service*	Academic Administration Servicek*
(1)	(2)	(3)	(4)
1	Using a valid and easy-to-use satisfaction instrument		
2	Implemented at the end of each semester, and the data is recorded completely		
3	The results are analyzed using appropriate methods and are useful for decision-making		
4	Review of the results of the implementation of satisfaction measurement		
5	Followed up for improvement and enhancement of teaching quality		
6	The results are published and easily accessible to the parties concerned		

Table 6.2.13 Student Satisfaction

*Put a check mark ($\sqrt{}$) in the appropriate cell.

Student satisfaction is the level of students' feeling after comparing what they expect and what they meet or receive. Student satisfaction is focused on two things, namely academic guidance services and academic administration services. Measurement of student satisfaction with these two objects is seen from six aspects as follows: (1) using a valid and easy-to-use satisfaction instrument, (2) carried out at the end of each semester and the data is recorded completely, (3) the results are analyzed with appropriate methods and are useful for decision making, (4) a review of the results of the implementation of satisfaction measurements is carried out, (5) followed up for improvement and improvement of teaching quality, and (6) the results are published and easily accessible to the parties concerned.

6.3 Evaluation

This section describes the evaluation results of (a) the existence and completeness of policies on education management and administration, (b) the socialization and (c) the implementation of these policies.

6.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on education management and administration, (b) socialization, and (c) implementation of these policies.

CRITERION 7. RESEARCH

7.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) that regulate the management and implementation of research in universities, and (b) socialization of these policies.

Research is an activity carried out according to scientific rules and methods systematically to obtain information, data, and information related to understanding and/or testing a branch of knowledge and technology.

Researchers are people who have recognized expertise in a scientific field in charge of conducting research and/or developing science and technology.

7.2 Implementation

7.2.1 Activity, Relevance, and Student Involvement in Research

This section presents tenured lecturer research activities relevant to the core of study program competencies and involving students in the last three years, following the format of Table 7.2.1.

Table 7.2.1 Activities, Relevance, and Student Involvement in Research

No.	Research Title	Name of Research Leader	Leader's Expertise*	Source of Funds (Offshore, Domestic, University itself)	Name and Identity of the involved students	Research Topic Leading to the Student's Dissertation Reference**
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TS (20)					
1.						
2.						
3.						
Etc.						
Numbe	er of research titles in TS:					
TS-1 (2	20)					
1.						
2.						
3.						
Etc.						
Numbe	er of research titles in TS-1: .					
TS-2 (2	20)					
1.						
2.						
3.						
Etc.						
Number of research titles di TS-2:						
Total number of researches in the study program within the last three years:						
Average number of reserach titles per year/lecturer:						

* Fill in with the expertise or research interest of the research team leader.

**Put a check mark ($\sqrt{}$)

The students' involvement in study program research activities is not only limited to their role as research "assistants " but also their official participation (recorded in research proposal and report documents) in research activities, such as preparing research proposals, data collection, data analysis, preparation of research reports, and writing draft articles for publication, which are research outputs.

Book 3 – Guidelines for Preparing Doctoral Program Self-Evaluation Report

7.2.2 Publication of Tenured Lecturers' Research Results

This section presents the number of publications of tenured lecturers' research results in the last three years, following the format of Table 7.2.2.

Ne	Type of Publication		Total		
INO.	i ype of Publication	TS-2	TS-1	TS	lotai
(1)	(2)	(3)	(4)	(5)	(6)
1.	Articles in national journals with International Standard Serial Number				N-A1 =
2.	Articles in national journals accredited by Ministry of Education and Culture/ National Research and Innovation Agency				N-A2 =
3.	Articles in international journals				N-A3 =
4.	Articles in reputable international journals				N-A4 =
5.	Articles in local/university seminar proceedings				N-B1 =
6.	Articles in national seminar proceedings				N-B2 =
7.	Articles in international seminar proceedings				N-B3 =

Table 7.2.2 Number of Tenured Lecturers' Research Results Publication

The results of tenured lecturers' research must be disseminated through dissemination, publication, and/or patenting, except for research results that are confidential, disturbing, and/or endangering public interest. The results of tenured lecturers' research that are published in journals or proceedings, obtain patents, and/or are utilized by the community can be used as learning resources.

7.3 Evaluation

This section presents the evaluation results toward (a) the existence and completeness of policies on research management and conduct, (b) socialization, and (c) implementation of these policies.

7.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on the management and conduct of research, (b) socialization, and (c) implementation of these policies.

