The Romanian Agency for Quality Assurance in Higher Education

External Evaluation Report (REE) for the procedure for obtaining Maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	**Bucharest University of Economic Studies**
Doctoral School:	**Economic Informatics**
Doctoral Domain:	**Economic Informatics**
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
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I. Introduction

This External Quality Assessment Report (REE) was prepared by the ARACIS Expert Evaluation Committee following the external quality assessment visit conducted on March 18–20, 2026, for the purpose of maintaining accreditation of the Doctoral Study Domain in Economic Informatics (DSUD IE), organized within the Doctoral School of Economic Informatics (SDIE), an entity of IOSUD ASE within the Faculty of Cybernetics, Statistics and Economic Informatics (CSIE), Bucharest University of Economic Studies. The evaluation was carried out by Prof. Marian Pompiliu Cristescu (expert evaluator), Prof. Victoria Ganea (international expert) and PhD student Antonia Pătrașcu (student evaluator).

The Bucharest University of Economic Studies (hereinafter ASE) is an accredited public higher education institution that operates in accordance with the following governance principles: university autonomy; academic freedom; student-centered education; recognizing the role of faculty members as educators and mentors; public accountability and social responsibility; quality assurance; respect for equity; managerial effectiveness and financial efficiency; transparency in decision-making; subsidiarity; respect for the rights and freedoms of members of the university community; partnership with entities representing the institutional, business, and social spheres; independence from ideologies, religions and political doctrines; freedom of national and international mobility for members of the university community; consultation with social partners in decision-making. These principles are based on the ASE Charter. They comply with the legal framework established by the Constitution of Romania and Higher Education Law No. 199/2023, as well as with current legal regulations and the policies of the European Higher Education Area (EHEA), while also taking into account national quality assurance regulations and internal institutional decisions. ASE was established in April 1913 by Royal Decree No. 2,972 of April 1913, published in the Official Gazette of Romania on April 13, 1913, under the name "Academy of Higher Commercial and Industrial Studies," pursuant to the enacted law. Over time, the Academy has undergone a series of transformations that have contributed to its current status as a university of advanced research and education dedicated to providing educational services, scientific research and other research-based services, with a focus on developing bachelor's, master's, doctoral, and postdoctoral programs, and accessing funds from national and European programs. According to the Multiannual Strategic Plan of the Bucharest Academy of Economic Studies for the period 2024-2029, the ASE's mission is to prepare future generations, contribute to the development of research excellence, educate highly qualified professionals for the socio-economic environment and develop advanced competencies in the fields of: economic sciences, business administration, information and communication technology, social sciences, administrative sciences, and legal sciences, necessary to support the development of a competitive society and economy through: (a) the educational mission; (b) the research mission; (c) the community mission; (d) the internationalization mission. Regarding governance, ASE operates in accordance with the Constitution of Romania, national legislation, and internal regulations. The organization and operation of ASE are based on the following fundamental principles: university autonomy; academic freedom; student-centered education; recognizing the educational and formative role of faculty members; public accountability and social responsibility; quality assurance; respect for equity; managerial effectiveness and financial efficiency; transparency in decision-making; subsidiarity; respect for the rights and freedoms of members of the university community; partnership with entities representing the institutional, business, and social spheres; independence from ideologies, religions and political doctrines; freedom of national and international mobility for members of the university community; consultation with social partners in decision-making. *The Doctoral School* of *Economic Informatics* (hereinafter referred to as SDIE) is a higher education and scientific research entity operating within *the Faculty of Cybernetics, Statistics, and Economic*

Informatics (CSIE) at the Bucharest Academy of Economic Studies. SDIE was established and has operated continuously as an entity within IOSUD ASE since 2009.
The first doctoral theses were written in the field of statistics. Between 1956 and 1965, seven Candidate of Sciences degrees (the current equivalent of a Ph.D.) were awarded in the Theoretical Statistics specialization, and eight such degrees in the National Economic Planning specialization. After the faculty was established in 1967, the following doctoral fields were offered: National Economic Planning, Economic Calculus and Economic Cybernetics, and Economic and Theoretical Statistics. Between 2000 and 2004, the faculty administered a single doctoral field, Economic Cybernetics and Statistics, with three specializations: Economic Cybernetics, Economic Informatics, and Economic Statistics.
Since 2008, doctoral training has been conducted in two fields: Economic Informatics and Economic Cybernetics and Statistics. The following year, the Doctoral School of Economic Informatics was established, with a significant number of doctoral advisors. They were able to supervise doctoral students in two doctoral fields: Economic Informatics and Economic Cybernetics and Statistics (for a period of one year, until 2010). Since 2010, SDIE has been responsible for doctoral studies in the field of economic informatics. SDIE operates in accordance with national legislation, the ASE Charter, the Rules of Organization and Functioning (ROF) of the Doctoral School of Economic Informatics, and other specific internal regulations established by the CSUD. The institutional regulations governing the organization of doctoral studies and the SDIE ROF are in compliance with current legal provisions. SDIE operates within the ASE IOSUD and is led by a director and the Doctoral School Council (CSD), which currently has 7 members.
SDIE currently has 23 members, doctoral supervisors, of whom 22 are tenured faculty members from the Department of Economic Informatics and Cybernetics (DICE) and one is a non-tenured member. Within the doctoral program in Economic Informatics, there are currently (October 1, 2025) a total of 68 doctoral students, supervised by 20 doctoral advisors from among the 23 members of the doctoral school.
Doctoral students have access to all infrastructure available at DICE. The CSIE faculty operates three research centers, which reflect the faculty's research areas and carry out competitively awarded projects funded by national and international grants.
The field of doctoral studies in Economic Informatics is among the priority areas established by the National Strategy for Research, Innovation, and Smart Specialization 2022–2027, developed by the Ministry of Research, Innovation, and Digitalization. The Strategy sets the vision for the Romanian research and innovation system through 2030 and expresses a firm commitment to recognizing and supporting excellence, rewarding performance, and fostering collaboration between the public and private sectors.
In 1997, ASE was accredited as a Doctoral Organizing Institution (IOD) by Order of the Minister of National Education for eight doctoral programs, and in 2011, ASE was reaccredited as a Doctoral Studies Organizing Institution (IOSUD) for 10 doctoral programs, including the field *of Economic Informatics*. Accredited in 2008 by the Ministry of National Education, doctoral studies in the field of Economic Informatics are organized by the Doctoral School of Economic Informatics (SDIE), within the Faculty of Cybernetics, Statistics, and Economic Informatics (CSIE) at the Academy of Economic Studies in Bucharest (ASE).
To ensure the organization, in accordance with the law, of programs and fields of study within the framework of initial, continuing, and lifelong education, as well as of all activities and processes at the institutional level, ASE complies with all procedures related to the external quality assessment process conducted by ARACIS.
Thus, according to ARACIS Council Report No. 2739 of April 27, 2023, ASE is recognized as a university with ***a HIGH LEVEL OF TRUST***, based on external evaluations of academic quality. Following the latest evaluation of the *Economic Informatics* Study Program, conducted in 2021, the study domain received the rating 'Trust', with accreditation maintained, according to ARACIS Resolution No. 85/October 28, 2021. Furthermore, SDIE representatives prepared and submitted the Interim

Evaluation Report (3-year), which was evaluated by an ARACIS commission and received, on 07/03/2025, the ARACIS Council's resolution with the rating *"Recommendations Implemented*".

