



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:	Business Administration I Business Administration II
Doctoral Domain:	Business Administration
The objective of the external evaluation:	Maintaining Accreditation

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>Micu Adrian</i>	Expert evaluator	
2.	<i>Țurcan Rina</i>	International Expert	
3.	<i>Hachi Antonio Tiberius</i>	Student Evaluator	

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.).

In accordance with the Evaluation Calendar, agreed with the representatives of the Bucharest University of Economic Studies (hereinafter referred to as ASE), it was agreed that the visit would take place between 18–19 March 2026. This involved the presence of all members of the evaluation committee at the ASE headquarters and their participation in all activities provided for in the Calendar.

The external evaluation report was prepared by the ARACIS Commission of experts in external quality assessment, on the occasion of the visit carried out between 18.03 -19.03.2026, for external evaluation for the doctoral study domain *Business Administration*, within the Bucharest University of Economic Studies, Doctoral Schools Business Administration I and II.

No.	Name	Role
1.	Micu Adrian	Expert evaluator
2.	Țurcan Rina	International Expert
3.	Hachi Antonio Tiberius	Student Evaluator

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 is a higher education institution whose evolution has been marked by a series of transformations and changes, culminating in its development as a research university and advanced education provider that delivers educational services, scientific research and other science-based services. It develops master's, doctoral, and postdoctoral programs and accesses funding from national and European programs.

The university's headquarters is located at Piața Romană No. 6, Sector 1, Bucharest, postal code 010374, Post Office 22, Romania, with contact telephone numbers 021-319.19.00 and 021-319.19.01, fax 021-319.18.99, and the official website is www.ase.ro. ASE uses the information facilities specific to social media platforms to disseminate information of interest to various categories of stakeholders, students, alumni, and employers: [LinkedIn](#), [Facebook](#), and [Instagram](#).

Currently, ASE has 13 schools organized into teaching departments, Doctoral Schools, Research Centers, university extensions, within which undergraduate studies, master's studies, doctoral studies, and postdoctoral studies are conducted, postuniversity study programs for training and continuous professional development, and, independently, scientific research activities; and the Department for Teacher Training.

ASE is subject to procedures related to the external quality evaluation process, to organize, in accordance with the law, programs and study domains, within the framework of initial, continuous, and lifelong education training, as well as at the institutional level.

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 organizational components responsible for the administrative and academic management of the Doctoral Study Domain (DSUD) *Business Administration* are the Doctoral Schools Business Administration I (SD AAI) and Business Administration II (SD AAI). The Doctoral Schools (SD) Business Administration I and II were established as distinct structures within IOSUD-ASE through two University Senate Decisions, namely Senate Decision No. 82/13.05.2024 regarding the establishment of SD AAI and Senate Decision No. 126/03.07.2024 regarding the modification of the name of the

Doctoral School Business Administration to SD AAI, as part of the process of alignment with national quality standards and efficient management of doctoral programs. The two schools continue the work of the former Doctoral School of Business Administration, reorganized in 2024.

The Doctoral Study Domain *Business Administration* successfully passed the periodic external evaluation process in 2021. The intermediate progress report prepared in 2024 demonstrates the commitment of the Doctoral Schools to the continuous improvement of this domain. At a higher level, the Doctoral Schools are under the strategic and administrative coordination of the Council for University Doctoral Studies (CSUD), which ensures coherence of policies at the level of the entire IOSUD-ASE.

II. Methods used

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

During the on-site visit, the ARACIS Commission of experts analysed internal evaluation report and its annexes.

On-site visit (general list of visited locations and categories of persons with whom debates have been organised).

During the on-site visit, the following locations were visited: ASE Library (0219), Research Centers/Laboratories: 1604, 4301, 4302, 4303, Classrooms: B701/B705, Hostel: Moxa D, Canteen: Cihoschi, Various activity halls: sports complex – Bărbulescu City Sports Hall (9 Cihoschi Street), recreation areas – Cybernetic Garden – Madgearu Village (15-17 Dorobanti Street).