CRITERION 8. OUTREACH PROGRAM

8.1 Policy

In this section, (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education institutions (Rector or Chairperson) governing the management and implementation of outreach program (*PkM*) and (b) socialization of these policies are stated.

Outreach Program (*PkM*) is an activity of the academic community in practicing and cultivating science and technology to advance the nation's general welfare and intellectual life. Outreach program is carried out in various forms of activities in accordance with the academic culture, expertise, and/or scientific autonomy of academicians and the socio-cultural conditions of the community. The results of outreach program are used as a process of developing science and technology, enriching learning resources, and/or for learning and maturation of academicians.

8.2 Implementation

8.2.1 Activity, Relevance, dan Student Involvement in Outreach Program

This section comprises the outreach programs of tenured lecturers relevant to the scientific field of PS and that have involved students in the last three years, following the format of Table 8.2.1.

No.	Title of Outreach Programs	Name of Team Leaders	Leaders' Expertise Source of Fund (Offshore, Domestic, University itself)		Name and Identity of the Involved Students			
(1)	(2)	(3)	(4)	(5)	(6)			
TS (2	0)	. · ·			<u> </u>			
1.								
2.								
3.								
Etc.								
Numb	per of outreach program titles in TS:							
TS-1	(20)	1	1	Γ	1			
1.								
2.								
3.								
Etc.								
Numb	per of outreach program titles in TS-1:							
TO 0								
1S-2	(20)	1		1	1			
1.								
2.								
3.								
Etc.								
Number of outreach program titles in TS-2:								
Total	Total number of outreach programs in the study program within the last three years:							
Avera	Average number of outreach program titles per year/lecturer:							

Table 8.2.1 Activity, Relevance, and Student Involvement in Tenured Lecturers' Outreach Program

8.2.2 Publication of Outreach Program Results

Pada bagian ini dikemukakan jumlah publikasi hasil PkM DTPS dalam tiga tahun terakhir, dengan mengikuti format Tabel 8.2.2.

In this section, the number of publications of the tenured lecturers' outreach program results in the last three years is stated,

following the format of Table 8.2.2.

Table 8.2.2 Number	of Publications o	f Tonurod	Locturore's	Outroach	Program Posulte
Table 0.2.2 INUTIDE	or Fublications of	renureu	Lecturerss	Oulleach	Flogram Results

Ne	Turne of Dublication		Number of Titles			
NO.	i ype of Publication	TS-2	TS-1	TS	lotai	
(1)	(2)	(3)	(4)	(5)	(6)	
1.	Articles in national journals with International Standard Serial Number				N-A1 =	
2.	Articles in national journals accredited by Ministry of Education and Culture/National Research and Innovation Agency				N-A2 =	
3.	Articles in international journals				N-A3 =	
4.	Articles in reputable international journals				N-A4 =	
5.	Articles in local/university seminar proceedings				N-B1 =	
6.	Articles in national seminar proceedings				N-B2 =	
7.	Articles in international seminar proceedings				N-B3 =	
8.	Articles in local or regional mass media				N-C1 =	
9.	Articles in national mass media				N-C2 =	
10.	Articles in international mass media				N-C3 =	

The results of the tenured lecturer's outreach program must be disseminated by disseminating, publishing, and/or patenting, except for the outreach program results that are confidential, disturbing, and/or endangering public interest. The results of tenured lecturers' outreach program that are published in journals or proceedings, obtain patents, and/or are utilized by the community can be used as learning resources.

8.3 Evaluation

This section presents the evaluation results of (a) the existence and completeness of policies on the management and implementation of outreach programs, (b) socialization, and (c) implementation of these policies.

8.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on the management and implementation of outreach programs, (b) socialization, and (c) implementation of these policies.

CRITERION 9. TEACHING-RESEARCH-OUTREACH OUTPUTS AND ACHIEVEMENTS

9.1 Policy

This section comprises (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of higher education (Rector or Chairperson) that regulate the outputs and achievements of the dharma of education and (b) socialization of these policies.

9.2 Implementation

9.2.1 GPA of Graduates

In this section, data on the number of graduates and cumulative grade point average (GPA) of study program graduates in the last three years are presented, following the format of Table 9.2.1.

Graduation Voor	Number of Graduates		Grade Point Average (GPA)	
Graduation real		Minimum	Average	Maximum
(1)	(2)	(3)	(4)	(5)
TS-2				
TS-1				
TS				
Average				

Table 9.2.1 GPA of Graduates

9.2.2 Study Period, On-time Graduation, and Study Success

This section presents data on the study period, on-time graduation, and student success, following the format of Table 9.2.2.

