



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

Higher Education Institution/Education Provider Organization:	Bucharest University of Economic Studies
Doctoral School:	International Business and Economics
Doctoral Domain:	International Business and Economics
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

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

The external evaluation report was prepared by the ARACIS Commission of experts in external quality assessment during the visit held from 18.03.2026 to 20.03.2026, for the periodic evaluation of the Economics and International Business doctoral study domain (DSUD EAI) at Bucharest University of Economic Studies, International Business and Economics.

- description of the higher education institution

Established by Royal Decree No. 2978 of April 1913 and published in the Official Gazette of Romania on April 13, 1913, under the name "Academy of Higher Commercial and Industrial Studies", the Bucharest University of Economic Studies (ASE) is a higher education institution that has undergone continuous transformation throughout its history. Today, it operates as a university of advanced research and education, offering bachelor's, master's, doctoral, and postdoctoral programs, conducting scientific research, and accessing national and European funding.

The university is headquartered at 6 Romana Square, Sector 1, Bucharest, Romania, official website: www.ase.ro. ASE communicates relevant information to students, graduates, and employers through social media platforms such as LinkedIn, Facebook, and Instagram.

ASE operates under its University Charter, approved by the University Senate and endorsed by the Ministry of Education and Research, in compliance with national legislation and aligned with European higher education policies.

The university's mission is to provide advanced education and research, preparing future-oriented professionals capable of contributing to the development of an innovative socio-economic environment in a global context shaped by accelerated digital transformation. This mission is pursued through four main pillars: a) Education, b) Advanced Research, c) Collaboration with the socio-economic environment, d) Internationalization.

ASE functions in accordance with the Romanian Constitution, national legislation, and internal regulations. Its organization and governance are based on core principles such as university autonomy, academic freedom, student-centered education, recognition of the teaching staff's role, public accountability and social responsibility, quality assurance, fairness, managerial and financial efficiency, transparency in decision-making, subsidiarity, respect for the rights and freedoms of the university community, partnership with institutional and socio-economic stakeholders, independence from political, religious, or ideological influences, and the promotion of national and international mobility.

The university currently comprises 13 faculties, organized into academic departments, 13 Doctoral Schools, research centers, and university extensions. These structures deliver bachelor's, master's, doctoral, postdoctoral, postgraduate, and continuing professional development programs, alongside independent scientific research activities. The university also includes the Department for the Training of Teaching Staff. ASE undergoes external quality evaluation procedures in accordance with the law, ensuring the authorization and accreditation of study programs and fields at both institutional and program levels, covering initial education, continuous training, and lifelong learning.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Doctoral University Study Field (DSUD) "International Business and Economics" was initiated in 1997 and constitutes a fundamental pillar for understanding and modeling economic interactions on a global scale. The doctoral field "Economics and International Affairs" is in continuous development, both in terms of the teaching staff who have requested accreditation in this field, the number of doctoral supervisors currently affiliated with the

doctoral school associated with the field, and the number of doctoral students (including from abroad) who choose to enroll and complete doctoral research programs in this field.

The total number of doctoral theses currently under the coordination of the 23 doctoral supervisors is 81 theses. During the period 2021 – 2025, 94 doctoral theses were defended in this doctoral field, of which 23 theses were in English. Doctoral studies are organized in 4-year cycles, with the possibility of extension of a maximum of 2 years under the conditions stipulated by the legislation in force and the ASE regulations. Students are organized according to the form of education (full-time, part-time), the form of financing (budget with scholarship, budget without scholarship and fee). Starting with the 2025-2026 academic year, ȘDEAI has proposed two types of doctoral studies: a scientific doctorate (with places on the budget with scholarship and places on fee, full-time) and a professional doctorate (with places on the budget without scholarship and places on fee, reduced attendance). The international visibility of the ȘDEAI community is given by the publication of articles in prestigious journals, the participation of doctoral supervisors in international conferences, the publication by doctoral students of articles in relevant academic journals and their participation in international conferences relevant to the doctoral field. To support international mobility and the development of research skills, funding sources for doctoral mobility to universities abroad have been diversified, by including funds allocated from the CSUD budget, alongside funding provided through the Erasmus+ program.

II. Methods used

- [Analysed documents \(internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data\);](#)

During the external quality evaluation of the International Business and Economics doctoral program (DSUD EAI), the Internal Evaluation Report (IER) and its annexes were analyzed. During the on-site visit, the commission requested and additionally examined documents demonstrating the professional and personal development of the academic and administrative staff involved.

LIST OF ANNEXES – SDEAI

Annex 1a: WoS articles published by SDEAI members

Annex 1b: Participation in WoS-indexed international conferences

Annex 2: Articles published by SDEAI PhD students (2020–2025)

Annex 3: Articles presented by SDEAI PhD students at international conferences (2020–2025)

Annex 4: Minutes of CSD-EAI decisions (2024–202_) (*year seems incomplete in original*)

Annex 5: Fulfilment of CNATDCU criteria by SDEAI members

Annex 6: SDEAI – List of lectures delivered by foreign professors

Annex 7: SDEAI – List of foreign academic staff involved in doctoral supervision committees

Annex 8: SDEAI – List of foreign academic staff involved in thesis defense committees

Annex 9: SDEAI – List of international mobility activities

Annex 10: Situation of theses defended in English at SDEAI

Annex 11: List of PhD students who participated in international mobility programs

Annex 12: PhD student satisfaction survey questionnaire – SDEAI

Annex 13: Results and interpretation of the PhD student satisfaction survey – SDEAI

Annex 14: List of PhD student information events

Annex 15: PhD student activity evaluation form – SDEAI

Annex 16: List of SDEAI teaching staff delivering specialized courses

Annex 17: List of members of the Doctoral School Council (EAI)

Annex 18: List of members of the ASE Advisory Board

Annex 19: Agenda of the ASE Advisory Board

Annex 20: List of PhD students' participation in international conferences (2024–2025)

Annex 21: List of articles published by SDEAI PhD students (2024–2025)

Annex 22: Archive of Annex 1 to the Individual Training Plan (PID) – SDEAI PhD students (2024–2025)

Annex 23: DSUD EAI specialization sheet and competency grids for the doctoral field

Annex 24: REI Advisory Board

Annex 25: Students who requested interruption of doctoral studies (2024–2025)

Annex 26: Students who requested extension of doctoral studies (2024–2025)

Meetings were held with the university leadership at the International Business and Economics doctoral school, the team that prepared the internal evaluation report, 8 doctoral supervisors, 8 graduates of the Economics and International Business Phd Program, employers of master's program graduates representing 8 companies/organizations/institutions, 10 doctoral students, representatives of research centers/laboratories, members of the University Ethics Committee, and representatives of organizational structures responsible for quality assurance and quality evaluation commissions at ASE and at the International Business and Economics

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);
- During the visit, the following spaces and facilities were inspected: the ASE doctoral school director's office prof. dr. Mirela Aceleanu, the EAI doctoral school director's office prof. dr. Cristian Paun, lecture halls (1202, 1201), seminar rooms/laboratories, library, loan room, reading rooms 0116, and book storage, Department of International Business and Economics, Room 1421 M. Eminescu, CSUD Secretariat, workspaces for doctoral students, doctoral supervisors (B704), and doctoral school leadership (B607), as well as the ASE canteen.