II. Methods used

During the external evaluation of the DSUD in Economic Informatics, the internal evaluation report (REI) was analyzed, as well as the regulations, methodologies, and procedures governing doctoral studies.
During the visit to the Academy of Economic Studies in Bucharest, further details were requested regarding: the research activities conducted by doctoral students and doctoral supervisors, members of the SDIE, during the period 2021–2025; the evolution in the number of doctoral students during the period 2021–2025; the evolution in the number of doctoral advisors affiliated with the SDIE during the period 2021–2025; an overview of the mobility activities undertaken by doctoral students and doctoral advisors who are members of the SDIE during the period 2021–2025. All this information was provided by SDIE representatives in the supplementary annexes. In addition, during the visit to the CSUD Secretariat, a series of physical documents were requested to verify their existence and authenticity: anti-plagiarism verification reports for doctoral theses; minutes of the Doctoral School Council meetings; minutes of the doctoral thesis defense meetings; grade books; financial supporting documents used to reimburse doctoral students for expenses related to articles and conferences; doctoral students' papers/publications, etc. Furthermore, an analysis was conducted of the documents, data, and information available on the IOSUD-ASE/SDIE website in electronic format, at https://doctorat.ase.ro/ and https://sdie.ase.ro/.
On March 18, 2026, a visit was conducted to the ASE buildings at Piața Romană, nos. 6 and 7, Sector 1, Bucharest, the headquarters of IOSUD and SDIE, to assess administrative and infrastructure capacity. The following spaces used for DSUD IE activities were also visited: classrooms (2320, 2215, B604), research centers/laboratories (B604, 2419), the institution's library (room 0219), student reading rooms, the student cafeteria (Cihoschi), dormitories (Moxa D, Occidentului), sports complex – Ctin. Bărbulescu Gymnasium (9 Cihoschi St.), recreational areas – Ciberneticii Garden – V. Madgearu (15-17 Calea Dorobanți).
Meetings were organized and discussions were held with: Representatives of the ASE administration, Director of CSUD, Dean of FCSIE, Director of SDIE, members of the IE Doctoral School Council, members of the Commission for Evaluation and Quality Assurance (CEAC), members of the ASE Ethics Committee, heads of research centers/laboratories affiliated with DSUD IE, the team that developed REI, faculty members - doctoral supervisors in the IE DSUD, doctoral students of the IE DSUD in Economic Informatics, former doctoral students of the IE DSUD in Economic Informatics, employers of graduates from the IE DSUD in Economic Informatics, staff from the IOSUD/CSUD secretariat, and library staff.

III. Judgement on the extent to which the standards and performance indicators are fulfilled

DOMAIN A. Institutional capacity

Criterion A.1. Managerial and administrative structures and processes involving students and other stakeholders

Standard S.A.1.1. Organizational components and institutional processes
The HEI has organizational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

✓ Presentation of the state of facts:

The organizational structure and functioning of ASE are outlined in the ASE Charter, the Regulations on Organization and Functioning and the Internal Regulations of the Bucharest Academy of Economic Studies, which establish the principles of organization and operation, including the obligations and rights of members of the academic community, as well as the governance structure at the doctoral level. The management of ASE is ensured by the ASE Senate and the Administrative Council (https://ca.ase.ro/). Within ASE, the Quality Management and Internal Management Control Department (CMCCIM) (https://calitate.ase.ro/) also operates.

✓ Analysis of the state of facts:

The SDIE is established in accordance with the Institutional Regulations on the Organization and Conduct of Doctoral Studies, the Regulations on the Organization and Operation of the Doctoral School, and specific procedures. Operational management is provided by the director of the doctoral school, in collaboration with the Doctoral School Council (CSD). The director is appointed by the rector, upon the proposal of the CSD and with the approval of the CSUD, for a 5-year term.

The SDIE Council consists of doctoral advisors, doctoral students, and members from outside the doctoral school, including distinguished academics/scientific figures. In its current structure, it includes the SDIE director, two doctoral advisors, two doctoral students, and two external members.

The indicator is fulfilled.

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension[1] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ Presentation of the state of facts:

ASE and SDIE have a solid strategic and regulatory framework that supports stakeholder involvement in the development and revision of regulations. The Senate's specialized committees are involved in the process of developing, amending, and adopting methodologies, regulations, and implementation procedures. Doctoral students are directly represented in the governing bodies (CSD, CSUD), provide constant feedback through evaluation questionnaires, and can actively participate in academic life through student associations. On the other hand, external stakeholders from the socio-economic and academic spheres participate in the development and strengthening of doctoral studies through advisory committees, which provide strategic feedback, through the mandatory inclusion of external specialists in doctoral committees, in accordance with the IOSUD Regulations, as well as by promoting research topics proposed by the business community and by inviting specialists to serve as guest lecturers.

✓ Analysis of the state of facts:

The current mechanisms are effective and in line with European practices, ensuring the active and effective participation of doctoral students in decision-making processes. The contribution of the business community is also noteworthy, particularly through the proposal of research topics and via the Advisory Committee, which enhances the doctoral programme by strengthening its connection to

[1] The faculty, department, subsidiary, extension - hereinafter "organisational components"

economic realities and increasing interest in research topics that are economically and socially relevant. Furthermore, student feedback on courses is actively used to continuously improve them.

✓ Recommendations

Develop and strengthen the alumni network at the SDIE level to obtain constant feedback and improve relations with the socio-economic environment.

The indicator is fulfilled.

Criterion A.2. The material resources and optimisation of the use of the material resources

Standard S.A.2.1. Material resources The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

✓ Presentation of the state of facts:

Related teaching and research activities take place in spaces owned by the institution—classrooms, lecture halls, seminar rooms, and laboratories—appropriately equipped with computer equipment and multimedia systems, such as video projectors, projection screens, flipcharts, etc. The allocation of study groups to these spaces, through the scheduling of teaching activities by academic year, is determined based on group size and the capacity of the rooms within ASE, to ensure optimal conditions for conducting teaching and research activities.

The facilities of the Department of Physical Education and Sports include a Sports Complex opened in 1996, which comprises two 30/20 m sports halls designed for various sports, a hall for aerobic gymnastics and judo, a medical physical education room, a physical development room, as well as three fitness rooms equipped with modern specialized technical equipment and sound systems.

ASE also has specially designed spaces for meal preparation and service, intended for students and faculty, within the Moxa and Cihoschi cafeterias. The ASE student cafeteria in the Moxa complex operates in a modern building equipped with automated systems, with a maximum serving capacity of 250 people per seating, under excellent sanitary conditions. For doctoral students, modern accommodation is available in the Moxa D and Occidentului dormitories. All spaces within ASE, including those intended for dining and student extracurricular activities, as well as career counseling and medical offices, are accessible to people with disabilities and comply with current technical safety and sanitary standards. In addition, ASE has facilities dedicated to people with disabilities and special educational needs, such as a mobile access ramp, an elevator, restrooms adapted for people with mobility impairments, an information panel for people with visual impairments, and specially designated parking spaces.

✓ Analysis of the state of facts:

The existing infrastructure is considered adequate and effective for supporting the doctoral programs within the SDIE. Workspaces are allocated in rooms B603 and B604 at 7 Piața Romană, a building that houses the CSUD headquarters and the doctoral schools, which are appropriately equipped with multimedia equipment and systems. One of the most important aspects is the digital infrastructure and available information resources, particularly the databases, which are aligned with international standards and enable high-quality research based on extensive and up-to-date documentation.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

✓ Presentation of the state of facts:

ASE has modern facilities, including classrooms equipped with multimedia equipment such as video projectors, computers, and videoconferencing systems, as well as wireless internet access. The university provides licensed specialized software, ranging from operating systems and basic applications, such as Microsoft Office, to specialized application and subject-specific programs, such as SPSS, EViews, SAS/R, Visual Studio, Stata, MS SQL Server, etc. The network infrastructure, including that for e-learning platforms, is robust, based on redundant servers, and efficiently managed. Additionally, the libraries provide publications and access to scientific databases, and the university is implementing investment plans for the continuous modernization of teaching spaces and student dormitories.

✓ Analysis of the state of facts:

Maintenance of physical facilities is carried out to high standards, and procurement planning is conducted annually by communicating the specific needs of the doctoral schools to IOSUD, which integrates them into the university's procurement plan. This organizational approach reflects the existence of a robust and sustainable process for managing the physical infrastructure. Teaching activities within the SDIE, corresponding to the four disciplines in the PSUD, are conducted according to a clear schedule and a well-established organizational framework regarding the format and location of classes. The software and communications infrastructure is provided, updated, and maintained by ASE through the Information Technology and Communications Department. Rooms B603 and B604, allocated to the doctoral school, provide suitable conditions for teaching, research, and academic events, and are also used for regular meetings between doctoral advisors and doctoral students.

