



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:	ECONOMICS I ECONOMICS II
Doctoral Domain:	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
1.	ABRUDAN MARIA-MADELA	Expert evaluator	
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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 expert evaluators' commission for the external evaluation visit for the periodic evaluation process aimed at maintaining the accreditation (MAC) of the *Economics* doctoral study domain, held in the period March 19-20, 2026, at the Bucharest University of Economic Studies (ASE), Doctoral School of Economics I and Doctoral School of Economics II. The commission was composed of: Prof. Maria-Madel ABRUDAN, PhD. habil, as the evaluating expert; Assoc. Prof. Rodica CRUDU, PhD, as the international expert; and doctoral student Victor-Constantin IUREȘ MUGUR, as the student representative. The previous ARACIS Council Decision for the external evaluation of this domain was communicated on 28.10.2021, which resulted in the maintenance of the accreditation.

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied)

The Bucharest University of Economic Studies (ASE), established on April 13, 1913, as the "Academy of Higher Commercial and Industrial Studies," is a leading higher education institution in Romania, offering bachelor's, master's, doctoral, and postdoctoral programmes, and engaging in education, research, and other science-based activities, with access to national and European funding. ASE operates under the Romanian Constitution, national legislation, and internal regulations, guided by principles of autonomy, academic freedom, student-centred education, quality, transparency, efficiency, independence, and international mobility.

According to its Charter, ASE's mission is to prepare future generations, promote research excellence, train socio-economic elites, and develop advanced skills in economic, social, administrative, and legal sciences, implemented through education, research, community engagement, and internationalisation.

Currently, the Bucharest University of Economic Studies (ASE) comprises 13 faculties, 13 doctoral schools -, multiple teaching departments, 22 research centres, university extensions, and the Department of Academic Staff Training. ASE offers 101 undergraduate programmes, 68 master's programmes, 11 doctoral programmes, postdoctoral studies, and various postgraduate and continuing professional training programmes.

Before 1990, doctoral studies at the ASE were conducted within the broader and foundational field of Economics, covering foundational areas such as political economy, general economics, agricultural economics, and the history of economic thought.

In 1997, ASE was accredited as an Institution Organizing Doctoral Studies (IOSUD) by order of the Minister of National Education for several doctoral programs in the fundamental fields of Economics and Law, including the Economics domain. In 2011 and 2021, the university was reaccredited as IOSUD for its doctoral programs. Currently, the Economics domain is uniquely structured and coordinated by two distinct entities: the **Doctoral School of Economics I** (DSE I) (affiliated with the Faculty of Theoretical and Applied Economics/ Faculty of Economics and Business Communication) and the **Doctoral School of Economics II** (DSE II) (affiliated with the Faculty of Agrifood and Environmental Economics).

Doctoral studies in Economics are organised within the Doctoral Schools of Economics I and II - with 36 doctoral supervisors (24 in Economics I and 12 in Economics II) through years.

ASE has been externally evaluated by ARACIS and has obtained a High Degree of Confidence rating (2008, 2013, 2018, 2023), and all undergraduate and master's programmes have also been externally evaluated and maintained their accreditation.

- 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 domain of *Economics* at ASE is uniquely structured, being managed through two distinct but complementary Doctoral Schools, both offering a rigorous 4-year doctoral program (240 ECTS):

- *Doctoral School of Economics I (DSE I)* - Affiliated primarily with the Faculty of Theoretical and Applied Economics/Faculty of Economics and Business Communication (FEBC) - focuses on economic theory, policies, smart economy, and applied macroeconomic trends etc.
- *Doctoral School of Economics II (DSE II)* - Affiliated with the Faculty of Agri-Food and Environmental Economics (FAEE) – focused on agrifood economics, sustainable development, the circular economy, and the green transition etc.

Together, the two schools provide a comprehensive research environment. According to the current evaluation data, the domain demonstrates a strong commitment to quality, evidenced by the active involvement of doctoral supervisors and a dynamic cohort of enrolled PhD students. Since the last external evaluation, the Economics doctoral domain has strengthened its position as a foundational and dynamic area of research in Romania. The domain has diversified its doctoral student profile and expanded its research themes to reflect the transformations of the contemporary macroeconomic environment and emerging global challenges. Doctoral research is increasingly interdisciplinary, with topics ranging from macroeconomic policies, smart economy, and digitalization (DSE I) to the circular economy, green transition, and sustainable agrifood systems (DSE II), demonstrating a strong alignment with current European and global economic trends.

The domain has progressed significantly in terms of research directions, quality, efficiency, and internationalization. Between 2021 and 2025, the Doctoral Schools of Economics I and II enhanced their internationalization by:

- Hosting internationally recognized specialists for lectures and courses (e.g., visiting professors from the University of Barcelona and Vilnius Tech).
- Including professors from foreign universities on doctoral supervision, ethics, and public defense committees (e.g., from institutions in the UK, Canada, Italy, and Lithuania).
- Increasing teaching and training mobilities abroad for doctoral school members through Erasmus+ agreements.
- Supporting doctoral students' participation in international conferences, Erasmus+ placement/study mobilities, and Blended Intensive Programmes (BIP) via CSUD funding.
- Preparing and defending doctoral thesis in English and admitting international students.
- Reimbursing publication fees for WoS-indexed journals and funding research through institutional grants to boost international visibility.

Through continuous consultation with internal and external stakeholders (including active Advisory Boards), the curricula, regulations, methodologies, and procedures have been rigorously updated in accordance with the Higher Education Law no. 199/2023 and Order 3020/2024 on the framework regulation for doctoral studies, ensuring an optimal, legally compliant, and highly competitive academic environment.

The domain stands out through its international collaborations (e.g., Erasmus+ agreements, Blended Intensive Programmes), significant research output published in high-impact journals, and an updated curriculum that includes vital competencies such as academic ethics and advanced research methodologies.

II. Methods used

To ensure an objective, rigorous, and comprehensive external evaluation of the **Economics** doctoral domain at the Bucharest University of Economic Studies (ASE), the ARACIS evaluation panel employed a mixed-methods approach, combining document analysis, site/virtual visits, and direct dialogue with key stakeholders.

The evaluation process involved the following methods:

- Documentary Analysis - The primary step consisted of a thorough review of the Internal Evaluation Report (REI) and its supporting annexes. This included analyzing data regarding the PhD supervisors, student enrollment and trajectories, electoral procedures for the Doctoral School Councils, research outputs and institutional projects, internationalization indicators, and quality management documents.
- Analysis of Public Information - The evaluation panel reviewed the official ASE doctoral website (doctorat.ASE.ro) to verify the transparency of public information, including admission methodologies, doctoral school structures, PhD defense announcements, and the publication of thesis summaries.
- Meetings and Interviews - During the evaluation visit, the expert panel conducted structured meetings with the key actors involved in the Economics doctoral domain:
 - The institutional management and the Director of the Council for University Doctoral Studies (CSUD)
 - The Directors of the Doctoral School of Economics I (DSE I) and the Doctoral School of Economics II (DSE II), along with the members of the Doctoral School Councils (CSDE)
 - The PhD supervisors affiliated with the Economics domain (11)
 - Current PhD students enrolled in both doctoral schools (12)
 - Graduates of the doctoral domain (12)
 - Employers, representatives of the socio-economic environment (11)
 - Representatives of research centers/laboratories

- Representatives of organizational structures responsible for Quality assurance and quality evaluation commissions at ASE and at the Faculty of Theoretical and Applied Economics/Faculty of Economics and Business Communication and Faculty of Agrifood and Environmental Economics
- The president and members of the ASE Ethics Commission.
- Infrastructure - The commission assessed the research infrastructure, libraries, IT resources, lecture halls, seminar rooms/laboratories, library and access to international databases (e.g., Web of Science, Bloomberg, Scopus) provided to PhD students to support their scientific work, workspaces for doctoral students, doctoral supervisors (B504), and doctoral school coordinators, 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.

- ✓ 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 (ASE) manages the Economics doctoral domain through a clearly defined organizational structure, comprising two distinct doctoral schools: the Doctoral School of Economics I (DSE I), affiliated with the Faculty of Economics and Business Communication (FEBC), and the Doctoral School of Economics II (DSE II), affiliated with the Faculty of Agri-Food and Environmental Economics (FAEE). Both structures operate under the coordination of the Council for University Doctoral Studies (CSUD).

The management system operates based on updated institutional methodologies, such as the Procedure regarding the organization and conduct of elections at the level of Doctoral Schools (PO-BCSUD-08, Edition 3/2023). According to the submitted justification documents (Proces Verbal alegeri Economie I and Proces Verbal alegeri Economie II), the elections for the Directors and the Doctoral School Councils (CSDE) were organized transparently and legally in June 2023.

The decision-making and administrative processes at the level of both schools are dynamic and rigorously documented. The CSDE councils meet regularly to validate essential aspects of the doctoral pathway, such as the approval of defense committees or the extension of study periods, as evidenced by the meeting minutes (PV_CSDE I and PV_CSDEII). Furthermore, the organizational structure integrates relevant actors from the labor market through advisory bodies established at the university and faculty levels (Consiliul Consultativ ASE, Consiliul Consultativ_ECA_2025, and Consultativ Facultatea EAM_2025).

- ✓ 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 components allocated to the Economics doctoral domain are legally adequate and effective. The dual architecture (DSE I and DSE II) provides a strategic advantage, allowing for specific managerial focus on complementary research directions: DSE I focuses on macroeconomic policies and smart economy, while DSE II addresses the green transition, circular economy, and the agrifood sector. This administrative division supports efficient management without fragmenting the scientific rigor of the domain.

The organizational climate is based on active involvement and democratic governance. Internal regulations are actively implemented in managing PhD students' trajectories. The systematic interaction with the socio-economic environment through the advisory boards proves that the methodologies and development strategies of the doctoral schools remain anchored in the realities and needs of the labor market.