The period and learning load of the doctoral program is a maximum of 7 (seven) academic years after completing the master's program, with a student learning load of at least 42 (forty-two) semester credit units (credits). However, universities can set the period of the implementation of the education program to be less than the maximum limit.

Book 3 – Guidelines for Preparing Doctoral Program Self-Evaluation Report

Year	Year Number of Number of students who graduated in						Number of	Average		
of Entry	Accepted Students	End of TS-6	End of TS-5	End of TS-4	End of TS-3	End of TS-2	End of TS-1	End of TS	graduates until end of TS	of Study Period
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
TS-6										
TS-5										
TS-4										
TS-3										

Table 9.2.2 Study Period, On-Time Graduation, and Study Success

9.2.3 Tracer Study Implementation

In this section, data on the tracer study results are presented following the format of Table 9.2.3.

Number	Number of Graduates	Number of Tracked Graduat es	Coordinated in Faculty*	Conducted Regularly*	Fill in the Questionnaire in accordance with the HE*	For Curriculum Improvement *	For Institution/Study Program Development*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
TS-4							
TS-3							
TS-2							

*Place a check mark ($\sqrt{}$) in the appropriate cell.

Tracer study is a tracking study of graduates/alumni conducted on alumni 3 years after graduating from the doctoral program. Tracer study aims to determine the outcome of graduates in the world of work. The outcome of graduates is the assessment results of graduate users on the graduates' performance after they work in the workplace. For University/Faculty/Study Program, the tracer study is useful for knowing the distribution of graduates, as an evaluation material for University/Faculty/Study Program on the quality of graduate performance in the workplace, and as information about competencies that are relevant to the workplace in the context of improving the study program curriculum.

Book 3 – Guidelines for Preparing Doctoral Program Self-Evaluation Report

9.2.4 Publication of Student's Research Results

In this section, data on the publication of student research results, either independently or with tenured lecturers, in the last three years, following the format of Table 9.2.4.

Ne	Turne of Dublication		Number of Titles			
INO.	i ype of Publication	TS-2	TS-1	TS	lotai	
(1)	(2)	(3)	(4)	(5)	(6)	
1.	Articles in national journals with International Standard Serial Number				N-A1 =	
2.	Articles in national journals accredited by Ministry of Education and				N-A2 =	
	Culture/National Research and Innovation Agency					
3.	Articles in international journals				N-A3 =	
4.	Articles in reputable international journals				N-A4 =	
5.	Articles in local/university seminar proceedings				N-B1 =	
6.	Articles in national seminar proceedings				N-B2 =	
7.	Articles in international seminar proceedings				N-B3 =	
8.	Articles in local or regional mass media				N-C1 =	
9.	Articles in national mass media				N-C2 =	
10.	Articles in international mass media				N-C3 =	

Table 9.2.4 Publication of Student's Research Results

9.2.5 Cited Student Scientific Work

This section presents data on the number of citations of scientific research by students, either independently or with tenured lecturers, in the last

three years, following the format of Table 9.2.5.

Table 9.2.5 Cited Student Scientific Work

No.	Name of Student (and Tenured Lecturer)	Title of Scientific Work, Year, Name of Journal/Proceedings/Book, Page Number	Number of Citation	
(1)	(2)	(3)	(4)	
1.				
2.				
3.				
Etc.				
Total				
Average				

Citation is a bibliography of a number of documents referred to or cited by a writing so that each of these bibliographic documents is included in the bibliography of the citing document, which specifically examines authors and other works. Citation provides information to readers regarding information about the author of the cited scientific work, the title of the cited scientific work, the name and location of the publication, the date and year of publication and the pages of the cited scientific work.

9.2.6 Student Products or Services Adopted by the Community

This section presented data on products or services resulting from student research, either independently or together with tenured lecturer, in the last 3 years that have been adopted by the community, following the format of Table 9.2.6.

No.	Name of Student (and Tenured Lecturer)	Name of Produts/Services	Description of Products/Services	Proof*
(1)	(2)	(3)	(4)	(5)
1.				
2.				
3.				
Etc.				
	Total			
	Average			
Example:	Certificate from the user			

Table 9.2.6 Products or Services of Tenured Lecturer and Student Adopted by the Community

_____I

Book 3 – Guidelines for Preparing Doctoral Program Self-Evaluation Report

Products or services in the field of education that are adopted or utilized by the community can take the form of curriculum models, syllabus models, lesson plan models, teaching materials, learning media, learning models, assessment models, assessment instruments, and others. The community in this context is the education community, both at the basic education, secondary education, and higher education levels. The community also refers to the community involved in non-formal education.