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. Organisational components and institutional processes

The HEI has organisational 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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

ASE has a clear and sustainable institutional structure, with an efficient governance system, adequate material, financial and human resources, and transparent management mechanisms, including for student representation. The main structures (University Senate, Board of Directors, faculty councils, CSUD, department and doctoral school councils) operate in accordance with the Charter and internal regulations, and the Rector, confirmed by OME no. 3923/28.02.2024, manages the executive activity based on a management contract. The fundamental documents are approved by the Senate and published on www.senat.ase. DSUD EAI, coordinated by the Director and the Doctoral School Council (CŞD), operates in accordance with the ASE Charter and Internal Regulations. The doctoral program

is managed by CSUD, and the activity is carried out on the basis of a solid regulatory framework, periodically updated according to the legislation and recommendations of ARACIS and CNATDCU.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The organizational structure of the Doctoral School of International Business and Economics ensures efficient coordination of academic and administrative activities, with well-defined responsibilities. The complex but well-defined procedural framework contributes to the coherent, transparent and compliant conduct of managerial and academic processes.

- ✓ Aspects that constitute best practice examples
Continuous monitoring of the regulatory framework and permanent updating of specific documents. Maintaining an organizational culture oriented towards compliance and quality.
- ✓ Recommendations
Maintaining compliance with the ASE Charter, the Organization and Operation Regulations and other applicable regulations, in order to consolidate efficient and sustainable management of the doctoral program.

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* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

In ASE, the development and modification of methodologies, regulations and procedures is carried out through the involvement of specialized and special committees of the Senate, which substantiate, analyze and approve the regulations according to their field of competence. The committees meet periodically or whenever necessary, examine draft documents and proposed amendments, monitor the activity of the executive and administrative management and draw up specific reports. The special committees, which are temporary in nature, resolve specific issues, and their composition also includes student representatives. The results of the activity are embodied in decisions of the Senate, published on its website. Amendments to the ASE Charter are subject to public consultation within the university community before approval by the Senate and approval by the MEC. In addition, the External Advisory Council, formed by personalities from the public and private sectors, conducts periodic assessments regarding the fulfillment of the institution's mission and vision and offers strategic recommendations for improving performance. Within the Faculty of International Business and Economics, the adoption and revision of methodologies, regulations and procedures is carried out through a participatory mechanism, involving the Faculty Council, doctoral supervisors, doctoral students and other stakeholders, including the Faculty Advisory Council. The Senate committees include representatives of teaching staff and students, and the CŞD and CSUD have a central role in aggregating opinions and formulating proposals. Consultation takes place through periodic meetings and working groups, and observations are integrated into the final documents, in accordance with ARACIS legislation and regulations.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Active involvement of stakeholders ensures policies and procedures adapted to the needs of the academic community and the socio-economic environment. Doctoral students participate in the

* The faculty, department, subsidiary, extension - hereinafter "organisational components"

decision-making process, doctoral supervisors are consulted, and student and graduate feedback contributes to the adjustment of programs and regulations. Collaboration with the economic environment allows the integration of employer requirements into the professional training of doctoral students.

✓ **Aspects that constitute best practice examples**

Organizational culture based on consultation and consensus.

Systematic integration of feedback into final documents.

Permanent alignment with the legislative framework and ARACIS standards.

✓ **Recommendations**

Expanding collaboration with the socio-economic environment.

Periodic review of regulations based on structured consultation.

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, supported by documents and data (documents preferably included through links in the body of the IER)**

ASE has a material base adequate for research, education and administrative processes. The education and research spaces correspond qualitatively in terms of surface and volume, equipment and technical condition, to the safety principles and hygiene and sanitary norms in force. In recent times, systematic investment has been made in the development of the material base, for the smooth conduct of activities, currently most of the spaces are renovated, rehabilitated and modernized, in accordance with the requirements of higher education.

The university offers dining facilities (Moxa and Cihoschi canteens) and spaces for extracurricular activities, all accessible to people with disabilities, with specific features such as a mobile ramp, elevator, adapted bathroom, parking spaces and a noticeboard for people with visual impairments.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The teaching and research activity of the study programs is carried out in educational spaces owned by the university - classrooms, amphitheatres, seminar rooms, laboratories - appropriately equipped with computer technology, multimedia systems (video and overhead projectors, projection screens, smart boards, etc.) (Surface area relative to the number of seats). The material base of the Doctoral School of International Business and Economics, ensures the conduct of academic and research activities at appropriate standards, with buildings accessible to people with disabilities. The school has rooms dedicated to management (B607), doctoral students and doctoral supervisors (B604) and for courses (0333), equipped with computers and all-in-one digital displays, and doctoral students and supervisors have access to all ASE rooms. The ASE library offers access to numerous digital resources.

✓ **Aspects that constitute best practice examples**

Dedicated spaces for management, doctoral students and courses, equipped with modern technology (computers, all-in-one digital display).

Infrastructure accessible to people with disabilities (ramps, elevator, adapted bathrooms, special parking spaces).

Transparency and public records of the infrastructure – detailed presentation of the spaces and facilities, supported by documents and virtual tour (<https://turvirtual.ase.ro/>, <https://da.ase.ro/lista-cladiri-accesibilizari/>).

✓ Recommendations

Collaboration with specialized university structures to facilitate access for SD members and doctoral students to spaces intended for teaching, research and administrative activities.

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.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The teaching/seminar rooms have technical equipment, corresponding to the current stage of development of scientific knowledge of learning, teaching and communication that facilitates the activity of the teaching staff and the receptivity of each doctoral student (video projector, computer, projection screen, videoconferencing equipment, video camera, cisco router, workstations). At the doctoral school level, there are spaces arranged for wireless access to the Internet, the software applications used are licensed for both basic software (operating systems, antivirus programs), specialized software (SPSS, CIEL, EVIEWS, SAS/R), and for application software (Microsoft Office suite, MS Sharepoint, MS SQL Server, other dedicated programs: SPSS, Stata, Matlab, Rstudio, Anaconda, etc.). During the visit, it was noted that the ICT infrastructure and e-Learning platforms are managed efficiently and are permanently maintained in a proper operating state. In the ASE libraries there are a sufficient number of subscriptions to Romanian and foreign publications and periodicals or to databases specific to academic literature in the field.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The teaching and study spaces (libraries, laboratories) at the doctoral school level offer doctoral students in the field of International Business and Economics optimal conditions for study and research. High-speed internet, licensed data analysis software, databases, etc. All these technical facilities and ICT infrastructure at appropriate standards offer doctoral students the opportunity to develop advanced research that can then be capitalized on and published in prestigious international academic journals and included in doctoral theses defended within the doctoral school.

✓ Aspects that constitute best practice examples

Modern equipment of all classrooms and laboratories, in accordance with curricular requirements. Periodic verification of movable and immovable assets and interventions of technical and administrative structures to remedy defects ensure the optimal functioning of the infrastructure and the continuity of academic activities.