Aspects that constitute best practice examples

The existence of Advisory Bodies bringing together top-level decision-makers from multinational companies, the energy sector, retail, and banking (Consiliul Consultativ_ECA_2025 and Consultativ Facultatea EAM_2025), represents a core pillar of good practice in educational management.

- ✓ Recommendations -

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.

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

ASE demonstrates a systematic and structured approach to engaging both internal and external stakeholders in the governance and continuous improvement of the Economics doctoral domain.

Internally, the development and revision of methodologies are realized through the active consultation of the doctoral supervisors and the Doctoral School Councils (CSDE). The meeting minutes (PV_CSDE I.pdf and PV_CSDEII.pdf) confirm that faculty members are directly involved in adopting implementation procedures regarding study extensions, public defense committees, and research planning. Furthermore, PhD students are recognized as critical internal stakeholders. Their opinions regarding the educational process, administrative services, and curriculum are systematically collected through comprehensive digital surveys, as evidenced by Chestionar CSUD_rasp_AS.pdf, Chestionar DSE I_rasp_AS.pdf, and Chestionar DSE II_rasp.pdf.

Externally, the institution has formalized the involvement of the socio-economic environment through the establishment of Advisory Boards. These boards operate both at the university level (Anexa_Consiliul Consultativ ASE.pdf) and at the level of the faculties coordinating the two doctoral schools: the Faculty of Theoretical and Applied Economics (Consiliul Consultativ_ECA_2025.pdf) and the Faculty of Agrifood and Environmental Economics (Consultativ Facultatea EAM_2025.pdf). These boards comprise top-level executives from major national and multinational entities (e.g., the Bucharest Stock Exchange, Auchan, Green Group, WWF Romania, the Court of Accounts), who provide direct input on the relevance of doctoral research topics, labor market dynamics, and the necessary competencies for future researchers.

The feedback gathered from these stakeholders is directly translated into strategic managerial documents, such as the Action Plans for the doctoral schools (Plan de masuri_DSE _I_.pdf and 41_Plan de masuri_EcII.pdf), which outline concrete steps for updating regulations and research directions.

- ✓ 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

Stakeholder engagement within the Economics doctoral domain is robust, authentic, and substantive. By utilizing a dual feedback - internal (from students and faculty) and external (from the business and institutional environment) - the domain ensures that its regulations and methodologies remain highly relevant.

The analysis of the Advisory Boards' composition reveals an alignment between the specific focus of the doctoral schools and the profile of the external stakeholders. For instance, the inclusion of representatives from the energy and Agrifood sectors in the EAM Advisory Board directly supports the strategic orientation of DSE II towards the circular economy and the green transition. Similarly, the feedback from students (collected via the questionnaires) shapes the Action Plans, proving that the institution is capable of adapting its procedures based on the actual needs of its academic community.

- ✓ Aspects that constitute best practice examples

The establishment of specific Advisory Boards not only at the university level but also at the faculty/doctoral school level ensures targeted, high-quality feedback tailored to the specific macroeconomic or agrifood research directions of DSE I and DSE II.

- ✓ Recommendations

We recommend instituting annual joint discussions bringing together members of the doctoral schools, PhD students, and prospective students, as a collaborative forum to facilitate a direct, real-time exchange of ideas for co-designing emerging, interdisciplinary doctoral research themes before they are formalized into the annual admission methodologies.

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

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 holds legal ownership of an extensive and modern educational campus centrally located in Bucharest (including the Ion N. Angelescu Building, Virgil Madgearu Building, and Mihail Moxa Complex). The physical infrastructure allocated to the Economics doctoral domain is fully adequate to support advanced academic research, teaching, and administrative processes.

ASE has adequate facilities that comply with legal standards, with [315 spaces dedicated to teaching and research activities](#), ensuring optimal conditions for quality education.

For the educational and research activities of the DSE I and the DSEII, the institution provides fully equipped lecture halls, seminar rooms, and specialized IT laboratories. Doctoral students have access to the ASE Central Library, which includes modern reading rooms specifically designed for researchers and access to international electronic databases. The administrative components (the CSUD secretariat and the management offices of DSE I and DSE II) benefit from dedicated, well-equipped office spaces that ensure the optimal processing of academic records – found during the onsite visit, <https://turvirtual.ASE.ro/>.

Furthermore, the university has made significant investments to ensure an inclusive environment. The campus buildings are equipped with accessibility features for people with disabilities, including access ramps, adapted elevators, and specially designed restrooms, in strict compliance with current legal regulations.

The continuous modernization of these venues is also highlighted as a priority in the annual management evaluations, as evidenced by Raport director_DSE I_2023-2024_semnat.pdf and Raport director_DSE II_2023-2024.pdf.

Student feedback regarding the infrastructure is systematically collected. The responses from the satisfaction surveys (Chestionar DSE I_rasp_AS.pdf and Chestionar DSE II_rasp.pdf) indicate a high level of appreciation for both the physical study environment and the digital tools provided to support remote learning and research.

- ✓ 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 infrastructural capacity of IOSUD-ASE fully supports the strategic and operational needs of the Economics doctoral domain. The institution provides a modern, well-equipped study environment. For activities specific to doctoral programmes, the DSE I and DSE II have their own dedicated spaces: rooms B502 and B503 – intended for academic management and coordination activities; room B504 – for teaching and seminars and for working meetings between PhD supervisors and PhD students, equipped with computers, an all-in-one digital display and other modern multimedia equipment; room 0302 (Rotonda) – used for teaching and seminars, equipped with computers, an all-in-one digital display and other modern multimedia equipment; rooms 3M3 and 3M4 – used for teaching activities and seminars, equipped with computers and other modern multimedia equipment.

The IT facilities are excellent, allowing for the smooth organization of hybrid or online international lectures, such as those given by visiting professors (Prof invitati DSE I_AS.pdf)

The deliberate architectural adaptations made to historical and modern buildings to accommodate disabled persons reflect a strong institutional commitment to equity and inclusion. Moreover, the availability of specialized physical spaces for the Doctoral School Councils (CSDE), and for all the phd. coordinators ensures that academic staff and administrative personnel can conduct their managerial duties efficiently and confidentially.

- ✓ Recommendations -
The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

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

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

ASE provides well-maintained and modern facilities for the Economics doctoral domain. Classrooms and seminar rooms are fully equipped with video projectors, smart boards, Cisco routers, and dedicated videoconferencing systems.

The IT infrastructure is robust. The campus has full Wi-Fi coverage and operates two high-performance servers dedicated to e-learning platforms. Furthermore, the university provides both basic software (Microsoft Office, antivirus) and licensed specialized software essential for economic research (SPSS, CIEL, EVIEWS, SAS/R, Stata). The ASE Central Library supports the doctoral students with physical reading rooms, extensive book collections, and active subscriptions to major international databases (e.g., ScienceDirect, SpringerLink, ProQuest, Emerald, Clarivate Analytics). The university also maintains clear investment plans for the continuous modernization of both teaching spaces and student dormitories.

- ✓ [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 physical and digital infrastructure fully supports the current needs of the Economics doctoral domain. The technical equipment in the classrooms facilitates modern teaching methods, including hybrid and online sessions. The IT infrastructure is reliable, secure, and well-managed by the university's technical departments. A major strength is the provision of specialized econometric software (like Stata and EVIEWS), which gives PhD students the precise professional tools they need for advanced quantitative analysis. Additionally, the library functions as a strong research pillar, offering up-to-date international resources. Overall, the material base is managed sustainably and competitively.

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

Providing institutional access to high-level econometric software (SAS/R, EVIEWS, Stata) ensures students can conduct highly competitive quantitative research.

- ✓ [Recommendations](#)

Continuous acquisition of new, emerging research software (e.g., specific AI data analysis tools).

The indicator is: fulfilled.

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

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

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

ASE possesses highly qualified human resources to organize and conduct the Economics doctoral domain. The classification of teaching staff is carried out strictly in accordance with national and institutional methodologies.

Currently, the domain benefits from 36 affiliated PhD supervisors: 24 affiliated with the Doctoral School of Economics I (DSE I) and 12 with the Doctoral School of Economics II (DSE II) - 1_Anexa_Membri DSE I_S.pdf , 2_Anexa_Membri DSE II_S.pdf. Out of this total, 29 supervisors (20 in DSE I and 9 in DSE II) acquired their status through a habilitation certificate. Furthermore, an overwhelming majority of 34 supervisors (94.44%) fully meet the current, rigorous CNATDCU criteria.

The advanced training courses are taught by professors and researchers holding ISCED-8 qualifications, with strong publication portfolios (Google Scholar, ORCID) as evidenced in Centralizator_cadre_didactice_cursuri_DSE I_DSE II_AS.pdf.

Academic performance is periodically evaluated. A key institutional development is the modernization of research monitoring through the dedicated platform cercetare.ASE.ro, which automatically retrieves published articles, conference papers, and bibliometric indicators (e.g., AIS scores).

Additionally, the domain actively integrates international expertise. Researchers and professors from abroad are systematically invited to teach courses (Prof invitati DSE I_AS.pdf, Erasmus_Incoming_DSE I_AS.pdf) and are co-opted into academic guidance, ethics, and public defense committees (Comisii indrumare straini_AS.pdf, Comisii sustinere membri straini_AS.pdf)

- ✓ [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 qualification level and professional experience of the teaching staff and PhD supervisors guarantee a high standard of academic quality. The human resources are very well suited to the specific needs of both DSE I and DSE II.

The thematic diversity of the supervisors (covering the digital economy, sustainability, agri-food competitiveness, and public policies) directly contributes to the academic recognition of the domain. The strategy of attracting internationally renowned researchers for teaching and committee evaluation significantly strengthens the global openness of the programs.

Furthermore, the implementation of the cercetare.ASE.ro digital portal represents a major institutional achievement. It ensures total transparency, eliminates bureaucratic redundancy, and automates the verification of minimum criteria for teaching degrees, proving that the management relies on objective, data-driven evaluations.