Also, debates have been organized with the following categories of persons: representatives of the management of the HEI and of the organisational component, the team that has drafted the internal evaluation report (IER), staff in charge with research centres/laboratories, teaching staff who are PhD supervisors, doctoral students, alumni of the doctoral study domain, employers of the alumni, representatives of quality assurance organisational structures, members of the University Ethics Committee, representatives of other organisational components.

Other relevant methods or aspects.

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 Doctoral Schools of Business Administration I and II (SD AAI & SD AAI) operate under the strategic coordination of the CSUD and under the operational leadership of the Council of Doctoral Schools (<https://bt.ase.ro/programe-de-doctorat/> & <https://www.fabiz.ase.ro/programs/phd/>) and the

Directors of the Doctoral Schools. The organizational and administrative structure is approved by the ASE Senate and ensures the necessary flows for the admission, schooling, guidance and thesis defense process. The administrative processes are supported by the IOSUD Secretariat and the central functional departments of ASE, according to the Regulations for the organization and conduct of doctoral studies. (https://senat.ase.ro/wpcontent/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.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 current managerial structure is robust and functional, allowing for the smooth conduct of administrative and academic processes. The interface between the Department of Business Administration, CSUD and the central structures of ASE is clearly defined by regulations, ensuring decision-making coherence - Institutional Regulations. (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf)

Aspects that constitute best practice examples

The Doctoral Schools Business Administration I and II operate in full compliance with current national legislation (Higher Education Law, Code of University Doctoral Studies), the University Charter, the IOSUD-ASE Regulation and their own Organization and Functioning Regulation.

Recommendations

Maintaining the current situation. Revising the institutional regulations for doctoral studies, as appropriate.

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)

Stakeholder involvement is carried out through two main channels. First, PhD students are directly represented in governance structures (CSD, CSUD, Senate), provide systematic feedback through course evaluation questionnaires, and can participate in activities via student associations. Second, external stakeholders (socio-economic and academic environment) are involved through the faculties' consultative councils [FBT Consultative Council (<https://bt.ase.ro/consiliul-consultativ/>) and FABIZ Consultative Council (<https://www.fabiz.ase.ro/faculty-research/socio-economic-council/>)] which provide strategic feedback, through the mandatory presence of external specialists in doctoral committees per the IOSUD Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf) as well as through promotion of business-proposed research topics and invitation of specialists as guest lecturers.

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 current involvement mechanisms are considered functional and aligned with European practices, ensuring active and effective participation of PhD students in decision-making processes. It is

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

noted that business environment involvement, especially through topic proposals and the Consultative Council, adds considerable value to the doctoral program, ensuring strong connections with economic realities and increased interest in economically and socially relevant research topics. Student feedback on courses is also actively used for their continuous improvement.

Aspects that constitute best practice examples

The Doctoral Schools of Business Administration I and II, in accordance with IOSUD-ASE policy and the provisions of the ASE Charter, ensure a transparent and functional institutional framework for the active involvement of PhD students and external stakeholders (socio-economic environment, academic community) in decision-making and consultative processes.

Recommendations

Establishing an Alumni network for the doctoral schools (SD AAI and SD AAI) to obtain constant feedback on the program's relevance.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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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)

Teaching and research activities for the study programs take place in owned spaces—lecture halls, amphitheaters, seminar rooms, laboratories—properly equipped with computing equipment, multimedia systems (video projectors, projection screens, flipcharts, etc.) [Area reported per number of seats - <https://doctorat.ase.ro/wp-content/uploads/ARACIS/2025/Dotari/ListaDotarilorCuEchipamenteTehniceASailorDePredare-seminar.pdf>]. Scheduling of study groups in teaching spaces (timetabling by study years) is done based on group sizes and room capacities at ASE, ensuring optimal parameters for teaching and research [Summary of spaces by usage criteria - <https://doctorat.ase.ro/wp-content/uploads/ARACIS/2025/Dotari/SituatiaCentralizatoareASpatiilorDeInv.PDF>].