✓ Recommendations not the case

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
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	has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
✓	<p>Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)</p> <p>ASE has the necessary human resources to organize and conduct the evaluated doctoral university studies. The recruitment of teaching staff for teaching and research positions is carried out in accordance with the National Competition Framework Methodology and the Competition Methodology for filling vacant teaching positions within ASE.</p> <p>Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled</p> <p>The human resource involved in the teaching and research activity of DSUD EAI is made up of teaching staff with relevant experience in the field of doctoral school and related areas. DSUD EAI has 23 members, of which 21 from the Faculty of International Economic Relations of ASE, 1 member from the University of Oradea and 1 member from the "Ovidius" University of Constanța. Of the 23 members, 15 members entered DSUD EAI through habilitation in the field of "Economics and International Affairs" (65.2%), as a result of meeting the criteria imposed by IOSUD to be part of the doctoral school and completing the habilitation process. Currently, over 90% of the doctoral supervisors in DSUD EAI meet the CNATDCU criteria.</p>
✓	<p>Aspects that constitute best practice examples</p> <p>High standard of teaching and research process within DSUD EAI, standard that evolves positively from year to year.</p> <p>Recognition of the value of the doctoral school and the full integration of doctoral students into the international scientific community.</p>
✓	<p>Recommendations</p> <p>Attracting teaching staff in the training process and/or doctoral supervisors with international experience to increase the diversity and competitiveness of DSUD EAI</p> <p>Attracting new doctoral supervisors who meet the demanding requirements for affiliation to the doctoral school.</p> <p>The indicator is: fulfilled</p>

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
✓	<p>Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)</p> <p>ASE ensures the professional and personal development of staff through structured programs, adapted annually to academic and administrative needs. Training includes: adaptation to job requirements, participation in national and international courses, internships, mobilities through European projects (e.g. Erasmus+, POCU, ROSE), involvement in research projects and participation in international conferences. Activities organized by ASE are funded by the university and considered working time, and staff can initiate mobilities and participate in training with partial or full funding. Implementation of an annual professional training plan developed based on proposals submitted by departments and faculties, centralized at the Human Resources Directorate level and approved by the Board of Directors.</p>
✓	<p>Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled</p> <p>At the level of DSUD EAI, training programs dedicated to the development of scientific research skills were carried out, focusing on the integration of quantitative and qualitative methods in research in the field of economic sciences, identifying research funding opportunities, using advanced research tools made available through the ASE Library Platform, using advanced tools (AI, advanced search engines, software for reviewing specialized literature) as well as capitalizing on the results by publishing in international journals. The activities were supported by Romanian and international trainers and were open to both teaching staff and doctoral students from DSUD</p>

EAI. PhD supervisors from DSUD EAI actively participate in prestigious international conferences, are affiliated with prestigious professional associations in the country (AGER, SOREC, ASPEN Institute) and abroad, are members of editorial boards in journals associated with the faculty, and actively participate in international teaching or continuing education mobilities

✓ **Aspects that constitute best practice examples**

Professional training is carried out both at the initiative of ASE and at the initiative of the staff, with the possibility of full or partial financing from the university budget.

In the case of courses organized by ASE, all costs are borne by the institution, and the participation of the staff is considered working time.

Participation in international conferences, publication in indexed journals and involvement in editorial teams facilitate the dissemination of research results, academic collaboration and the strengthening of the reputation of DSUD EAI at national and international levels.

✓ **Recommendations** not the case

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The entire teaching staff of DSUD EAI complies with the legal requirements for occupying positions, according to the national and internal methodologies of ASE (Competitions for hiring teaching staff). The positions are public, and the selection procedures are transparent and non-discriminatory. The management staff (rector, vice-rectors, dean, department directors, CSUD director, DSUD EAI director) is tenured, elected or appointed according to the legal framework. Doctoral supervisors are affiliated with DSUD EAI based on a rigorous analysis of the fulfillment of the conditions of habilitation and affiliation to the doctoral school, followed by the endorsement in the DSUD EAI and the approval in the DSUD EAI Council, CSUD, Board of Directors and Senate ([Regulament DSUD](#)).

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

ASE and DSUD EAI fully comply with national and internal regulations regarding teaching and management staff, with transparent procedures for filling positions ([Metodologia de concurs pentru ocuparea posturilor didactice vacante din cadrul ASE](#)). Transparency is ensured by posting competitions and sending candidates' files for consultation to DSUD members. The election of the DSUD EAI Director, DSUD Council members and CSUD members is carried out according to internal procedures (e.g. PO_CSUD-08, 2024–2029).

✓ **Aspects that constitute best practice examples**

The procedures for filling positions and affiliation of doctoral supervisors comply with the legislation in force

The affiliation of doctoral supervisors is carried out through transparent procedures, involving multiple successive approvals, at levels of competence (SDC Council, CSUD, Board of Directors, Senate), which confers legitimacy to decisions and strengthens academic governance.

✓ **Recommendations**

Maintaining the transparency of the election, recruitment and selection process to ensure increased trust in institutional mechanisms and to promote a fair academic climate.

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.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The digital transformation process at ASE aims to simplify administration and increase the quality of services for the academic community and third parties. All IT and communication systems are centralized and interconnected, and new applications are registered and integrated into this framework. ASE uses digital platforms for online admission, payments, accommodation, faculty and student evaluation, as well as for feedback on student life. School fees are communicated and can be paid through various methods, including the ASE online platform. The network infrastructure includes high-performance equipment, and e-learning platforms, digital libraries and international databases facilitate teaching, research and academic collaboration. The secretariat and management of the DSUD EAI use applications for admission, records of doctoral students and monitoring of activities, and international mobilities are managed through <https://deplasari.ase.ro/>

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

ASE uses the University Management Information System – SIMUR which contains all data on tuition and information on the tuition fee regime and the status of their payment, including in a personalized regime accessible to each student, through the Student Personal Page application. Digital transformation simplifies administrative procedures and increases the efficiency of services. DSUD EAI uses platforms for doctoral registration and admission, online application submission, activity scheduling and reporting of doctoral progress through dedicated portals. Anti-plagiarism applications and database management for research activity increase academic integrity and process transparency (Turnitin Program).

✓ Aspects that constitute best practice examples

Integrated digital platforms for teaching staff and doctoral students: online admission, progress reporting, anti-plagiarism checking and international mobilities (<https://deplasari.ase.ro/>), which facilitate fast and secure access to resources and services.

✓ Recommendations

Completion of implementation of the new university management software, SIMUR 3, allows for the complete digitalization of the school record keeping process, ensuring faster and more accurate data management, reducing processing time and minimizing administrative errors, for the benefit of students, faculty and the institution as a whole.

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*

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,
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* 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.

teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral programs within the Doctoral School of International Business and Economics (DSUD EAI) of the Bucharest University of Economic Studies are organized in accordance with the National Qualifications Framework, ASE regulations and the standards of ARACIS. The programs are structured using the European Credit Transfer and Accumulation System (ECTS), requiring the accumulation of 240 credits through advanced training courses and research activities. The curriculum includes common methodological courses and specialized courses coordinated by Gheorghe Hurduzeu and Dumitru Miron. Each discipline has a course file updated annually, and doctoral activity is organized through an Individual Doctoral Plan that includes research, publications, conferences and academic mobility. Starting with the 2025–2026 academic year, doctoral candidates may choose between a scientific and a professional doctoral program.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
- ✓ The structure of the doctoral programs ensures coherence between learning outcomes, training activities and research. The use of ECTS credits, the existence of updated course documentation and the Individual Doctoral Plan support transparency and monitoring of doctoral training.
- ✓ **Aspects that constitute best practice examples**
The organisation of two common courses at CSUD level, taught bilingually (Romanian–English), with the participation of guest lecturers from international partner universities — a practice that ensures the standardisation of training quality and the international openness of the programme;
The introduction of the part-time professional doctoral programme, as a response to the demands of the economic and social environment, representing a curricular innovation with high potential for national impact;
The annual updating of course syllabi, as an institutionalised mechanism for ensuring the relevance and quality of doctoral content.
- ✓ **Recommendations**
The continued integration into the curriculum of emerging trends in the field: global governance, digital economics, sustainability, and advanced quantitative and qualitative research methods.
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, supported by documents and data (documents preferably included through links in the body of the IER)**
Within the Doctoral School of International Business and Economics of the Bucharest University of Economic Studies, the expected learning outcomes of the doctoral program “International Business and Economics” are designed to develop advanced research and professional competencies relevant to the economic field. These outcomes are aligned with national occupational standards through COR and with the European framework European Skills, Competences, Qualifications and Occupations (ESCO). The curriculum is periodically updated through consultations with stakeholders and the Advisory Council, ensuring that research topics and competencies reflect labour market needs.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The expected learning outcomes are structured according to knowledge, skills and responsibility/autonomy and are correlated with the competencies required by occupations included in the ESCO classification. The program emphasizes research ethics, advanced methodological skills and the ability to analyse complex economic phenomena.
- ✓ Aspects that constitute best practice examples
The dual COR–ESCO anchoring of learning outcomes, ensuring the compatibility of the qualification at both national and European level, thereby facilitating the recognition and mobility of graduates;
The valorisation of topics proposed by the economic and social environment as direct sources for the professional doctoral admission competition, creating a concrete bridge between doctoral research and the real needs of the economy.
- ✓ Recommendations not the case
The indicator is: fulfilled