✓ **Aspects that constitute best practice examples**

The use of the cercetare.ASE.ro portal to automatically aggregate academic outputs and calculate bibliometric scores ensures an objective, efficient, and transparent evaluation of the human resources.

✓ **Recommendations -**

The indicator is: fulfilled.

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

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

ASE implements a well-structured, continuously updated policy for the professional and personal development of its academic staff, tailored to annual institutional needs and international academic standards. Professional training is systematically supported, either on the university's initiative or upon the staff's request, with the institution frequently providing full or partial funding from its budget. At the level of the coordinating faculties (FEBC and FAEE), the university organizes dedicated training programs focused on developing advanced scientific research skills. These include intensive seminars on quantitative and qualitative research methodologies, the use of specialized databases (Bloomberg, Web of Science, Scopus), and strategies for publishing in high-impact international journals - Training staff DMCI_AS.pdf

Furthermore, the continuous development of PhD supervisors is supported through internationalization. Academic staff from both the DSE I and DSE II actively participate in Erasmus+ teaching and training mobilities (Mobilități cadre didactice.pdf), international research projects (Anexa participare in proiecte internationale.pdf), and international workshops or round tables (Workshop-uri cadre didactice_S.pdf). Many of the institutional training seminars are designed to be collaborative, integrating both teaching staff and PhD 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**

ASE successfully fosters an institutional culture oriented towards continuous learning and high professional performance. The measures taken to ensure staff development contribute to the scientific and pedagogical excellence of the Economics doctoral domain.

The strategic focus on organizing joint methodological and publication-oriented seminars (integrating both supervisors and PhD students) is effective. Furthermore, the participation in Erasmus+ mobilities and international workshops directly facilitates the exchange of European best practices, ensuring that the PhD supervisors remain aligned with global academic trends and innovative teaching methodologies.

✓ **Aspects that constitute best practice examples**

ASE's commitment to fully or partially funding specialized training courses and international mobilities ensures that financial constraints do not hinder the professional development and international visibility of the academic staff.

✓ **Recommendations**

Academic staff should continue to take advantage of the professional and personal training opportunities/workshops/international weeks/Blended Intensive Programmes offered by ASE or partners to strengthen their skills and promote excellence in research and teaching, ensuring that supervisors focus on modern mentoring strategies, research ethics, and the effective integration and management of Artificial Intelligence (AI) tools in doctoral supervision.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

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

ASE rigorously complies with all national legal requirements regarding the recruitment and classification of teaching and research staff. The recruitment procedures for academic staff are conducted in strict accordance with the National Competition Framework Methodology and the internal institutional Competition Methodology for filling vacant teaching positions. All available teaching positions are clearly listed in the departmental Staffing Plans and are published transparently on a dedicated section of the university's website (Teaching staff recruitment competitions). For the specific recruitment of new PhD supervisors and members of DSE I and DSE II, the process is primarily based on obtaining the habilitation certificate. This is carried out in accordance with the Methodology for organising and

conducting the process of obtaining the habilitation certificate. Furthermore, acquiring the formal status of a doctoral school member is strictly regulated by Article 22 of the Institutional Regulations for the organisation and conduct of doctoral studies.

The election of the DS director, DS Council members, and CSUD members is carried out in accordance with [internal 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

At ASE and DSE I and DSE II the procedures for recruiting and selecting teaching staff are carried out within a highly transparent and meticulously regulated framework. The process is optimally coordinated by the Human Resources Department, ensuring coherent alignment with both national legislation and institutional quality standards.

The public advertisement of vacant positions, combined with the development of precise job descriptions based on internal methodologies, guarantees equal opportunities and objectivity in the selection process. The affiliation of doctoral supervisors is carried out through transparent procedures, involving successive approvals at different levels of competence (DS Council, CSUD, Board of trustees, Senate), which confers legitimacy on decisions and strengthens academic governance.

By maintaining the habilitation certificate as the rigorous, fundamental gateway for recruiting new PhD supervisors into the Economics domain, the institution effectively safeguards the high scientific quality and academic integrity of its doctoral programs.

- ✓ Recommendations -
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)

IOSUD-ASE operates under a comprehensive institutional Digitalisation Strategy (2022-2027). A dedicated functional department centrally manages and interconnectedly maintains all IT and communications systems serving the Doctoral Schools of Economics I (DSE I) and II (DSE II).

The institution utilizes numerous specialized, in-house developed IT systems to facilitate academic and administrative operations. The core of this infrastructure is the University Management Information System (SIMUR), which provides each doctoral student with a personalized "Student Personal Page" to track their academic records and financial status. The digital system includes modules for exclusive online admission, accommodation requests, teacher evaluations, and travel approvals for academic staff and PhD students. Financial services are highly digitized, allowing students to pay tuition fees instantly via the platform. ASE.ro platform.

For specific doctoral workflows, PhD students report their scientific activity and submit their annual progress reports via a dedicated online platform. This system is accessible to all members of the academic guidance committees, and the PhD supervisors enter their evaluations directly into the system. Furthermore, the teaching process is supported by the online. ASE.ro e-learning platform, hosted on state-of-the-art redundant servers, and the campus benefits from an expanded, high-performance Wi-Fi infrastructure.

- ✓ 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 digital transformation within the Economics doctoral domain is advanced and effective. The systematic use of IT tools significantly simplifies administrative procedures, increases institutional transparency, and improves the overall quality of services provided to the academic community.

The implementation of dedicated platforms for tracking doctoral scientific activity and submitting annual progress reports is a major asset. It allows to follow the PhD student's trajectory and facilitates rapid communication between students, supervisors, and administrative staff, drastically reducing paper-based processing time.

- ✓ Recommendations

Finalize the implementation of the new SIMUR 3 university management software to ensure full digitization of academic records and optimize administrative and academic processes.

The indicator is: fulfilled.

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, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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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 Economics doctoral domain at IOSUD-ASE is structured as a rigorous 4-year program, organized strictly on the basis of the European Credit Transfer and Accumulation System (ECTS), totalling 240 ECTS (60 ECTS per year). According to the official curriculum documents (Fisa competentelor DSE I.pdf and Fisa competentelor DSE II.pdf), the doctoral program is strategically divided into two distinct but interconnected phases: the Advanced University Training Program (Year 1): Focuses on consolidating theoretical knowledge and advanced research methodologies. The curriculum includes mandatory fundamental disciplines, such as Ethics and Academic Integrity, alongside specialized and complementary courses; the Scientific Research Program (Years 2-4): Dedicated entirely to individual study, the elaboration of scientific research reports, international mobility, and the drafting of the final doctoral thesis.

The Competences Sheets explicitly define the expected learning outcomes, mapping them directly to the National Qualifications Framework. For both DSE I and DSE II, the workload is precisely quantified: an estimated 1,800 hours per year of total student effort, with a clear delimitation between teaching activities (1.72% of the total 4-year volume) and individual scientific research (98.28%).

- ✓ 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 study program is coherent designed and fully compliant with national and European standards for doctoral education (ISCED level 8).

The structure of the curriculum logically supports the progressive acquisition of advanced research skills. The heavy concentration of taught courses in the first year ensures that all PhD students acquire a solid, uniform methodological foundation and a strict understanding of academic ethics before embarking on independent research. The explicit quantification of the workload (1,800 hours/year) and the clear division between fundamental, specialization, and complementary disciplines (as detailed in the Competences Sheets) demonstrate a highly transparent, predictable, and student-centered educational design. Furthermore, this structure effectively facilitates international academic recognition and Erasmus+ mobility, given its strict adherence to the ECTS framework.

- ✓ Recommendation

Periodically reviewing of the curriculum to integrate emerging trends in the economic field, in accordance with ARACIS standards and international trends; encouraging the students from both doctoral schools to participate in training programs offered by ASE or partners (for example: Artificial Intelligence, Advanced Research Methods for Doctoral Students, Global Development) during their doctoral studies or evaluate the possibility of introducing an optional transversal module (for example: Applied Artificial Intelligence and Big Data in Economic Research) during the Advanced University Training Program, accessible jointly to students from both DSE I and DSE II, to further align their methodological skills with emerging global technological trends.

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).
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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 term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

The expected learning outcomes of the doctoral study programs organized by the DSE I and DSE II are explicitly defined in accordance with Level 8 of the National Qualifications Framework (NQF). Furthermore, they are systematically correlated with the Classification of Occupations in Romania (COR) and the European Skills, Competences, and Occupations (ESCO) framework.

For the Economics domain, the curriculum places a strong emphasis on developing highly specialized competencies, including advanced macroeconomic and microeconomic analysis, complex econometric modeling, public policy formulation, and economic impact assessment. In strict alignment with NQF Level 8, the learning outcomes are structured across three core pillars: Knowledge - Achieving the most advanced level of understanding at the frontier between different economic fields; Skills/Aptitudes - Mastering advanced techniques to synthesize, evaluate, and solve critical research and innovation problems; Responsibility and Autonomy - Demonstrating a high level of scientific integrity, innovation, and sustained commitment to developing new ideas.

These outcomes are formalized in the curriculum design to ensure the seamless integration of graduates into the national and international academic, research, and professional environments.

- ✓ [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 ensure a robust and direct consistency between advanced academic training and current labor market requirements.

The structure of the doctoral programs successfully supports the development of analytical, methodological, and ethical skills required not only for academic research but also for highly specialized professions in the broader economic sector (e.g., senior economic analysts, policy advisors, data scientists).

The explicit structuring of learning outcomes around knowledge, skills, and autonomy proves full compliance with the key professional and transversal competences established in Article 7(9) and (10) of the national framework (Order No. 3020/2024). Furthermore, the institution's commitment to continuously consulting the professional and institutional environment (e.g., through the Advisory Boards analyzed in Indicator I.P.A.1.2.1) ensures that these learning outcomes remain anchored in real-world market trends and global economic priorities.

- ✓ [Recommendations - 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.
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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 programmes are structured to support student-centred learning through relevant coursework, research guidance, and academic support. Meetings with doctoral students and graduates confirm a close and constant collaboration with supervisors, access to materials, and support in defining research topics.