The Physical Education and Sports Department's material base includes a Sports Complex commissioned in 1996, comprising: two 30/20 m halls for various sports and tennis, an aerobic gymnastics and judo hall, a medical physical culture hall, a physical development hall, and three fitness halls equipped with modern specialized technical apparatus and audio amplification systems [List of technical equipment for teaching/seminar rooms - <https://doctorat.ase.ro/wp-content/uploads/ARACIS/2025/Dotari/SuprafRaportataLaNrDeLocuri.PDF>].

ASE has specially arranged spaces for meal preparation and serving for students and faculty in the *Moxa* and *Cihoschi* cantinas. The ASE student canteen in the *Moxa* complex is a modern building with automated facilities and a maximum serving capacity of 250 people per shift under excellent hygienic conditions.

All ASE spaces, including dining and extracurricular student activities—career counseling medical offices—are accessible to persons with disabilities and meet current technical safety and hygiene-sanitation norms.

ASE has facilities (<https://da.ase.ro/lista-cladiri-accesibilizari/>) for persons with disabilities and special educational needs, namely: mobile access ramp, elevator, adapted sanitary group for locomotor disabilities, a notice board for visually impaired persons, and special parking spaces.

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 current material base is considered adequate and high-performing for supporting the doctoral programs of SD AAI and AAI. The two schools have workspaces in rooms B701, B704, B705 [Decision 824/12.11.2025 - <https://bt.ase.ro/wp-content/uploads/2025/11/HCA-824-12.11.2025-modificare-repartizare-sali-cladirea-P.Romana-7-corp-A-si-B-1.pdf>]. Seminar spaces for the Advanced Training Program (PPA) are sufficient and properly equipped. The strongest point is the digital infrastructure and informational resources (databases), which align with international standards and enable high-quality research based on comprehensive and up-to-date documentation. Basic statistical software is provided.

Aspects that constitute best practice examples

Teaching rooms, didactic laboratories, research centers, dormitories, and sports facilities operate in accordance with technical, safety, and hygiene-sanitation norms.

Recommendations

Continuing to disseminate information about available equipment and software in work locations (venues) and their accessibility for doctoral students and doctoral supervisors.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

ASE has a modern material base, including teaching rooms equipped with multimedia devices (video projectors, PCs, videoconferencing systems) and wireless internet access. The university ensures full licensing of necessary software, from operating systems and basic applications (Microsoft Office) to specialized research software (SPSS, EVIEWS, SAS/R). The network infrastructure, including for e-Learning platforms, is robust, based on redundant servers and efficiently managed. Libraries also provide access to a sufficient number of publications and scientific databases, while the university runs investment plans for the continuous modernization of teaching spaces and 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

Management of the material base used by the Business Administration Doctoral Schools I and II is carried out efficiently through a centralized ASE system, ensuring rational resource use and uniform application of maintenance and security procedures. Informational resources, such as databases and software licenses, are properly managed by the ASE Library (<https://biblioteca.ase.ro>) and IT Department (<https://it.ase.ro>), ensuring availability and remote access. Physical space maintenance is at high standards, and procurement planning is done annually by communicating specific SD needs to IOSUD, which integrates them into the university's procurement plan, demonstrating a robust and sustainable process.

Aspects that constitute best practice examples

The doctoral schools SD AAI and SD AAI optimally and sustainably manage the immobile and mobile assets they use for the evaluated doctoral study field.

Recommendations

- ✓ Not applicable.