9.2.7 Student Products or Services with IPR or Patents

This section comprises data on products or services resulting from student research, either independently or jointly with tenured lecturer in the last three years that have IPR or patents, following the format of Table 9.2.7.

No.	Name of Student (and Tenured Lecturer)	Identity of Products/Services	Year	Proof*
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc.				
	Total			
	Average			

Table 9.2.7 Student Products or Services with IPR or Patent

*Letter of determination by the Minister of Law and Human Rights or other authorized parties

IPR stands for Intellectual Property Rights. It is a legal protection system for one's work, including that of doctoral students. A patent is the exclusive right of the creator of an invention in the field of technology for a certain period of time to carry out itself or give approval to other parties to carry out or realize the invention.

9.3 Evaluation

This section presents the evaluation results of (a) the existence and completeness of policies on the outputs and achievements of university research-teaching-outreach activities, (b) socialization, and (c) implementation of these policies.

9.4 Follow-Up Actions

This section describes the follow-up actions that have been taken by faculty to improve the quality of (a) the existence and completeness of policies on the outputs and achievements of university research-teaching-outreach activities, (b) socialization, and (c) implementation of these policies.

PART C PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

Starting from the description results of self-evaluation report in Section B (Criteria), Faculty evaluates performance achievements comprehensively to identify the strengths and weaknesses of the study program, identify the causes of study program's weaknesses, develop problem-solving strategies, and develop study program's development programs in the fields of (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) outreach program; and (8) research-teaching-outreach outputs and achievements.

C.1 Evaluation of Study Program's Performance Outcomes

This section describes (a) the evaluation implementation of study program's performance achievements (which includes several aspects such as implementation time, mechanism, and parties involved); (b) identification of study program's strengths and weaknesses, (c) identification of the causes of the study program's weaknesses, (d) problem solving strategies, and (e) publication of evaluation results on the official faculty/study program website.

C.2 Development Program

In this section, the study program development program is stated in the fields of (1) governance, managemnent, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) outreach program; and (8) research-teaching-outreach outcomes and achievements. The study program development should be (a) appropriate, (b) realistic, (c) measurable, and (d) have clear stages.

ANNEX

1. Report Format

COVER PAGE

PREFACE

TABLE OF CONTENT FACULTY IDENTITY IDENTITY OF SELF-EVALUATION REPORT WRITERS

A. FACULTY PROFILE

B. CRITERIA

Criterion 1	Vision Mission, Goals, and Strategies
Criterion 2	Governance, Management, and Partnership
Criterion 3	Student
Criterion 4	Human Resource
Criterion 5	Finance, Infrastructure, and Facilities
Criterion 6	Education
Criterion 7	Research
Criterion 8	Outreach Program
Criterion 9	Research-Teaching-Outreach Outputs and Achievements

C. PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

2. Cover Page



SELF-EVALUATION REPORT DOCTORAL PROGRAM NAME OF STUDY PROGRAM

NAME OF UNIVERSITY

CITY OF UNIVERSITY

YEAR

3. Faculty Identity

Study Program	:
Department	:
Faculty	:
University	:
study program establishment de	ecree number(*):
Date of study program establish	imet decree:
Month & Year of study program	's commencement :
Operational License Decree Nu	mber (*) :
Date of Operational License De	cree :
Latest Accreditation Rating	:
Number of BAN-PT Decree	:
Study program Address	:
Study program phone	:
Study program Homepage dan	E-mail :
WA Number of Team Leader	:
Team Leader E-mail	:

4. Identity of Self-Evaluation Report Writers

Name National Lecturer Registration Position Fill Date Signature	:
National Lecturer Registration Position Fill Date Signature	Number :
National Lecturer Registration Position Fill Date Signature	Number :
National Lecturer Registration Position Fill Date Signature	Number :
National Lecturer Registration Position Fill Date Signature	Number :

5. Writing Guidelines

- 1. The report structure follows the Self Evaluation Report Format
- 2. Paper size: A4
- 3. Font and font size: Calibri 11 or Arial 11
- 4. Space: 1
- 5. The maximum number of pages is 200 pages, with the following details.

No.	Part	Number of Pages		
1	Cover Page			
2	Preface	Not counted		
3	Identity of Study Program	Not counted		
4	Identity of Instrument Writers			
5	Faculty Profile	Maximum 10 pages		
6	Criteria	Maximum 180 pages		
7	Problem Analysis and Study Program Development	Maximum 10 pages		
	Total	Maximum 200 pages		