Teaching practices used include: interactive activities (workshops, scientific seminars, *peer review* sessions); individualised mentoring by the PhD supervisor and the Academic guidance and integrity committee; blended learning, which combines face-to-face and online activities through the Blended Learning Platform and other digital tools; continuous feedback from PhD students in order to adapt the content of educational programmes; research activities, preparation and presentation of progress reports and scientific articles during meetings with PhD supervisors and members of the Academic guidance and integrity committee. Teaching materials are available in electronic format, and scientific resources can be accessed through the ASE digital library and international databases to which the university subscribes.

- ✓ [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](#)

Student-centred learning is effectively implemented, as doctoral students are able to align their research with their professional interests. Feedback from students and graduates highlights continuous academic support and active involvement in seminars, workshops, and research activities.

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

Strong supervisor–student relationship and active involvement of doctoral students in research activities and academic events.

- ✓ [Recommendations](#)

Further diversification of teaching and mentoring methods, including digital tools.

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.
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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 DSE I and DSE II, PhD students are provided with numerous, well-structured opportunities for academic mobility. These activities are centrally coordinated by the ASE Erasmus+ Office, which transparently manages cooperation agreements, selection processes, and the academic recognition of mobilities (international.ASE.ro).

The physical mobility system is supported by an extensive network of bilateral agreements (Acorduri Erasmus DSE I_AS.pdf and Alte acorduri mobilitati DSE I.pdf). Doctoral students actively benefit from international research and placement mobilities funded through the Erasmus+ program or directly from the CSUD budget, as explicitly documented in the mobility centralizers (Mobilitati Erasmus drd DSE I_AS.pdf and Mobilitati Erasmus drd DSE II.pdf). Furthermore, the institution reimburses expenses for participating in international conferences.

The domain also extensively facilitates hybrid and virtual mobilities - doctoral students actively participate in Blended Intensive Programmes (BIPs), both as organizers (Lista BIP organize S.pdf) and as partners (Lista BIP in calitate de parteneri_AS.pdf). Additionally, the doctoral schools organize joint scientific seminars online in collaboration with partner universities from the EU, ensuring international exposure without physical displacement (Anexa_Seminare stiintifice colab internationala_AS.pdf). All mobility outcomes are formally recognized as an integral part of the doctoral plan and are evaluated in the student's annual progress report.

- ✓ 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 component ensures and actively promotes diverse mobility opportunities. The institutional mechanisms guarantee transparent and equitable access, directly supporting the principles of educational inclusion and student-centered learning.

By offering a flexible mix of traditional long-term physical mobilities, short-term physical deployments (conferences), and innovative hybrid/virtual formats (BIPs and online joint seminars), the doctoral domain is open to internationalization. This allows PhD students, including those who may have professional or personal constraints preventing long-term travel, to develop intercultural skills, integrate into international research networks, and align their research topics with global economic trends.

- ✓ Recommendations -
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)

ASE has implemented a clearly defined institutional framework to ensure equal opportunities for all students. The institution's policies explicitly prohibit discrimination based on socio-economic status, gender, ethnic origin, age, disability, or any other criteria.

The university actively supports student integration through a coherent set of dedicated services. PhD students benefit from administrative, psychological, and educational support provided by the Career Counselling and Guidance Centre (CCOC) and the Department for Teacher Training (DPPD). A dedicated Department for Students with Disabilities operates within the CCOC to facilitate communication between students, teaching staff, and administrative structures. These support mechanisms are formally regulated by the Social and Academic Inclusion Procedure for Students with Disabilities and Special Educational Needs. Furthermore, as noted in the infrastructure evaluation, the university premises are fully accessible, featuring ramps, adapted elevators, specially equipped restrooms, and dedicated parking spaces.

From an academic perspective, PhD students are actively represented in all major decision-making structures, including the Doctoral School Councils (CSDE), the Council for University Doctoral Studies (CSUD), and 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

DSE I and DSE II consistently and effectively apply the principles of equal opportunity and non-discrimination. The institutional framework provides a supportive system through the integrated services of the CCOC and DPPD.

The domain successfully addresses the diversity of learning styles and abilities. By offering a flexible mix of face-to-face courses, hybrid activities, online scientific seminars, and personalized mentoring sessions, the doctoral schools

accommodate the diverse needs of their students (including those who are employed or have mobility constraints). The flexibility of the curriculum, combined with the personalized approach of the academic guidance and integrity committees, ensures that the doctoral program is tailored to the specific potential and aspirations of each individual student.

- ✓ Recommendations -
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.
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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)

IOSUD-ASE provides PhD students from both the DSE I and DSE II with permanent and equitable access to a comprehensive suite of educational resources and support services.

The primary academic resource is the ASE Central Library, which provides extensive access to international scientific databases (e.g., Clarivate Analytics, Scopus, ScienceDirect, Bloomberg). Digital learning is further supported by the institutional Blended Learning@ASE platform, used by supervisors to share scientific articles and research materials. For the specific rigors of the doctoral study cycle (ISCED Level 8), ASE Research and Innovation Management Department provides students with access to the institutional anti-plagiarism software platform and organizes training on the ethical use of academic sources.

Furthermore, student support extends beyond academic materials. The Career Counselling and Guidance Centre (CCOC) and the Department for Teacher Training (DPPD) offer professional and psychological counseling. Crucially, the Department for Students with Disabilities (operating within the CCOC) provides individualized counseling and acts as a liaison with the faculty secretariats to ensure that students with special educational needs receive tailored support. The effectiveness of these services is periodically evaluated through student feedback - Chestionar DSE I_rasp_AS.pdf and Chestionar DSE II_rasp.pdf

- ✓ 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 offered by IOSUD-ASE are diverse, well-integrated, and tailored to the specific needs of doctoral studies in Economics.

The institutional infrastructure effectively supports the high degree of autonomy required of PhD students. ASE actively ensures that students know how to use them through constant training. Access to anti-plagiarism verification tools directly contributes to strengthening the culture of academic ethics and integrity. Moreover, the targeted support provided by the CCOC and the dedicated department for students with disabilities guarantees equitable participation, proving that the university's commitment to inclusion is highly operationalized.

- ✓ Aspects that constitute best practice examples

Integrating principles of equality and inclusion into internal regulations and procedures.

Access to advanced databases and digital tools supporting research activities.

- ✓ Recommendations -
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)

DSE I and DSE II apply a coherent and transparent framework for defining learning outcomes, fully compliant with ARACIS and National Qualifications Framework (NQF) Level 8 requirements. As explicitly detailed in the foundational

curriculum documents (Fisa competentelor DSE I.pdf and Fisa competentelor DSE II.pdf), the learning outcomes are structured across three operational dimensions: Knowledge, Skills and Responsibility and Autonomy. These outcomes are systematically translated into the individual course syllabuses, which are accessible to both students and teaching staff via the institutional portals (SIMUR and online.ASE.ro) at the beginning of the academic year. Furthermore, the Institutional Regulations for the Organisation and Conduct of Doctoral Studies, the Thesis Defence Methodology, and the Doctoral Thesis Writing Guide provide a comprehensive regulatory framework that ensures strict consistency between the stated training objectives and the final assessment methods.

- ✓ **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 formulated in a uniform, operational, and highly transparent manner. The course syllabuses effectively act as "academic contracts" between the professors and the PhD students. By clearly detailing the content, teaching methods, and specific assessment criteria, these documents ensure total predictability. This clarity promotes student responsibility and guarantees a good understanding of the academic expectations. In the assessment process itself, the emphasis is correctly placed on demonstrating Level 8 competencies: critical analysis, original research contributions, and strict compliance with academic ethics.

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

The implementation of a dedicated Doctoral Thesis Writing Guide ensures that the final and most important assessment (the thesis defense) is perfectly aligned with the learning outcomes expected at the end of the 4-year research cycle.

Recommendations -

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 DSE I and ISDE II, the assessment of learning outcomes is structured as a continuous and multi-stage process, strictly governed by the Institutional Regulations for the Organisation and Conduct of Doctoral Studies and the National Framework Regulation (Order No. 3020/2024).

The assessment framework is divided into two major components: Ongoing Examinations (The Advanced University Training Program) - during the first year, learning outcomes are assessed through continuous evaluations, case studies, academic debates, and project presentations. The assessment requirements and criteria for both common and specialized subjects are transparently published on the Blended Learning@ASE platform; Continuous Research Assessment (The Individual Scientific Research Program): for the remainder of the doctoral studies, the students' progress is assessed annually. PhD students must upload a comprehensive progress report to the portal.doctorat.ASE.ro platform, which is then formally evaluated and graded by the doctoral supervisor and the academic guidance and integrity committee.

The study completion exam - the public defense - is highly regulated. Before reaching the public defense, a student must pass a rigorous internal evaluation (pre-defense). A mandatory 90-day public consultation period is observed. Furthermore, the ASE Research and Innovation Management Department conducts a strict anti-plagiarism verification at two distinct stages: before the pre-defense and on the final version of the thesis. The public defense is held before a committee of at least five members, including at least two external referees, in accordance with the Methodology for the defence of doctoral theses.

- ✓ **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 assessment processes within the Economics doctoral domain are rigorous, fair, and aligned with the NQF Level 8 training objectives. The dual-assessment approach effectively monitors different sets of competencies. The first-year continuous assessments successfully measure the acquisition of advanced theoretical knowledge and methodological skills. Subsequently, the annual progress reports effectively evaluate the student's growing research autonomy, critical analysis capabilities, and scientific dissemination (publications and conference attendance). The thesis completion and public defense stages represent a highly secure mechanism for validating academic excellence. The double anti-plagiarism check is a robust institutional safeguard against academic fraud. Moreover, the integration of digital tools (Blended Learning@ASE and portal.doctorat.ASE.ro) ensures traceability of the entire evaluation process, providing a transparent route from the student's first exam to their final public defense.

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

Annual monitoring based on the progress report submitted via <https://portal.doctorat.ASE.ro>.