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.
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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 human resources of the Doctoral Schools AAI and AAI are robust, consisting of 20 and 11 PhD supervisors, respectively, all legally entitled to guide PhD students. The complete and updated list, including competence areas, is public and transparent on the IOSUD-ASE website [AAI PhD Supervisors (<https://doctorat.ase.ro/programe/administrarea-afacerilor/administrarea-afacerilor-i/>) and AAI PhD Supervisors (<https://doctorat.ase.ro/programe/administrarea-afacerilor/administrarea-afacerilor-ii/>)]. The faculty body, mostly consisting of tenured ASE university professors, covers a wide range of specializations in the field, from Entrepreneurship, Business Strategy, and Human Resource Management to Innovation, Logistics, and Tourism.

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

Availability of a large and diversified number of PhD supervisors, whose quality is certified by national habilitation standards, represents a major strength. This ensures diversified expertise covering current sub-domains (digitalization, AI, sustainability) and guarantees high scientific performance, as most supervisors are active researchers with international visibility. The current number also allows maintaining a balanced PhD supervisor/PhD student ratio, essential for personalized and quality guidance.

Aspects that constitute best practice examples

Staffing of teaching and research positions is carried out in accordance with the national framework competition methodology and the ASE methodology for competitions for vacant teaching positions.

Recommendations

Updating regularly the online professional profiles and CVs of PhD supervisors to reflect their latest research achievements and international visibility.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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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 ensures continuous professional and personal development of staff through a series of well-structured measures and activities, based on annually identified needs and adapted to academic and administrative requirements. The professional training process aims to:

- Adapt staff to job requirements and update specific knowledge, ensuring continuous alignment with educational and research standards.
- Participate in training and improvement programs, including national and international courses, practical internships, and experience exchanges.
- Access specialization opportunities through European projects (e.g., Erasmus+) and other external funding sources, promoting excellence and academic career internationalization.

- Implement an annual professional training plan (<https://bt.ase.ro/wp-content/uploads/2025/11/programe-de-formare-profesionala-BT.pdf>), developed based on proposals from departments and faculties, centralized at the Human Resources Department, and approved by the Board of Administration.

Professional training is conducted both at ASE's initiative (<https://resurseumane.ase.ro/wp-content/uploads/2021/09/Metodologie-facilitati-angajati.pdf>) and at staff initiative, with full or partial funding possible from the university budget. For courses organized by ASE, all costs are covered by the institution, and staff participation counts as working time.

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 provides a comprehensive framework for professional development, with strong emphasis on scientific research components (for PhD supervisors and teaching staff). Notable aspects at ASE level include: clear financial mechanisms supporting research performance (conference participation, publishing), ensuring maintenance of a high-caliber faculty connected to international standards; centralized administrative support at the CSUD Secretariat enables specialized and efficient training for the doctoral studies niche.

Aspects that constitute best practice examples

Professional training conducted both at ASE's initiative and at staff initiative, with costs are covered by the institution.

Recommendations

Increase the internal promotion of available training programs and Erasmus+ opportunities to ensure higher participation of PhD supervisors to these.

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 staff recruitment procedures are strictly regulated by national legislation and an internal methodology (https://senat.ase.ro/wp-content/uploads/2025/20250326/Hot.Senat%20nr.%2043%20din%2026.03.2025_Mod.Metod.concurs%20did.pdf) approved by the Senate, respecting legality and transparency principles. Transparency assurance is central, involving publication of all positions on the ASE website [Recruitments - <https://resurseumane.ase.ro>], national platform jobs.edu.ro, and Official Gazette, along with commission composition and results publication. To become a PhD supervisor (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf) in Business Administration Doctoral Schools I and II, beyond occupying the teaching position, candidates must undergo a distinct additional procedure: obtaining the habilitation certificate, a rigorous nationally managed process (CNATDCU) based on meeting minimum standards of scientific performance.

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 recruitment procedures are fully compliant with legislation, ensuring high transparency and objectivity levels. Quality of human resources for SD AAI and AAI is guaranteed by a double filter: public competition for teaching positions and the highly rigorous national habilitation (<https://doctorat.ase.ro/wp-content/uploads/Abilitare/Reglementari/Final%20%20Metodologie%20abilitare%2014.05.2025.pdf>)

procedure. This dual validation ensures only teaching staff with proven and nationally recognized scientific performance become PhD supervisors. Clear public standards (both internal and CNATDCU) ensure merit-based selection, while full process transparency eliminates subjectivity.