Criterion B.3. Student-centred 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.
<ul style="list-style-type: none"> ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) Within the Doctoral School of International Business and Economics of the Bucharest University of Economic Studies, teaching strategies are based on student-focused learning principles, encouraging autonomy, flexible learning and adaptation to doctoral research topics. Teaching activities follow the Schedule of Doctoral Study Programs approved by the ASE Senate and are supported by annually updated curricula and discipline sheets. Learning activities include modular courses, individual study, teamwork and the use of the Blended Learning Platform, while feedback from doctoral students is collected through evaluation questionnaires. ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled Teaching activities integrate interactive seminars, research presentations, mentoring by doctoral supervisors and blended learning tools, supporting active involvement and the development of research competencies. Continuous feedback mechanisms contribute to improving teaching practices. ✓ Aspects that constitute best practice examples The implementation of an institutionalised doctoral student feedback system — through periodic surveys and the Course Support Evaluation Questionnaire — with the results being used to adapt teaching materials, demonstrating a genuine commitment to continuous improvement; The integration of peer review sessions into teaching activities, through which doctoral students present preliminary research findings and receive constructive feedback from peers and academic staff — a practice consistent with international standards of doctoral training. ✓ Recommendations not the case 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.
<ul style="list-style-type: none"> ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) 	

Doctoral students of the Doctoral School of International Business and Economics (DSUD EAI) benefit from multiple opportunities to participate in academic mobility programmes, both with physical and virtual presence. These opportunities are ensured through institutional mechanisms coordinated by the Erasmus+ Service of ASE, which manages Erasmus+ agreements, mobility programmes for students and academic staff, and the recognition of study periods completed abroad. Academic mobility is organized in accordance with the Regulation on student mobility within the ERASMUS programme and similar programmes, the ASE Charter, and the Internal Norms of the Council for Doctoral University Studies regarding the participation of doctoral students in international mobilities.

Doctoral students may access funding from several sources, including Erasmus+ funds, the CSUD budget, research project funds, as well as other sources such as personal contributions, sponsorships or donations. Information on mobility opportunities and procedures is made available through institutional platforms and communication channels

- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)

The institutional framework provides structured and transparent access to academic mobility opportunities for doctoral students. Participation in international mobility programmes is encouraged and, for doctoral students financed from the state budget, it is included as part of their doctoral study obligations. These mobilities allow doctoral students to develop research skills, expand international academic networks and increase the visibility of their research results. The existing regulations and institutional support mechanisms demonstrate that the doctoral school actively facilitates participation in international academic mobility programmes.

- ✓ [Aspects that constitute best practice examples](#)

The mandatory nature of mobility, stipulated in the annex to the doctoral studies contract; Centralised and transparent administration through the ASE Erasmus+ Office.

- ✓ [Recommendations](#)

The expansion of bilateral agreements with specialised institutions within the European and international space.

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
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The Doctoral School of International Business and Economics (DSUD EAI) promotes equal opportunities for doctoral students through an institutional framework that ensures equitable access to educational and research resources, such as the library, study spaces, specialized software and digital platforms. Doctoral students benefit from mentoring activities, academic guidance and flexible doctoral pathways adapted to their individual research plans, with the support of doctoral supervisors and guidance committees. At the institutional level, ASE provides additional support through structures such as the Career Counselling and Guidance Centre (CCOC) and the Department for Teaching Staff Training (DPPD), which offer psychological counselling, career guidance and academic support services. The university also implements the Social and Academic Inclusion procedure for students with disabilities and special educational needs, ensuring accessibility to educational resources and university facilities.

- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)

The institutional policies and support mechanisms implemented at the level of ASE and DSUD EAI ensure equitable access to educational resources, academic support and professional development opportunities for doctoral students, regardless of gender, age, socio-economic background or other characteristics that could lead to discrimination. Student representation structures actively participate in decision-making processes within DSUD EAI, contributing to the development of an inclusive academic environment that supports the academic and research development of doctoral students.

✓ **Aspects that constitute best practice examples**

A formalised institutional procedure for the inclusion of doctoral students with disabilities, with regulated curricular adaptation;

A dedicated unit within the CCOC serving as an operational interface between doctoral students with special needs and academic structures.

✓ **Recommendations not the case**

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, supported by documents and data (documents preferably included through links in the body of the IER)**

The Doctoral School of International Business and Economics (DSUD EAI) ensures doctoral students' access to a wide range of educational resources and support services through the digital and institutional infrastructure of the Bucharest University of Economic Studies (ASE). Doctoral students benefit from access to the ASE Online Library, the ASE Library Catalogue, and electronic scientific databases and journals, which provide full-text academic materials necessary for research activities. The Blended Learning@ASE platform supports teaching and learning activities by enabling access to course materials, communication with teaching staff and the organization of academic activities in digital format. In addition, guidance sessions and workshops are periodically organized to support doctoral students in the efficient use of bibliographic resources and research tools. Academic and professional counselling services are provided through the Career Counselling and Guidance Centre (CCOC) and the Department for Teaching Staff Training (DPPD), while the Research and Innovation Management Directorate offers anti-plagiarism checking services and training related to research ethics. For students with special educational needs, the Department for Students with Disabilities within CCOC provides individualized counselling and collaborates with teaching staff and administrative structures to ensure an accessible and inclusive learning environment.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The educational resources, digital platforms and support services available at ASE provide a comprehensive and integrated framework that supports the learning and research activities of doctoral students. Access to international scientific databases, digital learning platforms and anti-plagiarism tools contributes to the development of research skills and promotes academic integrity. At the same time, the institutional mechanisms dedicated to inclusion and accessibility ensure equitable participation in academic activities for all doctoral students, including those with special

educational needs. These elements demonstrate that the organizational component effectively supports access to learning resources and services tailored to individual needs.

✓ **Aspects that constitute best practice examples**

The Blended Learning@ASE platform, fully integrated into the doctoral process, with access to teaching materials and activities configured per discipline;

An institutional plagiarism detection service with dedicated training, as a tool for strengthening academic integrity culture;

A specialised unit for students with disabilities within the CCOC, providing individualised counselling and direct coordination with academic staff.

✓ **Recommendations**

The periodic updating of resource utilisation workshops, incorporating modules on artificial intelligence tools in research and research data management.