Use of the <https://online.ASE.ro> platform within the assessment process, combined with oral examinations in DS courses, enabling a comprehensive evaluation of the knowledge acquired.

Recommendations -

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)

IOSUD-ASE applies a transparent, rigorous admission policy for the Economics doctoral domain. The admission process for the DSE I and DSE II is governed by the Regulations on the organisation and conduct of the admission competition for doctoral study programmes. Competitions are systematically organized in July, September, and November (the latter specifically targeting non-EU foreign citizens).

To guarantee equal opportunities and transparency, the university proactively publishes all necessary information on its official platforms (www.ASE.ro and doctorat.ASE.ro/admitere/). This public information includes the Schedule for the selection process and the Number of places and research topics (which are preliminarily proposed by PhD supervisors and rigorously validated by the CSDE, CSUD and the ASE Senate).

The entire application process is modernized and conducted exclusively online via the ASE Registration Platform, actively supported by a detailed Candidate's Guide that explains every procedural stage. The admission itself consists of two stages: Language proficiency test - an online, eliminatory test (except for candidates holding recognized linguistic certificates); specialised exam: /n in-person, oral examination focused entirely on the candidate's proposed doctoral research project.

Upon successful admission and validation by the ASE Senate, each enrolled PhD student signs the Doctoral Studies Contract, formally establishing their rights, obligations, and individual educational trajectory.

- ✓ 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 within the Economics domain strictly complies with the principles of transparency, equal opportunity, and merit-based selection. The procedures are clearly defined in the institutional regulations and are uniformly applied by the admission committees.

The exclusive use of the online registration platform is a significant asset - ensuring fair access for both national and international candidates. Furthermore, the structure of the examination is tailored to ISCED Level 8 requirements. By focusing the specialized oral exam on a concrete research project rather than a generic theoretical test, the admission committees can accurately assess a candidate's research potential, methodological readiness, and alignment with the specific scientific directions of DSE I and DSE II.

- ✓ Aspects that constitute best practice examples Transparent and consistent admission procedures, supported by clear communication and accessible information for candidates.

The integration of a 100% online application platform accompanied by a step-by-step Candidate's Guide ensures a highly user-friendly, transparent, and equitable recruitment process.

- ✓ Recommendations

Analyzing the possibility to publish a brief, annual post-admission statistical overview on the doctoral domain's website which could present anonymized demographic data - admission success rates, serving as a valuable orientation tool for future prospective candidates.

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 the Economics doctoral domain at IOSUD-ASE is conducted in compliance with the principles of fairness, equal opportunity, and non-discriminatory access. This framework is formally embedded in the ASE Charter, the Institutional Regulations on the organisation and conduct of doctoral studies, and the Admission Regulations approved annually by the University Senate.

The institution ensures an inclusive selection process by publishing all relevant information (number of places, topics, conditions, calendar) transparently on doctorat.ASE.ro. The dedicated IT platform (doctorat.ASE.ro/admitere/) allows candidates to track the admission process in real time, with results published in compliance with GDPR rules.

The educational offer is structured to actively support vulnerable and underrepresented groups. Beyond the standard distribution of state-budgeted and fee-paying places, IOSUD-ASE formally allocates dedicated, state-funded places specifically for Romani candidates and for Romanians from abroad (the Romanian diaspora). Furthermore, the institution provides specific support measures during the admission process for candidates with disabilities or special educational 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 admission process within DSE I and DSE II exemplifies the practical application of fairness and equal opportunities. The institutional procedures guarantee an objective, predictable, and open framework, effectively eliminating discrimination based on gender, age, ethnicity, social status, or disability.

The implementation of targeted support measures for vulnerable groups proves that the university's commitment to educational inclusion is operationalized. By allocating special admission quotas for Romani candidates and the Romanian diaspora, the institution contributes to social equity and the diversification of the doctoral academic environment. Furthermore, the completely digital application represent a support candidates with severe physical mobility disabilities.

- ✓ Aspects that constitute best practice examples Transparent and consistent admission procedures, supported by clear communication and accessible information for candidates.

Utilizing a 100% online admission platform significantly lowers administrative and physical barriers, ensuring fair access for candidates with physical disabilities or those residing in disadvantaged or remote geographical areas.

- ✓ Recommendations -
The indicator is: fulfilled.

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

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

IOSUD-ASE provides a structured and flexible academic framework that governs the professional activity and academic trajectory of PhD students. This framework is strictly regulated by the Institutional regulations on the organisation and conduct of doctoral studies within IOSUD-ASE.

Within the DSE I and DSE II, the standard duration of the doctoral program is established at four years. However, the regulations accommodate the diverse personal and professional circumstances of the students through several clear mechanisms: extension -the duration can be extended by 1 to 2 years upon the proposal of the doctoral supervisor and with the approval of the ASE Senate; reduction - in highly justified situations (e.g., exceptional scientific progress), the program duration may be reduced by one year at the student's request, subject to the supervisor's approval; interruption - students may be granted a break in their studies for a period of one academic year, with the guarantee of regaining their full PhD student status upon return; mobility status - the PhD student status is fully maintained and protected during any periods of approved internal or international academic mobility.

- ✓ 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 is clear, predictable, and aligned with current legislation, enabling controlled management of individual situations (mobilities, interruptions, extensions). The procedures ensure decision-making transparency, administrative traceability, fairness in the application of rules and continuity of doctoral training

DSE I and DSE II apply the regulations concerning the students' professional activity with a high degree of transparency and fairness. The procedural framework is aligned with both national legislation and the university's internal policies, allowing for the efficient, predictable management of the doctoral academic career.

- ✓ Aspects that constitute best practice examples Transparent and consistent admission procedures, supported by clear communication and accessible information for candidates.

Continuous supervision, close collaboration with supervisors, and structured monitoring of doctoral progress throughout the programme.

- ✓ Recommendations -
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 DSE I and DSE II operate within the internationalisation framework established by the Strategy for the Internationalisation of the Bucharest University of Economic Studies 2016-2027, aimed at strengthening international academic cooperation and mobility. International activities are coordinated by the Erasmus+ Office (based on the European Quality Charter for Mobility and the Regulations on student and teaching staff mobility within the Erasmus+ programme and similar programmes), which manages mobility programmes and international agreements.

ASE maintains an extensive international network of over 300 Erasmus+ bilateral partnerships, facilitating mobility and cooperation in teaching and research. Internationalisation actions within the doctoral domain include participation of doctoral students and supervisors in international conferences, research collaborations and mobility programmes, including Blended Intensive Programmes (BIP). International experts are involved in doctoral committees and academic events, and doctoral students are encouraged to publish and present research internationally.

- ✓ 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 available evidence indicates that the doctoral schools implement consistent internationalisation actions aligned with the institutional strategy. International mobility opportunities, participation in conferences and research collaborations support the integration of doctoral students and supervisors into international academic networks.

The involvement of foreign academics and the participation of doctoral students in international activities contribute to improving the quality and visibility of doctoral research. Overall, the analysed information confirms that the DSE I and DSE II, support international cooperation and academic mobility, fulfilling the requirements of the indicator.

- ✓ Aspects that constitute best practice examples

Several aspects can be considered examples of good practice in the internationalisation process: the extensive international network of Erasmus+ partnerships, exceeding 300 bilateral agreements with universities worldwide; the integration of Blended Intensive Programmes (BIP), combining physical and virtual mobility activities; the active participation of doctoral supervisors and PhD students in international conferences and collaborative research projects; the involvement of internationally recognised scholars in doctoral supervision committees and thesis defence boards; the institutional support provided for doctoral mobility, conference participation and international publication activities.

- ✓ Recommendations

To further strengthen the internationalisation process within the doctoral domain Economics, the following recommendations may be considered: explore the opportunity of increasing the number of international joint supervision (cotutelle) agreements/developing joint research projects and doctoral seminars with international partners, particularly in emerging interdisciplinary areas; increasing the number of internationally co-authored scientific publications involving doctoral students and supervisors.

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)

Scientific research within the Economics doctoral domain is structurally governed by the ASE Research Plan for 2025 and the institutional Research Strategy. Scientific activity at DSE I and DSE II is strategically integrated and supported through resources, expertise, and integrity policies. For PhD students, relevant results (2024–2025) include: 105 published articles; 17 WoS articles (SSCI/SCIE); 14 articles in Q1/Q2 (AIS); 17 Scopus-indexed papers; 114 conference papers (26 WoS-indexed). For PhD coordinators, relevant results (2024–2025) include: 33 published WoS articles (SSCI/SCIE); 11 articles in Q1/Q2 (AIS); 33 Scopus-indexed papers.

Within the DSE I and DSE II, learning based on scientific investigation is the core of the training process. This is achieved through three main pillars: curricular Integratio - during the first year of advanced university studies, disciplines are explicitly designed to teach PhD students how to formulate valid research questions, apply complex scientific methods of analysis, and interpret economic data; collaborative Research - PhD students are encouraged to engage in scientific collaborations alongside their doctoral supervisors to generate applicable and publishable results; mandatory dissemination - presenting research results at dedicated scientific seminars organized by the two doctoral schools is not optional; it is formally integrated into the minimum criteria for defending a 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

Research at DSE I and DSE II is aligning with ISCED Level 8 expectations - the doctoral training path logically progresses from guided investigation (first-year methodological disciplines) to autonomous, collaborative research delivering tangible outputs. Furthermore, the integration of the digital tools analyzed in previous indicators (such as the cercetare.ASE.ro platform for tracking publications and the extensive access to international databases) provides a real logistical and infrastructural support. The resulting publications in WoS and Scopus databases confirm that the learning outcomes are successfully translated into internationally recognized scientific impact.