Aspects that constitute best practice examples

All teaching staff of the doctoral study domain *Business Administration* comply with legal requirements for occupying teaching positions. Staffing of teaching and research positions is conducted in accordance with the national framework competition methodology and the ASE methodology for competitions for vacant teaching positions.

Recommendations

Continue digitizing competition dossier submission to reduce bureaucracy and facilitate candidate participation, including internationals.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

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

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

ASE utilizes numerous specialized IT systems, platforms, and software (https://fabbv.ase.ro/wp-content/uploads/2025/10/Sisteme_informatic_e_specializate_utilizate_in_ASE.pdf) that facilitate information access and ensure quality services for the academic community. These include internally developed IT applications for essential operations, such as:

- SIMUR user account generation
- SIMUR account password reset
- Accommodation request (<https://aseaccommodation.ase.ro>)
- Electronic payment for accommodation and study fees (<https://plationline.ase.ro>)
- Exclusively online admissions (<https://ase.ro/admitere/>)
- Student document automation (<https://adeverinte.ase.ro/auth/login>): recently, ASE developed an application that automatically generates certificates for students, enabling electronic requests for over 25,000 students. This application eliminates the need for physical interaction with secretariats, reducing waiting time and streamlining the process of obtaining necessary documents.
- Student life satisfaction feedback questionnaire
- Teaching staff evaluation (https://campus.ase.ro/evaluare_CD_ASE/index.asp)
- Evaluation of student representatives from Faculty Councils and University Senate.

Tuition fees (https://senat.ase.ro/wp-content/uploads/2024/20241030/Hot.Senat%20nr.%20264%20din%2030.10.2024_Anexa%201%20la%20Metod.taxa%20aplicate%20in%20ASE.pdf) are calculated at ASE level in accordance with average schooling costs for the academic year in publicly funded higher education for bachelor's, master's, and doctoral studies, and are communicated to students through various means: display at secretariats, cashiers, and on the SE website. They can be paid via bank transfer using a card issued specifically for such operations by one of the banks agreed by ASE, in cash at ASE cashiers, or through the plationline.ase.ro platform. The network infrastructure serving online learning platforms consists of two latest-generation servers ensuring maximum connectivity and operability. The online.ase.ro platform has been updated to one of the latest versions, maintaining a familiar interface that does not

affect teaching continuity. The platform is hosted on high-performance equipment, periodically verified, kept functional with high security levels despite periodic attack attempts. ASE has arranged spaces for wireless Internet access, including appropriate furniture. Wireless infrastructure has been expanded with additional equipment, with high-performance devices installed in teaching spaces and dormitories. ASE uses the University Management IT System – SIMUR, containing all schooling data and information on study fee regimes and payment status, including personalized access for each student via the Student Personal Page application (<https://webstudent.ase.ro/login1.aspx?ReturnUrl=%2f>). Doctoral School Business Administration I and II ensure, through ASE's centralized infrastructure, broad and non-discriminatory access for all PhD students to informational resources necessary for high-level 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

Available informational resources and databases align with international standards and fully cover documentation and analysis needs for the Business Administration field. Usage rate of these resources is high.

Aspects that constitute best practice examples

ASE aims to modernize the university system, improve student experience, and strengthen the academic community's digital competencies, in line with objectives set by the Bucharest University of Economic Studies Digitalisation Strategy for 2022-2027.

Recommendations

Continue organizing periodic workshops for PhD students on advanced use of databases and bibliographic management software (e.g., EndNote, Zotero).