The indicator is fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed according to the law

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

✓ Presentation of the state of facts:

Through its curriculum, SDIE provides the teaching activities for the first year of doctoral studies within the training program based on advanced university studies, through the courses Data Science and Business Intelligence, taught by its own faculty members with relevant expertise in the field.

In subsequent years of study, doctoral students receive scientific guidance and academic support from their doctoral advisors and members of the academic guidance and ethics committees, including from external specialists at IOSUD-ASE.

✓ Analysis of the state of facts:

For the two required courses managed by SDIE, 10 faculty members with relevant expertise and scientific achievements in the fields of Data Science and Business Intelligence are involved. In the current academic year, teaching activities are conducted in a modular format, with in-person attendance on campus in room B604, and online participation is permitted in exceptional circumstances. The 23 doctoral supervisors affiliated with SDIE form a highly qualified academic staff, well-suited for conducting teaching and research activities in the field of Economic Informatics, as well as for the scientific supervision of doctoral students. The following table shows changes in the number of doctoral supervisors affiliated with SDIE during 2021-2025:

2021-2022	2022-2023	2023-2024	2024-2025	
19	21	22	23	+ 3 supervisors who ended their affiliation in 2024

The indicator is fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

✓ Presentation of the state of facts:

ASE consistently supports the professional and personal development of its employees through training activities organized according to annually identified needs and adapted to academic and administrative requirements. These include updating job-specific skills, participating in professional development programs, study periods, and experience exchanges, as well as accessing specialization opportunities through externally funded projects. Professional training is conducted both at the initiative of the university and of the staff, based on an annual plan centralized by the Human Resources Department and approved by the Administrative Council. ASE provides these opportunities to all employees in an open, equitable, and non-discriminatory manner.

✓ Analysis of the state of facts:

Through its integration within ASE, SDIE offers faculty and doctoral students multiple opportunities for professional and personal development. At the same time, the doctoral school periodically organizes sessions with the participation of professors, doctoral students, honorary members, and industry specialists, dedicated to presenting the latest developments in the field of economic informatics. ASE provides a solid framework for professional development, with a particular emphasis on supporting research activities. Key features include financial mechanisms dedicated to scientific performance, such as support for conference participation and the publication of research results, as well as centralized administrative support provided by the CSUD Secretariat, which contributes to the efficient and specialized management of doctoral studies activities.

✓ Recommendations

It is recommended to intensify the internal promotion of available training programs and opportunities offered through mobility programs, with a view to encouraging greater participation by doctoral supervisors in these professional development activities.

The indicator is fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

✓ Presentation of the state of facts:

The procedures for recruiting teaching staff at ASE are governed by national legislation and internal guidelines approved by the Senate and are conducted in accordance with the principles of legality and transparency. All open positions, the composition of the selection committees, and the results are published transparently, ensuring an open and objective process.

In the case of SDIE, becoming a doctoral advisor requires, in addition to holding a teaching position, completing an additional step: obtaining the habilitation certificate through a rigorous national procedure based on meeting minimum standards of scientific performance.

✓ Analysis of the state of facts:

Recruitment procedures at ASE are fully compliant with current legislation, ensuring a high level of transparency and objectivity. The quality of the human resources associated with SDIE is guaranteed by a dual selection mechanism: the public competition for teaching positions and the national habilitation procedure, characterized by a high degree of rigor. The DSUD in Economic Informatics is represented by the SDIE, composed of 23 members: 22 tenured faculty members from DICE and one professor from Transilvania University of Brașov. The composition of the doctoral school reflects a

transparent selection process in accordance with the legal framework, finalized by decisions issued by the Rector of ASE.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

✓ Presentation of the state of facts:

ASE has a modern IT infrastructure, consisting of platforms and applications that efficiently support academic and administrative activities, ranging from admission, accommodation, and tuition payment to the issuance of documents and faculty evaluation. At the same time, the network and online platforms are high-performing, secure, and provide extensive access to the internet and educational resources. Through the SIMUR system and the centralized digital infrastructure, doctoral students benefit from easy and non-discriminatory access to the information and resources necessary for their research activities.

✓ Analysis of the state of facts:

Interaction within the doctoral community in Economic Informatics takes place primarily through ASE's digital infrastructure, which includes the e-learning platform, communication via the CSUD Secretariat, and the SDIE website. For academic and administrative activities, both institutional resources and cloud solutions are used for communication, document management, supporting scientific activities and monitoring the doctoral track. Additionally, SDIE members have access to a qualified digital signature, which supports the efficient conduct of teaching and research activities.

The indicator is fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[2] The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

✓ Presentation of the state of facts:

The Doctoral Study Domain in Economic Informatics is organized in accordance with the expected learning outcomes and the European Credit Transfer System (ECTS). The study program is supported by an adequate research infrastructure and qualified human resources, and is integrated into the curriculum adopted by the SDIE Council and validated by the CSUD, approved by the CSIE Faculty Council and the ASE University Senate. The doctoral programs in Economic Informatics are designed in accordance with the National Qualifications Framework (CNC), the ASE Institutional Regulations, and ARACIS standards, ensuring coherence between educational objectives, expected learning outcomes, and the curriculum structure. The curriculum is structured around the acquisition by doctoral

[2] The term "programmes" concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term "programme" shall be used hereinafter.

students of advanced scientific research competencies, the capacity for critical analysis, synthesis, and evaluation, as well as academic and professional communication skills at the international level (SDIE Doctoral Competency Profile). The program requires the completion of 240 transferable credits (ECTS), distributed across the years of study. For each course, a course description is developed that must include: the number of hours allocated, the competencies and expected learning outcomes (in terms of knowledge, skills, responsibilities, and autonomy), in correlation with the course's objectives and content, specific teaching and learning content, methods and practices used for learning, teaching, and assessment, the minimum recommended reading list, and the corresponding number of ECTS credits. The curriculum outlines the professional and cross-disciplinary competencies acquired, as well as the expected learning outcomes, in terms of knowledge, skills, responsibilities, and autonomy. Each activity outlined in the curriculum is assigned a number of transferable credits (ECTS), with the entire program being allocated 240 credits.

✓ Analysis of the state of facts:

The curriculum (study plan) includes an Advanced Training Program, organized by CSUD and SDIE, and an Individual Scientific Research Program (PID). The Advanced Training Program includes courses necessary for doctoral preparation. The program, based on advanced university studies, comprises one core course, one complementary course, and two specialized courses (taught by doctoral advisors from SDIE), is quite rigid, consisting of 4 required courses with no electives, which significantly limits the doctoral advisor's ability to establish flexible learning pathways tailored to the specifics of each research topic.

The Individual Scientific Research Program (PID) includes research activities, scientific seminars, international mobility, participation in scientific conferences, and practical study periods, all of which contribute to the acquisition of the competencies outlined in the curriculum. It also includes activities for disseminating research results, as well as the preparation and presentation of scientific progress reports. Each of these is assigned a number of transferable credits and is evaluated by the doctoral advisor and the Academic Guidance and Integrity Committee. In the 2025–2026 academic year, the topics of the courses organized by SDIE were significantly updated to incorporate new research directions and emerging trends in the field of IE, in order to align with the new ARACIS criteria.

✓ Aspects that constitute best practice examples:

Ensuring a balance between theoretical and applied activities, with an emphasis on developing research skills and integrating doctoral students into the academic community.

The indicator is fulfilled.

Criterion B.2. Alignment of the curriculum with the qualification

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

✓ Presentation of the state of facts:

The competencies acquired upon completion of doctoral studies in Economic Informatics at ASE Bucharest are described in the SDIE Doctoral Competency Profile and in each course description in the curriculum. These are aligned with the provisions of OMEC 3020/2024 approving the Framework Regulation on doctoral studies, with the Classification of Occupations in Romania (COR), and with those corresponding to Level 8 qualifications in the EQF/CEC and the CNC. The curriculum is designed to enable doctoral students to acquire advanced scientific research competencies, the capacity for critical analysis, synthesis, and evaluation, as well as academic and professional communication skills at the international level. To ensure that the program's structure and content meet the actual needs of the professional field and align with the targeted qualification and competency levels, the aim is to

ensure an appropriate structure for the curriculum and the IE doctoral program through regular consultations with representatives of the business community (via the Advisory Board).