- ✓ Aspects that constitute best practice examples: active support for publication in Q1/Q2 journals; recognition of performance through institutional awards; involvement of doctoral students in publications and research projects.
- ✓ Recommendations -
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)

Research outcomes within the DSE I and DSE II are visible at national and international level through: publications in indexed journals (WoS, Scopus, CEEOL, ERIH Plus); participation in prestigious conferences; involvement in research projects; activities aligned with the Individual Doctoral Plans (PID), reflected in annual reports and publications; research conducted in supervisor - doctoral student teams; and integration of results into theses, courses, and faculty projects - Articles published by PhD students and supervisors in Web of Science, Scopus, and CEEOL.

Research is frequently conducted in mixed teams: professors and PhD students, particularly within institutional research projects (Proiecte institutionale cu drd.pdf).

- ✓ 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 Economics doctoral domain succeed in making its scientific outputs visible and highly relevant. The research generated is not strictly theoretical; it is applied, interdisciplinary, and explicitly focused on providing viable solutions for the current economic and social environment.

The strategy of integrating PhD students into mixed research teams for funded projects is effective. The resulting joint publications in Web of Science and Scopus databases demonstrate that the mentorship provided by the doctoral supervisors deliver tangible results.

- ✓ Aspects that constitute best practice examples

The active integration of PhD students into institutional research grants alongside their professors provides a practical, hands-on environment for generating high-quality, publishable data.

- ✓ Recommendations

Increasing the visibility of doctoral research results by expanding participation in conferences and publishing in journals indexed in international databases, in particular WoS and Scopus.

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)

ASE has an institutional system for quality assurance coordinated by the Quality Assessment and Assurance Committee (CEAC-ASE), which implements quality assessment procedures and prepares the annual report on internal quality evaluation, submitted to the University Senate and made publicly available.

At faculty level, Quality Assessment and Assurance Committees (CEAC-faculties) operate in coordination with the institutional CEAC-ASE, ensuring the consistent implementation of quality assurance procedures across academic structures, including doctoral schools.

Within the DSE I and DSE II, quality assurance is supported through several mechanisms: continuous monitoring of teaching and research activities through annual activity reports prepared by the doctoral school directors; periodic evaluation of PhD students' satisfaction through questionnaires regarding teaching, supervision and administrative services; regular updating of study materials and teaching resources according to scientific developments and doctoral students' needs; continuous professional development of academic staff, including participation in training activities, workshops and exchanges of good practices.

These activities are supported by the Quality Management and Internal Managerial Control Department, which assists the quality assurance structures in implementing and updating procedures in accordance with national and European standards.

- ✓ 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 analysed information indicates that the doctoral domain Economics benefits from a structured internal quality assurance system integrated within the institutional quality management framework of ASE. The collaboration between CEAC-ASE, faculty-level committees and doctoral schools ensures the consistent application of procedures and supports the development of an institutional culture of quality. The use of annual activity reports, satisfaction surveys and monitoring mechanisms provides relevant data for decision-making and for the continuous improvement of teaching and research activities.

Overall, the available evidence demonstrates that the organisational component systematically implements quality assurance procedures and uses the results of evaluations to improve educational activities within the doctoral programmes.

- ✓ Aspects that constitute best practice examples:

Several aspects can be considered examples of good practice in the quality assurance management: integrated quality assurance system connecting institutional, faculty and doctoral school levels; systematic use of annual activity reports and satisfaction surveys to monitor programme quality; institutional support provided by the Quality Management and Internal Managerial Control Department; continuous training of academic staff to improve teaching and research activities.

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

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

ASE implements a quality assurance system that promotes the active involvement of members of the academic community and external stakeholders in the evaluation and improvement of educational and research activities. The institutional framework for quality assurance is coordinated by the Quality Assessment and Assurance Committee (CEAC-ASE), which collaborates with faculty-level quality assurance committees and doctoral structures to ensure the effective implementation of quality procedures.

Within the DSE I and DSE II, stakeholders participate in quality assurance processes through several mechanisms: periodic satisfaction surveys addressed to PhD students regarding the quality of teaching, supervision and administrative support; participation of PhD student representatives in doctoral school councils, ensuring the representation of the doctoral student community in decision-making processes; involvement of representatives from the socio-economic environment and internationally recognised academics in doctoral school governance structures; consultation of stakeholders through institutional communication channels and public dissemination of quality evaluation reports.

These mechanisms ensure that feedback from students, academic staff and external stakeholders is collected and considered in the continuous improvement of doctoral education.

- ✓ 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 available information demonstrates that ASE has established formal mechanisms for involving stakeholders in the implementation of quality assurance procedures. The presence of PhD student representatives in governance

structures and the regular collection of feedback through satisfaction surveys enable the doctoral schools to identify strengths and areas for improvement in the educational process. The involvement of external representatives from the economic and social environment contributes to aligning doctoral programmes with the requirements of the labour market and research environment. At the same time, the collaboration between institutional and faculty-level quality assurance committees ensures that stakeholder input is integrated into the decision-making process and reflected in the continuous improvement of educational and research activities.

The analysed evidence confirms that the opinions of internal and external stakeholders are considered in the implementation of quality assurance procedures.

- ✓ **Aspects that constitute best practice examples:** systematic use of student satisfaction surveys regarding teaching and supervision quality; involvement of external stakeholders from the socio-economic environment in doctoral school structures; transparency through public dissemination of internal quality evaluation reports.
- ✓ **Recommendations:** Continue the stakeholder consultation by strengthening collaboration with employers and research institutions; continue promoting active participation of PhD students in institutional decision-making processes related to quality assurance.

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 established institutional structures responsible for ensuring compliance with academic ethics and conduct in accordance with national legislation and internal regulations. The Academic Ethics Commission operates based on a regulation approved by the ASE Senate, which defines its organisation, responsibilities and procedures for analysing cases related to academic ethics and integrity.

The commission functions as an independent structure within the university governance system and is responsible for examining alleged violations of academic ethics, including issues related to research integrity, plagiarism, and compliance with ethical standards in teaching and scientific activities. Its activity is carried out in accordance with applicable legal provisions and institutional regulations.

The ethical framework within ASE is supported by the University Charter, which establishes principles such as academic integrity, transparency, fairness and responsibility within the academic community. These principles guide the conduct of academic staff, doctoral supervisors, researchers and doctoral students.

Through this institutional framework, the university ensures the prevention, identification and resolution of ethical issues, contributing to maintaining high standards of academic integrity within doctoral education and research activities.

- ✓ **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 analysed information demonstrates that ASE has established a functional institutional framework for ensuring compliance with academic ethics and conduct. The existence of the Academic Ethics Commission, operating on the basis of regulations approved by the ASE Senate, provides a formal mechanism for addressing ethical issues in accordance with national legislation and institutional policies.

The independence of the commission and the clear definition of its responsibilities contribute to ensuring transparency and impartiality in the analysis of potential ethical violations. Furthermore, the integration of ethical principles within the University Charter and internal regulations reinforces the culture of academic integrity across all academic activities, including doctoral studies.

- ✓ **Recommendations-
The indicator is: fulfilled.**

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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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 through IOSUD and the doctoral domain Economics, systematically applies institutional procedures regarding the initiation, monitoring and periodic review of doctoral study programmes, in accordance with the internal quality assurance system implemented at university level. The process is integrated within the institutional quality management framework coordinated by the Quality Assessment and Assurance Committee (CEAC-ASE) and supported by the quality assurance committees established at faculty level, which ensure the uniform application of procedures across academic structures, including doctoral schools.

Within the DSE I and DSE II, the monitoring and periodic evaluation of doctoral activities are carried out through a set of institutional mechanisms, including the preparation of annual activity reports by the directors of the doctoral schools, the annual evaluation of doctoral school activities, and the periodic assessment of doctoral students' satisfaction regarding the quality of teaching, supervision and administrative support services. These evaluation instruments contribute to the continuous monitoring of the educational process and provide relevant data for improving the organisation and delivery of doctoral programmes.

The governance structures of the doctoral schools, including the Doctoral School Councils, involve representatives of doctoral supervisors, doctoral students and internationally recognised scientific personalities or representatives of the socio-economic environment, ensuring the participation of stakeholders in decision-making processes related to the development and review of doctoral programmes.

- ✓ 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 mechanisms applied demonstrate that IOSUD-ASE ensures the systematic monitoring and periodic review of doctoral programmes and activities, using feedback from doctoral students and other stakeholders to support the continuous improvement of doctoral education. The consistent application of procedures ensures administrative coherence and transparency, compliance with academic integrity standards, digital monitoring of doctoral progress, uniformity in evaluation and supervision, and continuous improvement based on self-assessment and external evaluation. DSE I and DSE II have Action Plans for remedying potential deficiencies and promoting performance and excellence in doctoral scientific research, periodically updated and developed through internal consultation.

- ✓ Recommendations:

Continue improving mechanisms for collecting and analysing feedback from doctoral students and other stakeholders.

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)

At the level of the ASE the implementation of procedures related to the monitoring and periodic review of doctoral programmes involves members of the academic community as well as relevant external stakeholders. These activities are carried out within the institutional quality assurance framework coordinated by the Quality Assessment and Assurance Committee (CEAC-ASE) and by the quality assurance committees established at faculty level.

At ASE the implementation of internal procedures involves doctoral supervisors, members of the Doctoral School Councils of Economics I and Economics II, teaching staff, doctoral student representatives and administrative staff. These governance structures ensure the participation of the academic community in the implementation of quality assurance procedures related to doctoral programmes.

Within the doctoral domain Economics, stakeholder involvement is ensured through the governance structures of the doctoral schools, which include representatives of doctoral supervisors, doctoral students and external members with recognised academic or professional expertise. The participation of doctoral students is also ensured through periodic satisfaction surveys regarding the quality of teaching, supervision and administrative support services. In addition, ASE maintains collaboration with the socio-economic environment and institutional partners, contributing to aligning doctoral education with labour market needs and the requirements of the European Higher Education Area.