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, 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 Business Administration doctoral study domain is rigorously structured per the Institutional Regulation on Organization and Conduct of Doctoral Studies (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf), organized based on the European Credit Transfer System (ECTS), totaling 240 credits over 4 study years. This curricular structure ensures complete coverage of Level 8 training cycle from CNC through clear division between the Advanced Training Program (PPA – Year I) and Scientific Research Program (PCS – Years II-IV), with credit allocation strictly based on workload required for achieving learning outcomes (research and analysis competencies), including course hours, individual study, research activity, and publications.

* 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.

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

Curricular document analysis reveals coherent ECTS system application, with fundamental disciplines Application of Quantitative and Qualitative Methods in Scientific Research and Academic Ethics and Integrity allocated 8 ECTS each, and specialization disciplines Excellence in Business (<https://bt.ase.ro/wp-content/uploads/2025/11/Excelenta-in-afaceri.pdf>), Innovation and Entrepreneurship (<https://bt.ase.ro/wp-content/uploads/2025/11/Inovare-si-antreprenoriat.pdf>), Leadership and Business Strategy (<https://bt.ase.ro/wp-content/uploads/2025/11/Leadership-si-strategie-in-afaceri.pdf>), and Development Strategies in the Services Sector (<https://bt.ase.ro/wp-content/uploads/2025/11/Strategii-de-dezvoltare-in-sectorul-serviciilor.pdf>) allocated 7 ECTS each, reflecting complex individual workload (approx. 175 hours each). Evaluation methods directly correlate with doctoral research-specific learning outcomes, replacing memorization testing with concrete scientific products such as conference papers or systematic literature analyses (thesis drafts), validating the program's orientation toward advanced research competencies and results dissemination.

Aspects that constitute best practice examples

Advanced University Studies-Based Training Program. Typically conducted in Year I. It consolidates specialized knowledge and develops advanced methodological competencies essential for scientific research. Includes mandatory disciplines (*Application of Quantitative and Qualitative Methods in Scientific Research and Academic Ethics and Integrity*) and optional/specialization disciplines chosen by the PhD student with PhD supervisor approval from the educational offerings of SD AAI and SD AAI.

Scientific Research Program. Represents the central component of the doctoral stage. Conducted throughout the study duration (Years I-IV and extension period if applicable), requiring PhD students to prepare research reports (typically 4 reports) substantiating and documenting thesis development progress.

Recommendations

Not applicable.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator
I.P.B.2.1.2

The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

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

Discipline sheets (<https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=209>) from PPA explicitly detail specific competencies acquired by PhD students. The doctoral thesis development process (PCS) is the main qualification achievement instrument. Through constant interaction with the PhD supervisor and periodic evaluations (research progress reports, pre-defense, and public defense), graduates demonstrate the capacity to produce original and valuable 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

Direct and robust correlation (<https://esco.ec.europa.eu/ro/classification/occupation?uri=http://data.europa.eu/esco/isco/C24#overlayspin>) exists between curriculum, defined learning

outcomes, and competencies (https://www.fabiz.ase.ro/ceac_fabiz/) required for a business administration doctor capable of performing in both academic and business environments (in research-development, strategic analysis, or high-level consulting roles).

Aspects that constitute best practice examples

The development of top-tier competencies specific to doctors in economic sciences:

- *Professional competencies.* Ability to conceive, design, implement, and adapt an original scientific research process, generate new knowledge, and contribute to expanding knowledge frontiers in business administration.
- *Transversal competencies.* Critical and analytical thinking, synthesis and evaluation skills for complex ideas, highest-level academic communication (written and oral), research project management, research ethics and integrity, and the ability to operate in interdisciplinary and international work environments.

Recommendations

Maintaining and continuously monitoring the current situation.