✓ Analysis of the state of facts:

The expected learning outcomes defined for the doctoral program in Economic Informatics are aligned with the requirements of occupations in the economic and managerial fields, in accordance with the National Occupational Standards (COR) and the European Classification of Occupations (ESCO), specifically Field *25 – Information and Communications Technology Specialists*. The research topics requested and put out to competition over the past 5 years were suggested by representatives of the business community, serving as the primary source for topics proposed at the professional doctoral level. The expected learning outcomes focus on standards of academic ethics and integrity, including the legal and ethical aspects of research, fundamental and emerging paradigms and theories in the field of IE, advanced concepts, and scientific research methodologies, etc. The structure of the doctoral programs aims to develop the analytical, methodological and ethical skills necessary for the scientific research activities and the practice of highly specialized professions in the field of IE. Learning outcomes, described in terms of knowledge, skills/abilities, and responsibility/autonomy, are correlated in the Competency Profile with the key, professional, and transversal competencies established in accordance with Article 7, paragraphs (9) and (10) of Order 3020/2024.

✓ Aspects that constitute best practice examples:

Alignment of expected learning outcomes with Level 8 of the CNC, COR and ESCO, targeting occupations in the labor market.

✓ Recommendations

Continuing consultations with the professional, institutional, and business communities to adapt research topics to economic priorities and emerging research themes.

The indicator is fulfilled.

Criterion B.3. Student-centered learning, teaching and evaluation

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

✓ Presentation of the state of facts:

The Doctoral School of Economic Informatics integrates the principles of student-centered learning both at the curriculum level and through the teaching strategies adopted: interactive activities (workshops, scientific seminars, peer review sessions); blended learning, which combines face-to-face activities with online ones; continuous feedback from doctoral students to adapt the content of educational programs. The structure of the DSUD in Economic Informatics is designed to foster autonomy in learning, critical thinking, and the active involvement of the doctoral student in the educational process, through activities such as the preparation and presentation of progress reports and scientific articles during meetings with doctoral advisors and members of the Ethics and Academic Integrity Committee, personalized mentoring, participation in research centers, and the use of modern teaching methods focused on active and collaborative learning. In this regard, doctoral students have access to teaching materials in electronic format, with bibliographic resources available through the ASE digital library and the international databases to which the university subscribes.

✓ Analysis of the state of facts:

Within the SDIE, student-centered learning principles are essential for the academic and professional development of young people, as described by: *autonomy and responsibility*—the doctoral student defines and adjusts their research direction in consultation with the advisory committee and academic integrity, having real decision-making authority over their academic path, in accordance with the Individual Doctoral Plan; *relevance and authenticity* – research directions emerge from the doctoral

student's questions and are validated academically and/or administratively, which anchors learning in real-world issues of economic theory and practice; *interactivity* – activities are based on the student's academic output (papers, presentations, methodological design) rather than on passive consumption of content; peer and committee feedback iteratively reshapes learning; *structured administrative support* – the administrative framework (procedures, schedules, resources) reduces bureaucratic overhead and frees up time for self-directed learning. By applying appropriate strategies, progressive learning is ensured, based on experience, dialogue, and knowledge assimilation, in full accordance with the principles of student-centered learning and the objectives of doctoral education.

✓ Recommendations:

Continuous evaluation of the content of course syllabi to include relevant and current case studies, as well as practical examples from the business environment, with the aim of continuously improving the activities carried out within the SDIE and to support active learning.

The indicator is fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.

✓ Presentation of the state of facts:

In accordance with current internal regulations, the Erasmus+ Office manages cooperation agreements, participant selection, administrative counseling and the academic recognition of mobility activities. Doctoral students may participate in international research mobility programs, conferences and international events, for which participation expenses may be reimbursed, funded through the Erasmus+ Program or the CSUD budget, in accordance with internal regulations that ensure transparency, accessibility and curricular integration, thereby maintaining the continuity of academic training.

✓ Analysis of the state of facts:

Doctoral students have the opportunity to choose mobility opportunities that directly correlate with their own research topics, thereby contributing to the increased quality and international visibility of scientific results. Mobility opportunities, carried out through the Erasmus+ programs and other active partnerships between ASE and universities within and outside the EU, are recognized as an integral part of the doctoral plan, being included in the progress report and approved by the doctoral advisor and the Committee on Ethics and Academic Integrity. ASE has institutional mechanisms in place that ensure transparent and equitable access to mobility programs, promoting the principles of internationalization, equity, and educational inclusion.

The indicator is fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

✓ Presentation of the state of facts:

SDIE doctoral students benefit, without discrimination, from equal opportunities for learning, research, and personal development, which reflects SDIE's policy of promoting an academic culture based on equity and inclusion. SDIE ensures equitable opportunities, in line with the potential and aspirations of doctoral students, through measures such as: *curricular and educational pathway flexibility*; *equitable access to resources*; *differentiated support tailored to the student's stage and needs*; *a diversity of learning formats and activity types suited to different styles, abilities and interests*. In addition, doctoral students benefit from: academic and psychological support and assistance through the services of the CCOC and the Department for Teacher Training (DPPD), as well as sports and cultural activities designed for both students with special needs and mixed groups, contributing to social integration and the development of an inclusive university environment.

✓ Analysis of the state of facts:

Through a clearly defined institutional framework and the consistent application of the principles of equal opportunity and non-discrimination, SDIE ensures equitable opportunities for all doctoral students. Furthermore, access to educational resources, academic activities, and extracurricular activities is guaranteed without discrimination. Students receive administrative and educational support tailored to their individual needs, including psychological counseling, career guidance, and academic tutoring. At the SDIE level, student representative bodies are functional and actively involved in the decision-making process within *the Faculty of Cybernetics, Statistics, and Economic Informatics* and the study program.

The indicator is fulfilled.

Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

✓ Presentation of the state of facts:

SDIE doctoral students have continuous and unlimited access to online educational resources through the online library. The ASE library catalog features materials with full-text versions available online, and other full-text materials can be accessed through electronic resources. Within ASE, guidance sessions on accessing library resources and dedicated workshops are periodically organized for all doctoral students. Doctoral students receive consultations upon request within the CCOC. PhD advisors affiliated with SDIE provide individualized and/or group guidance to PhD students through in-person, online, or hybrid meetings and ensure the direction of their studies, individualized specialized support, and periodic evaluation throughout the doctoral program.

✓ Analysis of the state of facts:

Ensuring educational opportunities for all categories of people, including those who are disadvantaged but have sufficient determination to achieve academic goals, represents an incentive from the university regarding educational performance and a commitment to equal rights in higher education. ASE's official e-learning platform provides the institutional framework through which each faculty member is associated with a course. This feature creates the operational context through which the course's online workspace can be configured, as well as activities specific to part-time education. ASE ensures access for doctoral students, including those with disabilities and special educational needs, to resources and services designed to support the learning process, and these are appropriate in relation to individual learning needs and the organizational structure of the doctoral program.

The indicator is fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

✓ Presentation of the state of facts:

Learning outcomes are described through clearly defined standards, visible to all stakeholders, and are outlined in the Competencies and Learning Outcomes Sheet, as well as in each course description. These ensure the alignment of academic training with the requirements of the professional environment, facilitating the assessment of doctoral students' performance. The doctoral program includes both advanced training organized by CSUD and SDIE, as well as an individual scientific research program (PID), evaluated based on published scientific output, participation in academic events, and compliance with the minimum criteria for the public defense of the doctoral thesis.

✓ Analysis of the state of facts:

The existence of course descriptions and PIDs ensures the traceability of academic requirements and objectives. The SDIE, through the doctoral advisor and the Academic Guidance and Integrity Committee, continuously monitors the progress of doctoral students via formative and summative assessments, with completion of the doctoral program contingent upon meeting academic requirements, expressed in terms of accumulated ECTS credits. In this context, the emphasis is on learning outcomes, ensuring the program's alignment with labor market requirements and Level 8 qualification standards, in accordance with the National Qualifications Framework (CNC). SDIE ensures compliance with the minimum criteria for defending the doctoral thesis by verifying scientific performance; the evaluation process is transparent, documented, and takes place both during the doctoral training and at the end, at the time of the doctoral thesis defense. The distribution of institutional responsibilities is as follows: CSUD and SDIE manage the curriculum, while the doctoral advisor and the advisory committee evaluate the doctoral student's scientific progress.