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Within the Doctoral School of International Business and Economics at the Bucharest University of Economic Studies, learning outcomes are clearly defined in the Skills and Learning Outcomes Sheet and reflect the theoretical, methodological and applied competencies developed during doctoral studies. The program combines advanced training courses coordinated by CSUD and the doctoral school with an Individual Scientific Research Program (PID). Learning outcomes and evaluation requirements are transparent and accessible, while assessment includes written examinations, scientific publications, participation in conferences and compliance with the criteria established in the institutional regulations for doctoral studies.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The learning outcomes are clearly formulated and integrated into both the curriculum and the individual research program, ensuring the development of advanced professional and research competencies. The use of course documentation, performance indicators and transparent evaluation procedures allows both doctoral students and teaching staff to understand the expectations regarding course content and research performance.

✓ **Aspects that constitute best practice examples**

The integration of learning outcomes into both the structured coursework and the Individual Scientific Research Program (PID), ensuring coherence between theoretical training and individual research trajectories;

The transparency of evaluation requirements — covering written examinations, scientific publications and conference participation — reflecting a multi-dimensional assessment framework aligned with international doctoral standards;

The formalised use of the Skills and Learning Outcomes Sheet as a clear and accessible instrument for communicating competency expectations to both doctoral students and academic staff.

✓ **Recommendations** not the case

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.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
 Within the Doctoral School of International Business and Economics of the Bucharest University of Economic Studies, learning outcomes are verified through examinations and continuous assessment. At the end of the first semester of the first doctoral year, doctoral students take written exams for the courses included in the advanced training program, with results recorded in the Progress Report. Research activity is monitored annually through progress reports presented to the doctoral supervisor and the guidance committee. The final evaluation includes plagiarism checking, public pre-defence and the public defence of the doctoral thesis.
 - ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
 Learning outcomes are assessed through course exams, annual progress reports and the final thesis defence. These procedures ensure continuous monitoring of doctoral students' progress and transparent evaluation criteria.
 - ✓ **Aspects that constitute best practice examples**
 A doctoral completion process structured in logical and regulated steps, with institutional plagiarism checking and mandatory public pre-defence — concrete guarantees of the quality and integrity of doctoral theses;
 The requirement of a minimum of 2 external IOSUD-ASE reviewers on the defence committee, ensuring independent and objective evaluation;
 Public consultation of the thesis on the Ministry of Education Platform for 90 days, ensuring maximum transparency towards the national academic community.
 - ✓ **Recommendations**
 Updating and expansion of digital assessment and plagiarism detection tools, including training modules on the ethical use of artificial intelligence in thesis writing.
- 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, supported by documents and data (documents preferably included through links in the body of the IER)**
 Admission to doctoral studies within the Doctoral School of International Business and Economics at the Bucharest University of Economic Studies is organized through a competitive process based on institutional regulations approved by the ASE Senate. Information regarding available places, research topics, admission criteria and deadlines is published on the doctoral admission platform. The admission process includes three sessions (July, September and November for international candidates) and is organized for both the scientific and professional doctoral programs. Registration is carried out online through the institutional platform and is supported by a candidate guide. The selection process includes a language proficiency test and a specialty exam based on the candidate's doctoral research project.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
 The admission procedure is clearly regulated, transparent and largely digitalized, ensuring equal access for candidates and effective monitoring of all stages. The combination of language assessment and evaluation of the doctoral research proposal allows the selection of candidates with the appropriate academic and research potential.
- ✓ **Aspects that constitute best practice examples**

Complete digitalisation of the admission process, with a dedicated platform and candidate guide — eliminating bureaucratic barriers and ensuring administrative traceability.

✓ **Recommendations**

Periodic publication of admission statistics by session and doctoral programme type, ensuring transparency for prospective candidates and enabling monitoring of recruitment trends.

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Admission to doctoral programs within the Doctoral School of International Business and Economics at the Bucharest University of Economic Studies is conducted in accordance with national legislation and institutional regulations, respecting the principles of equity and equal opportunities. Information regarding admission procedures, available places, research topics and requirements is publicly available on the doctoral admission platform. The institutional regulations also provide support measures to facilitate access for candidates from vulnerable groups, including those at social or educational risk and candidates with special educational needs or disabilities.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The admission process is transparent, inclusive and non-discriminatory, ensuring equal access to information and participation for all candidates. The allocation of places validated by the ASE Senate and the online admission platform contribute to fairness and procedural transparency.

✓ **Aspects that constitute best practice examples**

The institutional reservation of dedicated places for vulnerable groups and candidates with special educational needs/disabilities, validated annually by the ASE Senate;

Full process transparency through a digital platform enabling real-time tracking of admission stages.

✓ **Recommendations** not the case

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Doctoral School of International Business and Economics (DSUD EAI) applies the institutional regulations governing the professional activity of doctoral students, as provided in the Institutional Regulation for the organization and conduct of doctoral studies, particularly Chapter 5, which defines the rights and obligations of doctoral students. Doctoral studies have a standard duration of four years, with the possibility of extension by one or two years or reduction by one year, subject to the approval of the ASE Senate. The regulation also provides the possibility to interrupt and subsequently resume doctoral studies, under the conditions established by the institutional framework. Doctoral students retain their status throughout the doctoral programme, including during national and international academic mobility periods.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The institutional regulations clearly establish the procedures related to the organization, interruption, extension and completion of doctoral studies, ensuring transparency and consistency

in the management of doctoral students' academic activities. These provisions support the continuity of doctoral training, protect students' rights and ensure equal access to a flexible and structured academic pathway.

✓ **Aspects that constitute best practice examples**

The possibility of reducing the duration of the doctoral programme by one year, as an institutional measure recognising and rewarding accelerated research progress, reflecting the doctoral school's commitment to academic excellence.

✓ **Recommendations**

The development of a concise practical guide on study pathway options (extension, interruption, reduction), publicly accessible and updated annually, so that doctoral students are fully informed of all available rights and procedures from the outset.

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Bucharest University of Economic Studies promotes international cooperation through the International Relations Directorate and the Erasmus+ Office, responsible for managing mobility programs and international partnerships. The university has over 300 Erasmus+ agreements and continues to expand its international collaborations. These activities are carried out in accordance with the institutional internationalization strategy and support the mobility of students and academic staff. Within the Doctoral School of International Business and Economics, internationalization actions include participation in Erasmus+ mobilities, attendance at international conferences, collaboration with foreign specialists and involvement in international research projects and academic events.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The doctoral school implements the university's internationalization strategy by encouraging the mobility of doctoral students and supervisors and by promoting participation in international academic networks and research activities. These initiatives contribute to improving research quality, developing international partnerships and increasing the visibility of doctoral research.

✓ **Aspects that constitute best practice examples**

A portfolio of over 300 Erasmus+ agreements with active expansion — 25 new agreements signed in 2024 — demonstrating a genuine strategic commitment to internationalisation;

The involvement of doctoral supervisors in coordinating sections at international partner conferences, creating a direct bridge between doctoral research and the international academic community;

Doctoral students' access to BIP (Blended Intensive Programme) schemes as an innovative and accessible form of short-term international mobility.

✓ **Recommendations**

The development of international co-supervision arrangements as a means of deepening bilateral cooperation with prestigious partner universities, supported by dedicated administrative assistance.