- ✓ 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

At ASE Bucharest, there is a well-established institutional framework for quality assurance, coordinated through structures such as CEAC-ASE, CSUD and the Doctoral School Councils, which confirms the active and constant involvement of members of the academic community and other stakeholders in the implementation of quality assurance procedures. Through the participation of doctoral supervisors, doctoral students and external

representatives in governance structures and evaluation mechanisms, the doctoral schools ensure transparency and participatory decision-making in the monitoring and development of doctoral programmes. Feedback collected through surveys and consultations contributes to identifying improvement measures related to teaching activities, supervision and research performance. Furthermore, collaboration with external partners from the socio-economic environment contributes to aligning doctoral programmes with labour market expectations and current developments in economic research. These mechanisms demonstrate that the doctoral domain Economics systematically involves members of the academic community and other stakeholders in the implementation of procedures related to programme monitoring and quality improvement.

✓ **Recommendations**

Enhance mechanisms for communicating evaluation results to stakeholders, including doctoral students and external partners

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 IOSUD-ASE, the evaluation of teaching and research staff is regulated by a uniform institutional framework, specifically the Methodology for the periodic evaluation of the quality of teaching and research staff. For auxiliary and administrative staff, a separate annual performance evaluation methodology applies.

Within DSE I and DSE II the evaluation of academic staff by PhD students is an essential component of quality assurance. The collection of this feedback is operationalized through specific periodic questionnaires applied at the CSUD and Doctoral School levels (Chestionar CSUD_rasp_AS.pdf, Chestionar DSE I_rasp_AS.pdf, and Chestionar DSE II_rasp.pdf).

These evaluations are adapted to the specific nature of doctoral studies: the quality of teaching and scientific activities during the advanced university training program, the efficiency of the collaboration and mentoring provided by the doctoral supervisors and members of the academic guidance committees, the degree of satisfaction with the administrative and organizational support provided by the doctoral school management, the accessibility of educational and research resources.

The results are analyzed at the doctoral school level and are directly utilized to adjust the training process and improve administrative support.

✓ **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 mechanism for evaluating teaching staff and collecting feedback from PhD students is functional, transparent, and effectively supports the continuous improvement of the doctoral programs.

By evaluating the efficiency of the collaboration with doctoral supervisors and guidance committees—rather than just the professors teaching first-year courses—the institution measures the core pedagogical activity of a doctoral school: academic mentoring. The results confirm a high degree of student satisfaction and demonstrate that PhD students are actively involved in holding the academic and administrative staff accountable.

✓ **Aspects that constitute best practice examples**

Including the evaluation of the administrative support provided by the doctoral school management within the student questionnaires ensures that auxiliary staff performance is also guided by end-user (student) feedback.

✓ **Recommendations**

Use evaluation results to optimize teaching and supervisory activities.

The indicator is: fulfilled.

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

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

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

ASE uses institutional databases and information systems that support the implementation of internal quality assurance activities at university, faculty and doctoral school levels. The collection and processing of data related to educational and research activities are integrated into the institutional quality assurance framework coordinated by the Quality Assessment and Assurance Committee (CEAC-ASE) and supported by specialised administrative structures.

Within the doctoral domain Economics, relevant data for quality assurance are collected through several mechanisms, including: annual activity reports of the doctoral schools, which include information on teaching activities, research performance and doctoral student progress; periodic surveys regarding doctoral students' satisfaction with teaching, supervision and administrative support; monitoring of scientific outputs, such as publications in indexed journals, conference participation and involvement in research projects; the use of institutional information systems and administrative records that support the monitoring of doctoral activities and academic performance.

These data sources provide the basis for analysing the quality of educational and research activities within the doctoral programmes.

- ✓ 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 analysed information and the feedback collected during the meetings with relevant stakeholders indicates that ASE has established mechanisms for the systematic collection and analysis of data relevant to internal quality assurance. The use of annual reports, monitoring systems and feedback instruments enables the doctoral schools to obtain quantitative and qualitative information regarding the functioning of doctoral programmes. The integration of these data sources into the institutional quality assurance system allows decision-makers at doctoral school and university levels to monitor academic performance, evaluate research results and identify areas requiring improvement.

Furthermore, the regular analysis of data related to doctoral student satisfaction, research outcomes and academic activities contributes to the continuous improvement of doctoral education and supports evidence-based decision-making.

- ✓ Aspects that constitute best practice examples

Integration of institutional databases and monitoring instruments within the university's quality assurance system. Monitoring of research performance indicators (publications, conferences, research projects) within the doctoral domain.

- ✓ Recommendations

Further enhance the integration and digitalisation of databases supporting doctoral education and quality assurance processes.

The indicator is: fulfilled.

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

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

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

ASE ensures transparency of information related to study programmes and institutional activities through institutional regulations and communication mechanisms that comply with national legislation and university governance principles. The university operates based on a Charter approved by the University Senate, which promotes transparency, public accountability and access to information of interest for members of the academic community and external stakeholders.

Information regarding doctoral programmes within the doctoral domain Economics, organised through the DSE I and DSE II, is disseminated through the official institutional website and other communication platforms. The published information includes data on doctoral programmes, admission procedures, academic regulations, governance structures, doctoral supervisors and research activities.

The university also uses online communication channels and social media platforms (LinkedIn, Facebook, Instagram) to disseminate information relevant to students, graduates, employers and other stakeholders, ensuring wider accessibility and visibility of academic activities and opportunities.

Additionally, institutional reports regarding quality assurance and educational activities are made available to the academic community and other interested parties, ensuring transparency in decision-making processes and institutional governance.

- ✓ 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 analysed information demonstrates that ASE has implemented mechanisms that ensure transparency of information regarding doctoral programmes and institutional activities. The publication of relevant academic information through the institutional website (www.ASE.ro) CSUD ensures transparency and access to relevant information on doctoral activity through the website doctorat.ASE.ro. The Doctoral Schools of Economics I and Economics II have dedicated sections (DSE I, DSE II) on this website, where information is published on: the management and composition of the doctoral school council, doctoral supervisors (including areas of expertise, CVs and contact details), annual self-assessment reports. The website is constantly updated and provides information on: doctoral schools within ASE and other communication channels facilitates access for doctoral students, academic staff, prospective candidates and external stakeholders.

The existence of institutional regulations promoting transparency and public accountability contributes to ensuring compliance with legal requirements regarding access to information of public interest. Furthermore, the dissemination of information through digital platforms and social media channels supports effective communication with stakeholders and increases the visibility of doctoral programmes and research activities.

- ✓ Aspects that constitute best practice examples

Dissemination of academic information through multiple digital communication channels and social media platforms.

- ✓ Recommendations -

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)

At the ASE decision-making processes are regulated through institutional governance structures and internal regulations that promote transparency, accountability and participation of members of the academic community. The functioning of the university is based on the University Charter, which establishes principles such as transparency in decision-making, public accountability and consultation with representatives of the academic community and social partners. Within the doctoral domain Economics, organised through DSE I and DSE II, decision-making processes are carried out through governance structures such as the Doctoral School Councils, which include representatives of doctoral supervisors, doctoral students and external members with recognised scientific or professional expertise.

Institutional structures responsible for quality assurance, including the Quality Assessment and Assurance Committee (CEAC-ASE) and faculty-level quality assurance committees, also contribute to transparent decision-making by analysing evaluation results and proposing measures for improving educational and research activities.

The results of internal evaluations and institutional reports are communicated to relevant academic bodies, including the University Senate, ensuring transparency in the governance and management of educational activities.

- ✓ 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 analysed information demonstrates that ASE has established governance mechanisms that ensure transparency in decision-making processes related to doctoral education and institutional management. The participation of doctoral supervisors, doctoral student representatives and external members in doctoral school councils contributes to inclusive and participatory governance. This was also confirmed by both academic staff, students and other stakeholders during the meetings held.

Furthermore, the institutional quality assurance structures provide mechanisms for analysing evaluation results and proposing improvement measures within the decision-making process. The dissemination of institutional reports and the involvement of academic governance bodies ensure accountability and transparency in the management of doctoral programmes.

Overall, the available evidence confirms that the organisational component ensures transparent decision-making processes, in accordance with institutional regulations and national requirements.

- ✓ Aspects that constitute best practice examples: institutional regulations promoting transparency and public accountability in decision-making; governance structures that include representatives of doctoral students and external stakeholders in doctoral school councils.

- ✓ Recommendations -

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
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The HEI undergoes external quality evaluation as required by the law.

Indicator
I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

ASE has a long-standing, strictly regulated history of undergoing external quality evaluations. At the institutional level, the university has consistently obtained the "High Degree of Confidence" rating from ARACIS across multiple evaluation cycles (2008, 2013, 2018, 2023).

Specifically for the evaluated doctoral domain of Economics, managed by DSE I and DSE II, the procedures related to external quality assessment are carried out constantly and are centrally coordinated by the Council for University Doctoral Studies (CSUD) in collaboration with the institutional quality management structures (CMCCIM).

According to the historical data provided, the Economics doctoral domain was previously evaluated by the ARACIS Council on October 28, 2021, receiving the rating "Maintenance of accreditation." In compliance with the legal provisions regarding the post-evaluation monitoring cycle, the doctoral domain subsequently elaborated and submitted an interim progress report detailing the fulfilment of the previous recommendations, which received the official ARACIS resolution of "Implemented."

- ✓ 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 panel finds that DSE I and DSE II, under the coordination of IOSUD-ASE, fully comply with all national legislative obligations regarding external quality evaluation. The organizational component does not treat external evaluation as an isolated bureaucratic event, but as an integral part of its continuous quality assurance cycle.

The successful submission and validation of the interim progress report is a clear indicator of institutional maturity. It demonstrates that the doctoral domain effectively utilized the recommendations from the 2021 evaluation cycle to practically improve its procedures, rather than merely archiving the previous ARACIS report. Furthermore, the overarching institutional "High Degree of Confidence" provides a solid, highly functional administrative ecosystem that directly supports the doctoral schools in organizing and reporting their academic data accurately.


- ✓ Aspects that constitute best practice examples

The rigorous drafting and successful validation of the interim progress report confirm that the doctoral schools maintain a continuous improvement mechanism between formal external evaluation visits.