✓ Aspects that constitute best practice examples:

The continuous support and development of an educational framework oriented toward academic performance and professional relevance, aimed at consolidating learning outcomes correlated with field-specific competencies and the implementation of transparent assessment mechanisms aligned with international standards.

The indicator is fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

✓ Presentation of the state of facts:

Verification of the achievement of expected learning outcomes within the doctoral program in Economic Informatics is conducted in a coherent, unified, and transparent manner, in accordance with the provisions of the Framework Regulation on Doctoral Studies and the Institutional Regulations of IOSUD-ASE. Assessment is conducted through activities such as the following: *Assessment within the advanced training programme (first year)* - continuous and summative assessment (exams/colloquiums, tests, case studies, presentations); *Assessment within the Individual Research Program* (PID) - continuous assessment through periodic meetings between the doctoral student, supervisor, and advisory committee; annual summative assessment based on the progress report uploaded to the portal.doctorat.ase.ro platform; *Completion of doctoral studies* - drafting of the thesis in accordance with IOSUD-ASE requirements (Thesis Guide), two-stage anti-plagiarism check, pre-defense evaluation by the Supervision and Academic Integrity Committee, public consultation on the thesis, and public defense before the doctoral committee.

✓ Analysis of the state of facts:

The assessment of expected learning outcomes is a documented, monitored process conducted in accordance with the principles of academic quality, integrity, equity, and access to educational and digital resources for all doctoral students. The process is carried out in stages and combines monitoring of scientific progress (progress report) with formal examination of the thesis, including verification of originality and the public defense.

✓ Aspects that constitute best practice examples:

Continuous assessment of learning outcomes provides clear, real-time information on the effectiveness of the teaching process and allows for the improvement and evolution of teaching methods throughout the course of study.
The indicator is fulfilled.

Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.7.1. Admission The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

✓ Presentation of the state of facts:

The admission procedure is outlined in the institutional documents of IOSUD ASE, ensuring the existence of a comprehensive regulatory framework for admission and internal procedures (Regulations on the Organization and Conduct of the Admission Competition for Doctoral Programs). The operational evidence related to the implementation of the admission process for the 2025-2026 academic year complies with current legislation and ARACIS quality standards. These were documented and analyzed in accordance with the provisions of OME No. 3020/2024 and GD No. 962/2024 – ARACIS Methodology for External Quality Assessment. The admission process to the SDIE for the 2025-2026 academic year was conducted through a competitive selection process, in three sessions: July, September, and November. The procedures, schedule, and admission requirements were regulated by documents approved by the ASE Senate. The admission status for the Economic Informatics doctoral program for the 2021–2026 period is presented in the following table.

Class	Enrolled	Withdrawn	Study interruptions	Defenses	In progress as of March 18, 2026	Extension from 3 to 4 years	Extension of studies
2021 - 2022	19	3	2	5	11		11
2022 - 2023	17	0	1	0	18	13	0
2023 - 2024	12	3	0	0	9		
2024 - 2025	17	1	0	0	16		
2025 - 2026	14	0	0	0	14		
	79				**68**		

✓ Analysis of the state of facts:

Admission to doctoral studies within SDIE is a well-structured, standardized, and digitized process, forming an integral part of the admission system at IOSUD ASE. It is governed by institutionally approved methodologies and conducted entirely online during the application phase. Registration is conducted exclusively online via the registration platform, accompanied by a Registration Guide. IOSUD-ASE and by extension SDIE, uses dedicated IT systems to manage the process, ensuring accessibility and procedural traceability. The selection stages are clear, sequential, and differentiated by tests (language proficiency + specialized exam), which allows for the screening of candidates both in terms of academic eligibility and the ability to formulate a relevant doctoral project. The admission process combines the assessment of language skills with the assessment of scientific competencies, making admission a meritocratic selection process oriented toward research. Admission for foreign citizens is regulated separately, with specific language requirements, ensuring compliance with internationalization standards.

✓ Aspects that constitute best practice examples:

The rigorous and consistent application of admission methodologies and procedures for the doctoral program ensures compliance with institutional and international standards, as well as the transparency of the selection process.

The indicator is fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

✓ Presentation of the state of facts:

At ASE the admission process for doctoral programs is conducted in accordance with the principles of fairness and equal opportunity, while specific support measures are implemented to facilitate access for individuals belonging to vulnerable groups. IOSUD ASE complies with Article 1(2), Chapter 1, Article 129, Section 3 of the Higher Education Law No. 199/2023 and Government Decision No. 962/2024 – ARACIS Methodology, which guarantees equal access to education for all candidates. The admission process is managed entirely through the online admission platform, and the publication of information and results is carried out on the IOSUD-ASE website, in compliance with GDPR regulations, with final admission approval to be granted by the ASE Senate.

✓ Analysis of the state of facts:

Admission to doctoral programs within SDIE is conducted in accordance with the principles of fairness, equal opportunity, and non-discrimination, ensuring transparent access for all applicants, including those from at-risk or underrepresented groups. The admission process includes state-funded spots and fee-paying spots, allocated according to institutional decisions, with specific quotas for candidates from priority categories. Upon admission, each doctoral student signs a doctoral study contract, which governs the academic path and is updated through addenda (Articles 12 and 23 of the Regulations on the Organization and Conduct of the Admission Competition for Doctoral Study Programs).

The indicator is fulfilled.

Standard S.B.7.2. Academic journey of students The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

✓ Presentation of the state of facts:

Within the SDIE, the doctoral program is structured into two major components, in accordance with national and institutional regulations: the Advanced Training Program organized by the CSUD and the SDIE, and the Individual Scientific Research Program (PID). According to OME No. 3020/2024, the evaluation of the doctoral student's activity is conducted annually, based on individual reports, by the advisory committee and the doctoral advisor. Monitoring of academic progress is primarily carried out through semester reports and interim presentations within the SDIE, with a unified, digitized record of doctoral students' progress maintained at the institutional level. The methods for assessing acquired competencies are described at the curriculum level (ECTS). According to Chapter Five of the Institutional Regulations on the Organization and Conduct of Doctoral Studies, every doctoral student in the DSUD IE is offered opportunities tailored to their educational and professional needs regarding the completion, extension, interruption, and resumption of doctoral studies.

✓ Analysis of the state of facts:

The curriculum structure of the doctoral program complies with the requirements of the ARACIS Methodology and the provisions of Law No. 199/2023; mechanisms for monitoring the individual academic progress of doctoral students are implemented through the use of an IT platform. The framework provided by SDIE for the conduct of doctoral studies is organized and predictable; it complies with legislation and institutional procedures regarding the conduct, extension, interruption, and resumption of studies. This framework allows for controlled yet flexible management of doctoral

students' individual academic situations (mobility, duration extensions, suspensions). Internal procedures and regulatory provisions ensure transparency, traceability, and fairness in the administration of the study program.

✓ Aspects that constitute best practice examples: Use of the IT platform to monitor the doctoral program.

The indicator is fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

✓ Presentation of the state of facts:

Responsibility for internationalization activities at ASE lies with the International Relations Directorate, within which the Erasmus+ Unit operates. Its main tasks include managing bilateral agreements and academic mobility, as well as implementing European study and research programs, in accordance with the European Mobility Charter and institutional regulations. To date, over 300 Erasmus+ agreements have been concluded, and the process of expanding these collaborations continues. The 2016–2027 Internationalization Strategy of the Bucharest Academy of Economic Studies states that, through official online platforms and the Bucharest Academy of Economic Studies' Institutional Mobility Service, opportunities for mobility, educational projects, and international collaborations at the institutional and doctoral levels are showcased and promoted through official platforms, including the Bucharest Academy of Economic Studies' Institutional Travel Service.