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.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
At the Bucharest University of Economic Studies, research activities are developed according to the ASE Research Strategy and the ASE 2025 Research Plan, which promote excellence, interdisciplinarity and international visibility. The university supports scientific research through access to international databases such as Web of Science and Scopus, participation in national and European research projects and training programs for researchers. Within the Doctoral School of International Business and Economics, doctoral students benefit from access to research infrastructure, digital resources and the expertise of doctoral supervisors. In the 2024–2025 academic year, doctoral students participated in 49 international conferences and published 51 academic articles, including 46 indexed in Web of Science journals.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
Research activities are closely integrated into the doctoral training process and support the achievement of learning outcomes through participation in conferences, publication of scientific articles and collaboration with doctoral supervisors. The results demonstrate strong research engagement and international visibility.
- ✓ **Aspects that constitute best practice examples**
90% of published articles indexed in WoS — a remarkable rate that positions DSEIB at a competitive standard within the European academic landscape;
An institutional continuous training project dedicated to publishing in WoS Q1/Q2 journals, addressed to academic staff — a direct investment in the quality of doctoral supervision;
The ASE Research Award granted to a DSEIB doctoral student — an institutional recognition of excellence in doctoral research, with a motivational impact on the entire academic community.
- ✓ **Recommendations** not the case
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.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
- ✓ Within the Doctoral School International Business and Economics of the Bucharest University of Economic Studies, doctoral research progress is monitored based on minimum standards required for the defence of doctoral theses. These standards include participation in international conferences and the publication of scientific articles in journals indexed in databases such as Scopus and Web of Science. Research results are monitored through progress reports evaluated by the doctoral supervisor and the guidance committee. Doctoral students are encouraged to publish their research results, participate in research projects and international conferences, and use institutional publishing opportunities.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The research results produced within the doctoral school are disseminated through conference presentations and publications in recognized academic journals, ensuring visibility at national and

international levels. A dedicated institutional platform records the research outputs of doctoral students and supervisors, facilitating monitoring and verification of scientific productivity.

✓ **Aspects that constitute best practice examples**

A dedicated institutional platform for monitoring scientific output per doctoral student and supervisor, serving a dual function: an internal management tool and a demonstration of transparency towards external evaluators;

Active intervention by the guidance committee and doctoral supervisor when research visibility is deemed insufficient — a proactive support mechanism, rather than merely a sanctioning one.

Research Center for International Economic Relations (CCREI), <https://cercetare.rei.ase.ro/>

✓ **Recommendations**

Updating the website of the Center for Research in International Economic Relations for better visibility of research results.

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
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At the level of the Doctoral School of International Business and Economics (DSUD EAI), sustained efforts have been undertaken in order to strengthen the organizational component responsible for implementing actions and procedures aimed to improve the quality of education. At the faculty level, the Quality Assessment and Assurance Committees (CEAC – faculties) operate in collaboration with the institutional committee CEAC-ASE, in order to implement the procedures and quality assurance policies according to the institutional regulation and national quality assurance standards.

Within the doctoral domain *EAI* several actions have been undertaken, including systematic monitoring of teaching and research activities, as well as periodic assessment of doctoral students' level of satisfaction regarding the quality of teaching and research activities through dedicated questionnaires.

In addition, the doctoral school promotes continuous professional development for its members, including doctoral supervisors and teaching staff involved in doctoral-level courses. This kind of activities are complemented by internal evaluation procedures, coordinated by the Quality Management and Internal Managerial Control Department of ASE.

At the same time, the research themes addressed within the doctoral programmes are periodically updated in order to remain aligned with developments in the academic field and with the needs of the socio-economic environment.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The quality assurance mechanisms implemented at the level of ASE and CSUD ensure the coherence, consistency, and transparency of the educational process across all study programmes, including those within the Doctoral School of International Business and Economics. Through the continuous monitoring of teaching and research activities, as well as the systematic

analysis of feedback received from doctoral students, the institution is able to identify strengths and areas requiring improvement within the doctoral programmes.

Overall, the existing organizational structures and procedures demonstrate that the institutional framework consistently supports the improvement of the quality of doctoral education.

✓ **Aspects that constitute best practice examples**

Functional quality committees at central and faculty level, with integrated collaboration.

Systematic feedback from doctoral students.

Continuous training of academic staff.

Monitoring and proactive remediation of dysfunctions

✓ **Recommendations**

It is recommended to incorporate the evaluation of teaching staff involved in doctoral courses into the student evaluation methodology.

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.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

✓ The activity of the Doctoral School of International Business and Economics (DSUD EAI) integrates feedback from internal and external stakeholders, particularly doctoral students and representatives of the economic and institutional environment. Doctoral students' opinions are collected annually through standardized questionnaires and through consultations with doctoral supervisors and teaching staff. Doctoral students are also represented in the Doctoral School Council with voting rights. In addition, consultations with external stakeholders are carried out through the Advisory Councils at the level of ASE and the Faculty of International Business and Economics.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The opinions of members of the academic community and external stakeholders are integrated into the development of research topics, the establishment of standards for doctoral thesis defence and the decision-making processes within the SDEAI's Council. These consultation mechanisms contribute to improving the relevance and quality of doctoral education and ensure transparency in the implementation of procedures.

✓ **Aspects that constitute best practice examples**

Formal representation of PhD students and employers in the SD Council and in the CEAC-F.

Annual bilingual feedback questionnaire.

Active partnerships with impact on research themes.

Use of feedback in the continuous improvement process

Recommendations not the case

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.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
 ASE has adopted a Code of University Ethics and Deontology, approved by the University Senate, which establishes the principles governing academic freedom, institutional autonomy and ethical conduct within the university community. The monitoring and enforcement of these principles are ensured by the University Ethics Commission, which is operating according to the Regulation on Organization and Functioning approved by the University Senate.
 In order to strengthen academic integrity, ASE has implemented since 2015 the operational procedure Anti-plagiarism Check, which regulates the use of the Sistemantiplagiat.ro platform for verifying bachelor's theses, master's dissertations, doctoral theses, as well as books and scientific articles defended or published within the university. In addition, ASE has adopted the Strategy for Preventing and Combating Plagiarism 2022–2030, which establishes the institutional framework for preventing and addressing academic misconduct. The activity of the University Ethics Commission is regularly documented in Annual Activity Reports approved by the University Senate.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
 The existing regulatory framework and institutional mechanisms confirm that the University Ethics Commission operates in accordance with the legal provisions and institutional regulations governing academic ethics. The adoption of the Code of University Ethics and Deontology, together with the Regulation on Organization and Functioning of the Ethics Commission, ensures the independence of this structure within the university. Furthermore, the implementation of the Anti-plagiarism Check procedure and the adoption of the institutional strategy for preventing and combating plagiarism demonstrate the university's commitment to promoting academic integrity and preventing unethical practices.
- ✓ **Aspects that constitute best practice examples**
 Autonomous ethics committee, with direct reporting.
 Annual publication of reports and decisions.
 Mandatory anti-plagiarism check for all academic papers.
 Institutional strategy dedicated to the prevention of plagiarism (2022–2030).
 Clear and transparent procedures for investigating complaints.
- ✓ **Recommendations not the case**
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	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
I.P.C.3.1.1	

- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
 Quality assurance of the doctoral programme International Business and Economics is supported by a set of institutional regulations and procedures applied at the IOSUD-ASE level, including the ASE Charter, the Regulations for the organization and conduct of doctoral studies, the Methodology for evaluating and defending doctoral theses, and other methodologies and operational procedures adopted by CSUD. These regulations are consistently applied within the Doctoral School of International Business and Economics (DSUD EAI) and are reflected in annual reports of the doctoral school director, decisions of the DSUD EAI Council and feedback collected from doctoral students.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The consistent implementation of these procedures ensures transparency and coherence in doctoral study processes and contributes to maintaining academic standards and improving the quality of teaching and research supervision.
- ✓ Aspects that constitute best practice examples
Complete regulatory framework aligned with external standards.
Digital monitoring through institutional platforms.
SD action plan for performance and troubleshooting.
Internal consultation in developing the SD strategy.
- ✓ Recommendations not the case
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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The Doctoral School of International Business and Economics (DSUD EAI) promotes a participatory approach regarding the implementation of institutional procedures related to doctoral studies. The doctoral school is led by an Director, which is being supported by the DSUD EAI Council, with a balanced structure, including representatives of the academic community, doctoral students and members of the socio-economic environment. The Council is involved in key activities regulated by institutional procedures, such as approving doctoral thesis defence committees, validating doctoral admission places, approving doctoral study plans, curricula and course descriptions, as well as decisions regarding interruptions of doctoral studies or doctoral student status.
Many of these decisions are subsequently reviewed and approved at faculty level, by CSUD, the ASE Board of Directors and the ASE Senate, ensuring broad institutional participation in the implementation of procedures
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
Involving members of the academic community, doctoral students and external stakeholders have a major contribution regarding transparent decision-making and effective application of the institutional procedures.
Collaboration with representatives of the socio-economic environment and with professional organization supports the continuous adaptation of research topics and educational activities to labor market and social needs.
- ✓ Aspects that constitute best practice examples
The balanced structure of the Doctoral School Council, which includes representatives of academic staff, doctoral students and members of the economic and social environment, ensuring participatory governance, transparency in decision-making and the effective involvement of stakeholders in the implementation of institutional procedures.
- ✓ Recommendations not the case
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, supported by documents and data (documents preferably included through links in the body of the IER)
At the level of the Doctoral School of International Business and Economics (DSUS EAI), the provisions of the Methodology for the periodic evaluation of the quality of teaching and research staff are applied, according to which teaching and research staff are evaluated at least once every five years. Student evaluation of teaching activity represents a mandatory component of the institutional quality assurance process. At the level of ASE, the Quality Management and Internal Managerial Control Department collect, centralizes and publishes summaries of the evaluation results, which are subsequently analyzed by the relevant coordination structures and validated by the Faculty Council. In addition, doctoral students evaluate the teaching activities within advanced doctoral courses through questionnaires administered at the end of the first semester of doctoral studies, as well as through feedback regarding their doctoral experience at the end of the programme, following the public pre-defence of the thesis.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The evaluation process includes both academic and scientific performance indicators, such as research output, publications in internationally indexed journals, as well as feedback from students and peer evaluation. The results obtained from student questionnaires provide relevant information for monitoring teaching quality and improving educational activities within the doctoral programme. The systematic collection and analysis of these results demonstrate that the organizational component actively supports the monitoring and improvement of teaching performance.
- ✓ Aspects that constitute best practice examples
Unified institutional methodology for faculty evaluation.
Mandatory periodic evaluation (at least every 5 years).
Inclusion of evaluation by doctoral students as an essential element.
Centralized analysis and institutional validation of results.
Use of annual feedback for continuous improvement
- ✓ Recommendations not the case
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	The organisational component systematically collects and analyses data required for the internal quality assurance process.
I.P.C.5.1.1	

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
At the level of the Doctoral School of International Business and Economics (DSUD EAI), data relevant to the quality assurance process are systematically collected and analysed using several institutional digital platforms. The CSUD Portal for doctoral university studies provides information on the academic progress of doctoral students throughout their doctoral programme. Additional data are collected through the Erasmus Mobility Online platform, which manages international mobility agreements, and through the ASE Research Portal (<https://portal.cercetare.ase.ro/dashboard>), which provides reports on research performance and internationalization activities of teaching staff.
The official doctoral studies website <https://doctorat.ase.ro> contains information regarding doctoral research plans (PIDs), doctoral theses, thesis committees, doctoral students' participation in international conferences and events organized within SDEAI. The <https://deplasari.ase.ro> platform is used to manage the mobility of teaching staff and doctoral students, while the Blended Learning Platform (<https://online.ase.ro>) supports teaching activities and communication with doctoral students.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The institutional digital infrastructure available to DSUD EAI enables the systematic collection, monitoring and analysis of data regarding doctoral students' progress, research activity, participation in academic events and international mobility. The integration of information from these platforms supports informed decision-making and contributes to monitoring the quality of educational and research processes within the doctoral programme. These mechanisms demonstrate that the organizational component effectively supports the internal quality assurance process.
- ✓ Aspects that constitute best practice examples
Use of integrated digital platforms for monitoring.
Permanent access of CSUD to institutional data.
Evaluation of doctoral progress through a dedicated portal.
Basing decisions on periodic data analyses.
- ✓ Recommendations not the case
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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
Transparency is being ensured by CSUD through the public access to information related to doctoral studies on the regularly updated website doctorat.ase.ro, providing information about doctoral school, admission procedures, the organization and completion of doctoral programmes, scholarships, fees, mobility opportunities and other relevant announcements for doctoral students.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
Within this platform, the section dedicated to the Doctoral School of International Business and Economics (DSUD EAI) includes information regarding the leadership and composition of the doctoral school councils, doctoral supervisors with their CVs and research areas, as well as annual self-evaluation reports. Additional information is also available on faculty websites, ensuring accessible and transparent communication with students, institutional partners and the general public.
- ✓ Aspects that constitute best practice examples
Centralized and structured publication of information on dedicated websites.
Own section for ŞD Management.
Public access to regulations, strategies and self-evaluation reports.
Transparency regarding doctoral supervisors and research areas.
- ✓ Recommendations not the case
The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The decisions and institutional regulations governing doctoral studies are developed and implemented in accordance with the applicable legislation and the principle of public accountability. ASE promotes transparent decision-making and open communication with all stakeholders, as reflected in the Internal Regulations of ASE, approved by the University Senate. Transparency is ensured through the publication of relevant decisions and announcements on the official doctoral studies platform doctorat.ase.ro, including those adopted by the Council for University Doctoral Studies (CSUD) and the doctoral schools.

- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The decisions adopted at the level of DSUD EAI, CSUD, the faculty, as well as by the ASE Board of Administration and the Senate are communicated through official public channels and institutional platforms. Doctoral students are informed through verified institutional email addresses, ensuring transparent and timely access to relevant information regarding doctoral activities and regulations.

- ✓ **Aspects that constitute best practice examples**

Publication of decisions of general applicability on a dedicated website.

Formal individual communication by e-mail.

Compliance with the principle of public accountability.

Balance between transparency and personal data protection

- ✓ **Recommendations not the case**

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.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Faculty of International Business and Economics implements and coordinates the procedures required for the external quality assessment of the doctoral programme, ensuring compliance with national quality assurance standards. The Doctoral School of International Business and Economics within DSUD EAI, was evaluated by ARACIS in 2021, when the accreditation of the doctoral programme International Business and Economics was maintained. Subsequently, the mid-term evaluation report was submitted after three years. The coordination of these processes is ensured at institutional level by CSUD, in collaboration with the Quality Management and Internal Managerial Control Department (CMCCIM).

- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The external evaluation process is carried out in accordance with the legal framework and ARACIS accreditation requirements, which assess the academic performance, institutional capacity and quality assurance mechanisms of the doctoral programme. The positive outcome of the 2021 evaluation and the implementation of the recommendations included in the interim evaluation report demonstrate the commitment of DSUD EAI and ASE to maintaining and improving the quality of doctoral education.