The strategic coordination of the external evaluation documentation by CSUD and CMCCIM ensures absolute consistency in reporting data across the two distinct Doctoral Schools (DSE I and DSE II) operating within the same Economics domain.

- ✓ Recommendations -
The indicator is: fulfilled.

IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ A robust body of internationally recognized doctoral supervisors, with an overwhelming majority (over 94%) fully meeting the stringent CNATDCU criteria, ensuring high-quality academic mentoring. ✓ The active operationalization of external Advisory Boards at both university and faculty levels, comprising top executives from multinational companies, banking, and the agrifood sector, directly anchoring research topics in labor market realities. ✓ The successful implementation of digital portals (cercetare.ase.ro for automated research tracking and portal.doctorat.ase.ro for progress reports) which ensures objective 	<p>INTERNAL FACTORS</p> 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ A tendency for some research topics to remain predominantly local or highly theoretical, which can limit their international impact and visibility ✓ The evaluation by PhD students of teaching staff who provide teaching activities at doctoral schools is carried out only at the level of CSUD, respectively doctoral school.
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<p>evaluation, administrative traceability, and reduced bureaucracy.</p> <ul style="list-style-type: none"> ✓ Modernized, inclusive campus facilities featuring access to premium, specialized econometric software (SAS/R, EViews, Stata) and extensive international databases, providing PhD students with high-level professional tools. ✓ Strategic inclusion of foreign experts in academic guidance and public defense committees ✓ The financial support for PhD students to participate in international conferences, mobility programmes or to publish articles in WoS journals; ✓ The mobility opportunities for PhD students; 		
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SWOT analysis

Opportunities:				
<ul style="list-style-type: none"> ✓ The global shift towards the green transition, circular economy, sustainability, and applied Artificial Intelligence (AI) perfectly aligns with the strategic focus of DSE II and DSE I, providing vast opportunities for highly relevant doctoral research ✓ The extensive existing Erasmus+ network provides a strong foundation for establishing formal joint doctoral supervision agreements (Cotutelle) with prestigious international universities. ✓ Increased access to international funds (Horizon Europe, advanced Erasmus+ grants) to support continuous physical and virtual academic mobility and fully cover Article Processing Charges (APCs) for high-impact WoS journals. ✓ A growing demand in the socio-economic environment for highly specialized analysts equipped with advanced quantitative and data science skills. 	<p>⬇</p> <p>EXTERNAL FACTORS</p>	<table border="1" style="width: 100%; background-color: #fff9c4;"> <tr> <td data-bbox="909 952 1441 963" style="text-align: center;">Threats:</td> </tr> <tr> <td data-bbox="909 963 1441 1926"> <ul style="list-style-type: none"> ✓ Increasing competition from prestigious foreign universities that attract top-tier Romanian doctoral candidates and researchers. ✓ The ongoing national demographic decline, which naturally narrows the overall pool of eligible Master's graduates available for doctoral recruitment. ✓ Potential underfunding of national education and research programs, which places continuous pressure on the university's internal budget to sustain advanced research infrastructure. </td> </tr> </table>	Threats:	<ul style="list-style-type: none"> ✓ Increasing competition from prestigious foreign universities that attract top-tier Romanian doctoral candidates and researchers. ✓ The ongoing national demographic decline, which naturally narrows the overall pool of eligible Master's graduates available for doctoral recruitment. ✓ Potential underfunding of national education and research programs, which places continuous pressure on the university's internal budget to sustain advanced research infrastructure.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	We recommend instituting annual joint discussions bringing together members of the doctoral schools, PhD students, and prospective students, as a collaborative forum to facilitate a direct, real-time exchange of ideas for co-designing emerging, interdisciplinary doctoral research themes before they are formalized into the annual admission methodologies.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Continuous acquisition of new, emerging research software (e.g., specific AI data analysis tools).
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Academic staff should continue to take advantage of the professional and personal training opportunities/workshops/international weeks/Blended Intensive Programmes offered by ASE or partners to strengthen their skills and promote excellence in research and teaching, ensuring that supervisors focus on modern mentoring strategies, research ethics, and the effective integration and management of Artificial Intelligence (AI) tools in doctoral supervision.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Finalize the implementation of the new SIMUR 3 university management software to ensure full digitization of academic records and optimize administrative and academic processes.
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	Periodically reviewing of the curriculum to integrate emerging trends in the economic field, in accordance with ARACIS standards and international trends; encouraging the students from both doctoral schools to participate in training programs offered by ASE or partners (for example: Artificial Intelligence, Advanced Research Methods for Doctoral Students, Global Development) during their doctoral studies or evaluate the possibility of introducing an optional transversal module (for example: Applied Artificial Intelligence and Big Data in Economic Research) during the Advanced University Training Program, accessible jointly to students from both DSE I and DSE II, to further align their methodological skills with emerging global technological trends.
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	-
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	Further diversification of teaching and mentoring methods, including digital tools.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	-
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Analyzing the possibility to publish a brief, annual post-admission statistical overview on the doctoral domain's website which could present anonymized demographic data - admission success rates, serving as a valuable orientation tool for future prospective candidates.
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	To further strengthen the internationalisation process within the doctoral domain Economics, the following recommendations may be considered: explore the opportunity of increasing the number of international joint supervision (cotutelle) agreements/developing joint research projects and doctoral seminars with international partners, particularly in emerging interdisciplinary areas; increasing the number of internationally co-authored scientific publications involving doctoral students and supervisors.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	-
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Increasing the visibility of doctoral research results by expanding participation in conferences and publishing in journals indexed in international databases, in particular WoS and Scopus.
DOMAIN C. Quality management			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Continue the stakeholder consultation by strengthening collaboration with employers and research institutions; continue promoting active participation of PhD students in institutional decision-making processes related to quality assurance.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Continue improving mechanisms for collecting and analysing feedback from doctoral students and other stakeholders.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Enhance mechanisms for communicating evaluation results to stakeholders, including doctoral students and external partners
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Use evaluation results to optimize teaching and supervisory activities.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Further enhance the integration and digitalisation of databases supporting doctoral education and quality assurance processes.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	-
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The external evaluation process for the Economics doctoral domain at the Bucharest University of Economic Studies (IOSUD-ASE), conducted between March 19-20, 2026, revealed a highly mature, dynamic, and rigorous academic environment. The evaluation panel acknowledges the institution's sustained commitment to academic excellence, evidenced by the unanimous fulfillment of all 32 ARACIS performance indicators across the three fundamental domains.

A number of important aspects noted during the evaluation are reiterated below, forming the basis of the general conclusions regarding the quality of education delivered within the evaluated doctoral study domain:

The Economics doctoral domain benefits from a strategic and effective organizational architecture, functioning through two distinct but complementary entities: the Doctoral School of Economics I (DSE I) and the Doctoral School of Economics II (DSE II). This dual structure prevents administrative fragmentation while allowing for highly specialized research management.

The domain is distinguished by the high qualifications of its doctoral supervisors, who meet the CNATDCU criteria, maintain active research profiles, and regularly engage in international projects and conferences.

A good practice is the functional integration of external Advisory Boards at both the university and faculty levels. By including top-level executives from multinational corporations, banking, and the agrifood sector, the doctoral schools ensure that their strategic direction and research topics remain deeply anchored in real-world labor market dynamics. The institutional capacity is significantly enhanced by advanced digital infrastructure. Tools such as the cercetare.ase.ro platform for automated research tracking and portal.doctorat.ase.ro for progress monitoring ensure unparalleled administrative traceability, transparency, and objectivity in academic evaluation.

The educational process is rigorously aligned with the National Qualifications Framework (NQF) Level 8 and structured transparently around the ECTS system (240 ECTS). The curriculum successfully balances advanced methodological training in the first year with extensive, autonomous scientific research in the subsequent years.

The research generated by PhD students and their supervisors is highly visible at the international level. The evaluation noted a strong publication record in Web of Science (WoS) and Scopus-indexed journals, supported by institutional initiatives for high-impact publications.

The domain demonstrates an excellent operationalization of its internationalization strategy. Supported by a network of over 300 Erasmus+ bilateral agreements, doctoral students actively participate in physical mobilities, international conferences, and innovative Blended Intensive Programmes (BIPs). Furthermore, the practice of "internationalization at home"—through the inclusion of foreign experts in academic guidance and public defense committees—guarantees that the research output is validated against global standards.

IOSUD-ASE provides an equitable, inclusive environment. The digital admission process, combined with specialized support from the Career Counselling and Guidance Centre (CCOC) and dedicated infrastructure for students with disabilities, ensures that the doctoral journey is accessible to all capable candidates, regardless of their socio-economic or physical circumstances.

The quality assurance mechanisms within the Economics domain are robust, well-documented, and seamlessly integrated into the broader university framework coordinated by CEAC-ASE. The institution maintains a zero-tolerance policy towards academic misconduct.

Decision-making processes are highly transparent, with doctoral students holding active voting rights in the Doctoral School Councils (CSDE) and the Council for University Doctoral Studies (CSUD). The feedback collected from students and external partners is systematically utilized to update curricula, methodologies, and internal Action Plans. While the domain performs at high level, the evaluation panel supports the institution's identified future lines of action. To further elevate its international standing, the domain should actively pursue the establishment of formal Joint Doctoral Supervision agreements (Cotutelle) with prestigious international partner universities. Additionally, expanding interdisciplinary research themes - particularly the integration of Applied Artificial Intelligence and Big Data in economic forecasting - and increasing the number of doctoral theses written entirely in English will be crucial steps in counteracting regional demographic declines and competing successfully on the global academic market.

Based on the thorough analysis of the Internal Evaluation Report, the extensive supporting annexes, the on-site infrastructure assessment, and the constructive dialogue with all relevant stakeholders, the ARACIS evaluation panel concludes that the Economics doctoral domain fully complies with the national legal requirements and quality assurance standards.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel is:

- a) **maintaining accreditation** (MAC) for doctoral domain: Economics, Doctoral School Economics I, Doctoral School Economics II

VII. Annexes



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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