✓ Analysis of the state of facts:

The 2016–2027 Internationalization Strategy of the Bucharest Academy of Economic Studies specifies that internationalization activities aim to increase the institution's visibility and have a positive impact on the academic community. As part of the ASE International Office (IOSUD), the School of Doctoral Studies (SDIE) makes the internationalization process a strategic objective, consistently supported through the involvement of faculty members and doctoral school members in activities such as: Erasmus+ mobility programs, participation in international projects and conferences, and academic collaborations stemming from institutional agreements. Another important aspect pursued at the SDIE level is increasing the doctoral school's visibility, updating academic content in line with international trends, and integrating doctoral students into a globally connected research environment. This is achieved by inviting faculty members and scientific researchers, as well as external members, to serve on the committees for the supervision and public defense of doctoral thesis.

✓ Recommendations:

Intensify efforts to attract and include foreign specialists in the thesis advisory and academic integrity committees to strengthen the scientific support provided to doctoral students in their research activities.

The indicator is fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

✓ Presentation of the state of facts:

Within ASE, all research activity is structured and organized based on the ASE Research Plan 2025. This plan aims to align scientific themes with fields of study and the needs of the domestic and international socio-economic environment. Actions to promote excellence, increase international

visibility and interdisciplinarity and to capitalize on and disseminate research results through publication in indexed journals (WoS, Scopus), as well as participation in projects and the attraction of external funding (Horizon Europe, PNCDI, etc.) are outlined in the Institutional Research Strategy. To carry out scientific research, ASE provides sufficient financial, logistical and human resources to achieve the proposed objectives, and all activities adhere to the provisions of the Code of Academic Ethics and Professional Conduct.

✓ Analysis of the state of facts:

The institutional research strategy sets out research objectives that incorporate the research objectives of the SDIE. Doctoral coordinators support undergraduate and doctoral students in writing scientific articles, participating in conferences, and developing academic skills, which contributes to the development of a research culture. The research activity carried out between 2021 and 2025 by the coordinators and doctoral students, members of SDIE, resulted in the publication of 325 articles, of which: 145 in Web of Science and SCOPUS-indexed journals, 76 in BDI journals, and 104 papers in ISI Proceedings-indexed conference proceedings. The remarkable contributions made by the scientific research conducted within SDIE were recognized nationally through the awarding of the MATTEI DOGAN Prize in 2024 at the Romanian Research Gala to Professors Adela Bâra and Simona Oprea, members of SDIE.

The indicator is fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

✓ Presentation of the state of facts:

Individual Doctoral Plans (IDPs) set clear objectives regarding the scientific research activities that doctoral students carry out together with their doctoral advisors or other members of the SDIE. The fulfillment of research objectives, in accordance with the provisions of the doctoral study contracts, is monitored and documented through annual progress reports. The increased visibility and scientific relevance of the Economic Informatics doctoral program is achieved primarily through the publication of research results in national and international journals and through the participation of doctoral advisors, faculty members of the academic supervision and integrity committees, and doctoral students in prestigious scientific conferences. The results of research projects involving teams composed of doctoral supervisors and doctoral students are utilized in the educational process and integrated into the development of doctoral thesis, a factor that contributes to the creation of a solid practical foundation. The dissemination of scientific results obtained by doctoral students under the coordination of SDIE-affiliated members and the institutional capitalization of academic contributions obtained within the doctoral program is also achieved through the publication of completed doctoral theses by the ASE Publishing House.

✓ Analysis of the state of facts:

Doctoral research conducted within the SDIE ensures an applied focus, strongly integrated into the professional training and the development of advanced competencies among doctoral students. The SDIE capitalizes on research results through scientific publication, participation in conferences, and the involvement of doctoral students in applied projects carried out in collaboration with the socio-economic environment and professional organizations. An analysis of data regarding the dissemination of research results through publications reveals a steady increase in the rate of research dissemination, which supports both the training of doctoral students and the transfer of expertise to organizations and the business community. The following table presents a summary of the dissemination of research results through publications for the period 2021-2025.

	Category	2021	2022	2023	2024	2025	**Total**

Conferences	**Coordinators**	3	5	2	3	2	**15**
	Doctoral students	6	8	15	25	14	**68**
	Collaboration	4	1	3	7	6	**21**
ISI Articles	**Coordinators**	7	9	7	33	33	**89**
	Doctoral students	1	1	3	5	5	**15**
	Collaboration	1	2	2	17	19	**41**
BDI Articles	**Coordinators**	2	0	0	0	1	**3**
	Doctoral students	4	1	5	10	7	**27**
	Collaboration	1	2	4	19	20	**46**

The indicator is fulfilled.

DOMAIN C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, which involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application
Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

✓ Presentation of the state of facts:

The Bucharest Academy of Economic Studies has established structures, policies, strategies, and specific procedures for managing and ensuring the quality of teaching, learning, and research activities, as well as for fostering its own culture of quality. The university has a Commission for Evaluation and Quality Assurance (CEAC 2024-1.pdf), which is responsible for coordinating the processes and activities related to quality assessment and assurance, as well as for the annual preparation of the ASE Academic Quality Assurance Self-Assessment Report, formulates proposals for improving the quality of education, and promotes a culture of quality throughout all teaching and scientific research activities conducted at ASE. Policies, strategies, and procedures regarding quality assurance are continuously disseminated throughout all academic and administrative structures at the Bucharest Academy of Economic Studies – Quality Management and Internal Managerial Control. At the level of each faculty within ASE, committees for quality assessment and assurance are established, which operate in close coordination with the quality assurance structures across ASE (CEAC-F.pdf). The Quality Management and Internal Management Control Department support the committees' activities.

✓ Analysis of the state of facts:

The implementation of institutional quality assurance mechanisms supports the development and performance of the DSUD in Economic Informatics. Within the SDIE, the monitoring of educational and research activities is carried out through the preparation of annual self-evaluation reports and the periodic application of the procedure for the internal evaluation and monitoring of the progress of doctoral schools, developed by IOSUD-ASE. Within ASE and CSIE faculty levels, the quality management system ensures the consistent implementation of the educational process for all forms of education, including the Economic Informatics doctoral program. Within this framework, the scientific activity of doctoral advisors is analyzed annually through the dedicated platform. At the SDIE level, as of the current situation, all 23 doctoral advisors fully comply with the standards set by CNATDCU.

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

✓ Presentation of the state of facts:

The Doctoral School of Economic Informatics is grounded in a robust institutional framework that coherently integrates policies and procedures designed to ensure the active and consistent involvement of all relevant stakeholders in the decision-making process. The current structure of the SDIE Council (3 faculty members, 2 doctoral students, 2 external members-labor market representatives) supports the ongoing involvement of stakeholders in decision-making, evaluation, and quality assurance processes. Doctoral students, faculty members, doctoral advisors, and representatives of the economic and social sectors contribute, through direct participation and by providing feedback, to improving the educational process, adapting research directions, and increasing the relevance of the curriculum and support services. The integration of these perspectives is supported by CEAC-CSIE, which analyzes the collected information and contributes to maintaining a balanced and coherent decision-making framework.

✓ Analysis of the state of facts, in relation with the state of facts:

An Advisory Committee was established within the CSIE Faculty, comprising representatives from the socio-economic sector (INS; Target Consulting; London Stock Exchange Group; SAP Labs SEE Romania; ESRI Romania). The conclusions of the consultations conducted throughout the academic year with employers, students, and faculty, as well as the proposals made by them, are recorded in minutes, which serve as objective evidence regarding the continuous internal monitoring and evaluation of quality at the CSIE Faculty level and, at the same time, form the basis for the analyses conducted by the SDIE to establish corrective and preventive measures.
https://csie.ase.ro/wp-content/uploads/2025/09/Minuta-CC-2iul2025.pdf

The indicator is fulfilled.

Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

✓ Presentation of the state of facts:

The Bucharest Academy of Economic Studies has a Code of Academic Ethics and Deontology, approved by the University Senate (Code of Ethics – Ethics – Bucharest Academy of Economic Studies), through which it upholds the values of academic freedom, university autonomy, and ethical integrity, and violations of the principles and values it upholds are monitored by the Commission on Academic Ethics and Professional Conduct (CE_2024.pdf), which operates in accordance with the Regulations on the Organization and Functioning of the Commission on Academic Ethics of the Bucharest Academy of Economic Studies (Senate Decision No. 22 of February 12, 2025_Reg.Comisie-de-Etica.pdf). ASE has established practices and applies clear mechanisms to prevent and eliminate any potential fraud or misconduct in its academic activities, including active measures to prevent and eliminate all forms of plagiarism. The institution has an Ethics and Professional Conduct Committee, consisting of 17 members (including 4 students). This committee reports annually to the Senate and the Administrative Council on the Activity Report of the University Ethics and Professional Conduct Committee (Annual Reports – Ethics – Bucharest Academy of Economic Studies).

✓ Analysis of the state of facts:

Within ASE, the Sistemantiplagiat.ro platform is used as a tool for the prevention and detection of all forms of plagiarism, which helps thesis advisors assess the originality of documents; this activity is carried out in accordance with the Strategy for Preventing and Combating Plagiarism -

ASE strategia prevenire combatere plagiat.pdf. The academic community applies the provisions of the ASE Code of Academic Ethics in all areas of university life (administration, teaching/learning, scientific research), defends and promotes the values of academic freedom, university autonomy, and ethical integrity, employing clear practices and mechanisms for enforcing the code, consistent with established norms in the field. The Code of Academic Ethics and Professional Conduct sets forth the sanctions that may be imposed on teaching, research, and support staff by the Academic Ethics and Professional Conduct Committee for violations of academic ethics or for breaches of good conduct in scientific research.

The indicator is fulfilled.

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes and domains and of the performed activities, involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

✓ Presentation of the state of facts:

Quality assurance processes are based on a unified institutional framework, defined at the IOSUD–ASE level through regulations, methodologies, procedures and specific standards. This framework includes fundamental documents such as the ASE Charter, the Regulations on the Organization and Conduct of Doctoral Studies, the Methodology for the Evaluation and Defense of the Doctoral Thesis, the Methodology for Obtaining the Habilitation Certificate, the Methodology for the Recognition of Doctoral Degrees Obtained Abroad, the Methodology for Admission to Doctoral Studies, as well as operational procedures, CSUD standards and the Regulations on the Organization and Functioning of the SDIE.

At the operational level, the CSUD and SDIE systematically monitor the conduct of teaching, research, and administrative activities through a set of internal monitoring and evaluation tools. This process aims to ensure compliance with the obligations of doctoral advisors, supervisory and academic integrity committees, doctoral students, and the CSDIE and is supported by annual self-evaluation reports, documents resulting from the CSDIE's activities, feedback provided by doctoral students, as well as the use of the Blended Learning platform and the internal platform dedicated to tracking the progress of doctoral research.

✓ Analysis of the state of facts:

Through cooperation with employers, professional organizations and public institutions, ASE and SDIE aim to align their educational offerings and doctoral research topics with the demands of the labor market and the needs of the Romanian economy, for the benefit of the professional development of doctoral students and the establishment of relevant strategic partnerships.

The indicator is fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.

✓ Presentation of the state of facts:

The implementation and revision of procedures at the SDIE level take place within participatory governance mechanisms, which ensure the involvement of both members of the academic community and external stakeholders. In this context, doctoral students participate, through their elected representatives, in the Doctoral School Council and the CSUD, with voting rights in the decision-making process regarding changes to procedures, including the IOSUD Regulations. Doctoral advisors play an essential role in implementing these procedures through their work on the admissions and advisory committees and within the CSD. At the same time, representatives from the business community are involved by proposing research topics.

✓ Analysis of the state of facts:

Stakeholder participation in the implementation of procedures is not merely formal but manifests concretely within well-defined institutional mechanisms. The representation of doctoral students in leadership structures and their involvement, through voting, in the process of amending procedures highlights direct participation in the revision of the institutional framework. Furthermore, doctoral advisors play an essential role in implementing quality requirements, both through their responsibilities related to admission and by monitoring the progress of doctoral students. At the same time, the inclusion of external reviewers on doctoral thesis defense committees strengthens the academic dimension of the final evaluation and adds rigor to the verification of the quality of doctoral outcomes. Stakeholders consistently provide feedback and recommendations regarding various stages and components outlined in internal regulations, thereby contributing to the ongoing updating and continuous improvement of the institutional regulatory framework.

The indicator is fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

✓ Presentation of the state of facts:

The periodic evaluation of the quality of staff involved in university education activities considers essential aspects of academic and professional performance, such as specialized competencies, teaching ability to convey knowledge, scientific research potential, and adherence to the principles of professional ethics. This process applies to all faculty members involved in student education, regardless of the level of the academic program, namely bachelor's, master's, doctoral, or continuing education. Within doctoral programs, the monitoring and evaluation of staff performance are conducted based on a unified regulatory framework within ASE. Thus, for faculty members, the evaluation is conducted in accordance with the Methodology for the Periodic Evaluation of the Quality of Teaching and Research Staff at ASE and for teaching support staff and administrative staff, this process is based on the Methodology for the Annual Evaluation of Individual Professional Performance of Teaching Support Staff and Administrative Staff.

✓ Analysis of the state of facts:

SDIE administers annual feedback surveys to doctoral students, through which students evaluate teaching activities regarding the quality of teaching and research activities, collaboration with doctoral advisors and the academic guidance and integrity committees, the administrative support provided, as well as the relevance of available educational and research resources.

The indicator is fulfilled.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

✓ Presentation of the state of facts:

ASE has an integrated IT system that supports the collection, processing, and analysis of information relevant to institutional-level quality assessment and assurance. Database administration is carried out by the ICT Directorate, given that numerous university processes are computerized, ranging from admissions and student records to payroll, research activities, and scholarship management. At the same time, the CMCCIM at ASE maintains a database that compiles essential information regarding

institutional capacity, educational effectiveness, the quality management system and internal managerial control.

✓ Analysis of the state of facts:

At the CSUD and SDIE levels, quality assessment and assurance are supported by an information system that integrates several internal platforms dedicated to monitoring doctoral, teaching, research, and mobility activities. These tools are used to manage data on doctoral students' progress, academic and scientific activity, as well as participation in mobility programs and conferences. In this way, the SDIE benefits from an IT framework that enables the systematic collection, centralization and analysis of information relevant to operational management and the evaluation of the quality of the educational and research process.

The indicator is fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

✓ Presentation of the state of facts:

The Bucharest Academy of Economic Studies provides, both at the institutional level and at the level of doctoral studies, quantitative and qualitative information and data regarding the academic progress of students/doctoral candidates, concerning the educational offerings, study programs, qualifications, curricula, academic records, teaching and research staff, the physical infrastructure and facilities provided, journals published, secretariat schedules, office hours, Senate decisions, budget, relevant internal (University Charter, Code of Academic Ethics and Professional Conduct, other internal rules and regulations) and national legislation (National Education Law, Government Decisions regarding the accreditation of study programs, etc.), competitions for teaching and non-teaching positions, academic elections, as well as any other information of public interest. All this information is published transparently and kept up to date, being accessible online on the University's website.

✓ Analysis of the state of facts:

Complementing the institutional transparency framework provided by ASE and CSUD, the CSIE and SDIE faculties actively participate in disseminating this information through their official websites. This practice supports a clear, continuous, and accessible institutional communication process, designed to ensure that all stakeholders are adequately informed about relevant aspects concerning the organization and operation of the doctoral program. At the same time, this form of public visibility contributes to strengthening academic transparency and reinforcing the relationship between the institution and the external environment.