- ✓ **Aspects that constitute best practice examples**

Compliance with the legal calendar of external evaluations.

Submission of the interim report on time.



Implementation of ARACIS recommendations.

Continuous monitoring of compliance with accreditation standards.

Correlation of external evaluation with internal quality assurance mechanisms.

- ✓ Recommendations not the case
The indicator is: fulfilled

IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ The material base and the high-performance computer programs that offer doctoral students all the favorable conditions for scientific research; ✓ The high attractiveness, importance and topicality of the research field; ✓ Well-defined and properly regulated organizational structure; ✓ International doctoral research project Romania Moldova; ✓ Partnerships with the business environment for doctoral theses and doctoral research with the business environment; ✓ The existence of a large number of graduates of the EAI study field who hold important positions in the economic and institutional environment and who contribute to promoting the program among potential candidates; ✓ Consistent financial support for dissemination activities of research results (conferences, articles). 	<p>INTERNAL FACTORS</p> 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ Partial integration between the IT platforms used in ASE; ✓ Partial digitization of documents in the doctoral study file (the use of authorized digital signatures has not yet been generalized, although they exist); ✓ Difficulty attracting specialists from abroad to be part of the advisory committees and doctoral thesis defense committees; ✓ Difficulty developing co-supervised doctorates with partner universities abroad relevant to the field of ȘDEAI; ✓ Increasing difficulty attracting foreign students with scholarships / CPV to ȘDEAI. ✓ Difficulties in involving foreign teaching staff in the teaching activity of advanced courses at ȘDEAI; ✓ Feedback from doctoral students limited to teaching activity of advanced courses. Limited feedback from coordinating professors/professors on the guidance committee.
<p>SWOT analysis</p>		
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ University policy on international accreditation and international rankings; ✓ Access to European and national funding (PNRR, UFEISDI, Horizon Europe, Erasmus+); ✓ Opportunity to organize co-tutored doctorates; ✓ The increasing and more varied opportunities for publishing research results; ✓ Involving specialists from abroad in continuing education programs, in coordinating doctoral theses, in guiding doctoral theses, in publicly defending doctoral theses; ✓ Growing competition from both domestic and foreign universities. 	<p>EXTERNAL FACTORS</p> 	<p>Threats:</p> <ul style="list-style-type: none"> ✓ Increasing competition from both domestic and foreign universities; ✓ Declining number of master's and university graduates in Romania (demographic factor); ✓ Legislative instability, frequent and large-scale changes regarding doctoral studies; ✓ Underfunding of the education sector; ✓ The relatively low interest of PhD students and PhD supervisors in participating in international mobilities (especially long-term ones) ✓ The difficulty of obtaining a visa for studies in Romania for non-EU students.

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	Maintaining compliance with the ASE Charter, the Organization and Operation Regulations and other applicable regulations, in order to consolidate efficient and sustainable management of the doctoral program.
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	Expanding collaboration with the socio-economic environment and periodic review of regulations based on structured consultation.
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	Collaboration with specialized university structures to facilitate access for SD members and doctoral students to spaces intended for teaching, research and administrative activities.
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	Not the case
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	Attracting teaching staff in the training process and/or doctoral supervisors with international experience to increase the diversity and competitiveness of DSUD EAI. Attracting new doctoral supervisors who meet the demanding requirements for affiliation to the doctoral school.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Not the case
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Maintaining the transparency of the election, recruitment and selection process to ensure increased trust in institutional mechanisms and to promote a fair academic climate.
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	Completion of implementation of the new university management software, SIMUR 3, allows for the complete digitalization of the school record keeping process, ensuring faster and more accurate data management, reducing processing time and minimizing administrative errors, for the

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			benefit of students, faculty and the institution as a whole.
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	The continued integration into the curriculum of emerging trends in the field: global governance, digital economics, sustainability, and advanced quantitative and qualitative research methods.
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 Skills, Competences and Occupations (ESCO).	F	Not the case
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	Not the case
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	The expansion of bilateral agreements with specialised institutions within the European and international space.
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	Not the case
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	The periodic updating of resource utilisation workshops, incorporating modules on artificial intelligence tools in research and research data management.
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	Not the case
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Updating and expansion of digital assessment and plagiarism detection tools, including training modules on the ethical use of artificial intelligence in thesis writing.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Periodic publication of admission statistics by session and doctoral programme type, ensuring transparency for prospective candidates and enabling monitoring of recruitment trends.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Not the case
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	The development of a concise practical guide on study pathway options (extension, interruption, reduction), publicly accessible and updated annually, so that doctoral students are fully informed of all available rights and procedures from the outset.
20.	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.	F	The development of international co-supervision arrangements as a means of deepening bilateral cooperation with prestigious partner universities, supported by dedicated administrative assistance.
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	Not the case
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	Updating the website of the Center for Research in International Economic Relations for better visibility of research results.
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	It is recommended to incorporate the evaluation of teaching staff involved in doctoral courses into the student evaluation methodology.
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	Not the case
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	Not the case
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Not the case
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Not the case

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Not the case
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Not the case
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	Not the case
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Not the case
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	Not the case

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The doctoral program in International Business and Economics, offered within the Faculty of the Bucharest University of Economic Studies, is continuously aligned with the evolving global economic and research landscape, as well as with employer expectations and international standards of academic excellence. In accordance with the ASE Charter and the university's strategic objectives, the program provides doctoral candidates with comprehensive training that integrates advanced economic theories, concepts, and methodologies with the development of essential skills required to lead organizations in a global, digital, and dynamic environment.

A key strength of the program lies in the high academic and professional qualifications of its doctoral supervisors. All supervisors meet CNATDCU standards, are actively engaged in research, and participate in international projects and scientific conferences. Through personalized mentorship, they guide doctoral candidates in conducting high-quality research and support the development of advanced competencies, facilitating their integration into the global academic community.

The program structure is designed to offer a well-rounded and competitive academic experience. It combines advanced coursework, rigorous research and dissemination activities, periodic evaluations, opportunities for international mobility (including Erasmus and other exchange programs), and active participation in scientific conferences. Doctoral candidates benefit from access to up-to-date digital resources, international research databases, and modern teaching and supervision methods, all of which contribute to a high-performance learning environment. Moreover, ASE has fully digitalized its

administrative processes ranging from admission and tuition payment to doctoral records management and progress report submission thus enhancing efficiency and simplifying administrative procedures.

The doctoral program in International Business and Economics is distinguished by its strong national and international appeal, attracting candidates from Romania and abroad, as well as by its relevance to the socio-economic and cultural environment. Ongoing collaboration with the business sector through consultations on research topics, joint projects, and employer involvement in decision-making ensures the practical relevance of doctoral research and supports the alignment of graduates' competencies with labor market demands.

Continuous investments in digitalization, internationalization, and strategic partnerships, together with the academic and scientific excellence of its doctoral supervisors, position this program as a highly attractive, competitive, and internationally recognized pathway for the development of future leaders and researchers in the field of International Business and Economics.

Following the visit of the **ARACIS External Committee** for the quality evaluation of the doctoral study domain **International Business and Economics** and the completion of the accreditation renewal procedure, it was decided ****maintaining accreditation (MAC)****.

No.	Programul de studii universitare de doctorat	Location	Form of education	Number of credits (ECTS)
1	International Business and Economics (scientific and professional)	Bucharest	Full-time education/ Part-time education	240

VII. Annexes

1. *The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain*
2. *Minutes of the meetings.*