Home - Bucharest Academy of Economic Studies, https://doctorat.ase.ro/, Faculty of Cybernetics, Statistics, and Economic Informatics – Bucharest Academy of Economic Studies, Doctoral School of Economic Informatics – Doctoral School of Economic Informatics

The indicator is fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

✓ Presentation of the state of facts:

Within ASE, transparency in decision-making processes is an essential institutional principle, supported by the promotion of open, consistent, and honest communication with all categories of stakeholders. This orientation is also reflected in the Internal Regulations, approved by the ASE Senate through Resolution No. 25/29/03/2017, which provides the necessary regulatory framework for a decision-making process based on clarity, accessibility, and institutional accountability. In this context, institutional information and communication mechanisms are designed to ensure the timely and

appropriate dissemination of relevant information to members of the academic community and other stakeholders.
Regarding the activities of doctoral programs, decisions adopted by the CSUD and the SDIE that are generally applicable to all doctoral students are published on the official website of IOSUD-ASE. In the case of individual decisions, these are communicated directly via email to both the doctoral advisor and the doctoral student concerned. This differentiation of communication channels ensures, on the one hand, public information on matters of general interest, and on the other hand, the appropriate transmission of information regarding specific situations.

✓ Analysis of the state of facts:

Decision-making transparency at the ASE, CSUD, and SDIE levels is thus based on the publication of decisions, unrestricted access to internal regulations, and the constant provision of information to all stakeholders. These practices contribute not only to ensuring the coherence of the regulatory and procedural framework but also to strengthening trust in the fairness, predictability, and openness of decision-making within the doctoral academic environment.

The indicator is fulfilled.

Criterion C.8. Participation in external evaluation processes, according to the law

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

✓ Presentation of the state of facts:

The first evaluations of ASE's degree programs, conducted by the CNEAA (National Council for Academic Evaluation and Accreditation of Romania), took place in 1995, and the first evaluation of doctoral programs took place in 2002. The DSUD was evaluated periodically in 2021, thereby obtaining the rating of "accreditation maintained" according to the ARACIS - dated October 28, 2021. In accordance with procedures, three years later the interim evaluation report was submitted, in which the implementation of the recommendations resulting from the 2021 evaluation process was analyzed.

✓ Analysis of the state of facts:

The ARACIS approval obtained in 2021 is valid until October 28, 2026, the higher education institution complied with the applicable provisions by submitting the evaluation request at least six months before the expiration of the validity period. The impact of the external evaluation on the development of the SDIE is reflected in the ways in which the recommendations were implemented. These were presented in the Internal Evaluation Report and the Interim Evaluation Report and were subsequently verified during the on-site visit.

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS	Weaknesses:
✓ An interdisciplinary, well-structured curriculum adapted to current learning requirements, integrating modern elements of Business Intelligence with advanced methods of quantitative and qualitative data analysis;		✓ Bureaucracy and partial functional integration between IT applications and platforms that can slow down decision-making processes; ✓ Limited financial resources for development and investment;

✓ A well-defined organizational structure and clearly established processes; ✓ Infrastructure suitable for carrying out institutional activities and modernized, accessible facilities; ✓ A faculty with international recognition, expertise, and specific skills in teaching and research; ✓ Capacity for innovation and adaptation to change; ✓ Well-defined assessment and feedback systems for monitoring student progress; ✓ Support and counseling programs for doctoral students; ✓ Financial support for doctoral students' participation in international conferences, mobility programs, or the publication of articles in WoS journals; ✓ Functional quality control and management systems.		✓ PhD supervisors with a relatively small number of doctoral students under their supervision; ✓ Disparities in the level of preparation and engagement of doctoral students; ✓ Low number of theses written and defended in English; ✓ Varying levels of engagement with and understanding of quality management among doctoral supervisors and doctoral students; ✓ The predominantly local and theoretical orientation of research topics, which impacts international visibility; ✓ The process of evaluating faculty members who teach at doctoral schools is conducted by doctoral students only at the CSUD and SDIE levels.
SWOT analysis		
Opportunities: ✓ Analysis of the possibility of including elective courses in the structure of the program based on advanced university studies; ✓ Recognizing Economic Informatics as a priority field through the National Strategy for Research, Innovation, and Smart Specialization 2022–2027 developed by the Ministry of Research, Innovation, and Digitalization; ✓ Developing partnerships with universities within and	**EXTERNAL FACTORS**	**Threats:** ✓ Instability in the economic and geopolitical environment, which may lead to underfunding of education and academic scientific research; ✓ National demographic decline; ✓ Possible lack of adaptability to the diverse needs of students and rapid changes in the labor market; ✓ Competition with other prestigious universities abroad;

outside the EU and increasing ASE's international visibility in global rankings; ✓ Increasing transparency and accountability requirements that can lead to improvements; ✓ Implementation of digital technologies to optimize the educational process; ✓ Access to external funding and national or international collaboration programs; ✓ Using educational data and analytics to personalize the learning process; ✓ Development of an organizational culture focused on excellence and performance; ✓ Increasing transparency and trust in the quality of the educational process.		✓ Insufficient financial resources for the internationalization of doctoral programs; ✓ Resistance to change on the part of some doctoral students or faculty members; ✓ The intensification of the process of relocating Romania's small ICT industry abroad; ✓ Risks related to data security and integrity in quality control systems.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	**F**	
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	**F**	Develop and strengthen the alumni network at the SDIE level to obtain constant feedback and improve relations with the socio-economic environment.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
3.	**I.P.A.2.1.1** The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	**F**	
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	**F**	
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	**F**	
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	**F**	It is recommended to intensify the internal promotion of available training programs and opportunities offered through mobility programs, with a view to encouraging greater participation by doctoral supervisors in these professional development activities.
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	**F**	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	**F**	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	**F**	
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European	**F**	Continuing consultations with the professional, institutional, and business communities to adapt research topics to economic priorities and emerging research themes.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	Skills, Competences and Occupations (ESCO).		
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	**F**	Continuous evaluation of the content of course syllabi to include relevant and current case studies, as well as practical examples from the business environment, with the aim of continuously improving the activities Scarried out within the SDIE and to support active learning.
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	**F**	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	**F**	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	**F**	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	**F**	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	**F**	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	**F**	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	**F**	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	**F**	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions	**F**	Intensify efforts to attract and include foreign specialists in the thesis

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	supporting mobility of the members of its own community and collaboration in academic and research activities.		advisory and academic integrity committees to strengthen the scientific support provided to doctoral students in their research activities.
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	**F**	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	**F**	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	**F**	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	**F**	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	**F**	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	**F**	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	**F**	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	**F**	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	**F**	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	**F**	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	**F**	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	**F**	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	**8**	**0**	**0**
Domain B. Educational efficacy	**14**	**0**	**0**
Domain C. Quality management	**10**	**0**	**0**
Total	**32**	**0**	**0**

For the doctoral program in Economic Informatics, organized within the SDIE at IOSUD - ASE Bucharest, the level of fulfilment of the indicators by evaluation area is:

- Domain A. Institutional Capacity 100%;
- Domain B. Educational Effectiveness 100%;
- Domain C. Quality Management 100%.

VI. Conclusions

Following the visit to the Bucharest Academy of Economic Studies, the ARACIS External Evaluation Commission for the Doctoral Program in ***Economic Informatics*** unanimously decided ***to maintain accreditation*** for the Doctoral Study Domain in Economic Informatics**.**

Last Name and First Name	Verdict proposed by the members of the evaluation committee	Expert's signature
Expert evaluator - Prof. univ. dr. Marian Pompiliu CRISTESCU	*Maintain accreditation*	
International expert - Prof. univ. dr. Victoria GANEA	*Maintain accreditation*	
PhD Student evaluator - Antonia PĂTRAȘCU	*Maintain accreditation*	

Propose and substantiate a decision.

Following the completion of the accreditation[3]/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

a) **maintaining accreditation** (MAC);

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.

- ✓ Schedule for the external quality assessment visit of the Doctoral Program in Economic Informatics, March 18–20, 2026;
- ✓ Minutes of the meetings held during the visit.

- ✓ AS1 - Research activity of doctoral students and doctoral supervisors, members of SDIE, during the period 2021-2025;
- ✓ AS2 - Dynamics of the evolution of the number of doctoral students during the period 2021-2025;
- ✓ AS3 - Evolution of the number of doctoral supervisors, affiliated with SDIE, during the period 2021-2025;
- ✓ AS4 - Situation of mobilities carried out by doctoral students and doctoral supervisors, members of SDIE, during the period 2021-2025

[3] When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.