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)

Student-centered principle at SD AAI and SD AAI manifests on two levels. In the Advanced Training Program (Year I), students benefit from curricular flexibility, choosing optional disciplines in consultation with their PhD supervisor to ground their research topic, and participate in interactive teaching methods (debates, article analysis). Subsequently, in the Scientific Research Program, student-centering is achieved through individualized one-to-one mentoring relationships, promoting intellectual autonomy and encouraging PhD student ownership of research through topic selection and development of an individual research plan [PID - <https://doctorat.ase.ro/activitati/planul-individual-de-doctorat-pid/>], under the guidance and validation of the PhD supervisor and the Academic Guidance and Integrity Committee.

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 program organization model, inherently based on individual mentorship, is profoundly student-centered. This structure allows maximum adaptability of the academic pathway, far superior to other education cycles. Additionally, the model proactively stimulates the development of essential researcher competencies such as intellectual autonomy, project management, and personal responsibility, while PPA's optional course flexibility ensures efficient time use for theoretical thesis foundation.

Aspects that constitute best practice examples

At the Doctoral Schools of Business Administration I and II, provisions of the ASE Charter are respected, establishing principles and values underlying university activity, including student-centered education (art. 3 letter c of the Charter).

Recommendations

Implementing a brief annual satisfaction survey for PhD students to collect feedback on the mentoring process and the flexibility of their individual research plans.

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)

The Doctoral Schools of Business Administration I and II offer PhD students multiple academic mobility opportunities, centrally managed by the International Relations Directorate [ASE-DRI - <https://international.ase.ro/21/>]. These include **physical mobilities**, such as research stays through the Erasmus+ (<https://international.ase.ro/21/erasmus/>) programme (based on the Erasmus University Charter and numerous bilateral agreements), as well as funding for participation in prestigious international scientific conferences. In addition, **virtual mobilities** are available, consisting of participation in online conferences with participation fees reimbursed by CSUD (<https://doctorat.ase.ro/conferinte/norme-csud/>). All calls and mobility opportunities are published transparently on the ASE website [Erasmus+ - <https://international.ase.ro/21/erasmus/>]

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 academic mobility opportunities offered are diverse and aligned with European standards, supported by a robust and well-funded institutional framework, especially for the Erasmus+ programme. SD AAI and SD AII benefit from a very large portfolio of partner universities in the field of Business Administration. At the same time, the adoption of virtual mobility formats has increased the flexibility and accessibility of these opportunities for PhD students.

Aspects that constitute best practice examples

Multiple academic mobility opportunities offered to the doctoral students.

Recommendations

Continue promoting and prioritising short-term physical mobilities (5–30 days) within the Erasmus+ programme.

The indicator is: fulfilled.

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

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

The Doctoral Schools of Business Administration I and II, through IOSUD-ASE, ensure fair opportunities for all students, regardless of status (IF/IFR, funded/fee-paying), as guaranteed by normative documents such as the ASE Charter (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%2094%20din%2025.06.2025_Inf.adoptarea%20Cartei%20ASE.pdf) and the IOSUD Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf). All PhD students benefit from non-discriminatory access to educational resources, including international databases (with remote access), e-learning platforms, specialised software, and the book collection via the ASE Library (<https://biblioteca.ase.ro>). Furthermore, SD AAI and AII transparently promote professional development opportunities [CSUD rules for conferences, mobilities, publications - <https://doctorat.ase.ro/conferinte/norme-csud/>], such as Erasmus+ mobilities, conference participation (including competitive financial support), and publication prizes, while providing constant support through mentoring, the IOSUD secretariat, and the Academic Guidance and Integrity Committee.

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 commitment to equity and support represents a fundamental strength, backed by a robust, clear, and non-discriminatory regulatory framework. The main equity driver is universal access to essential research resources, particularly databases, which enables high-quality research regardless of the student's mode of study. This environment is reinforced by the availability of funding opportunities for mobilities and publications, which are open to all PhD students strictly on the basis of performance criteria.

Aspects that constitute best practice examples

The Career Counselling and Guidance Centre (CCOC) that implements projects on inclusion, equal opportunities, and equity to support students with special needs.

Recommendations

Improving the digital accessibility of resources through the online.ase.ro platform.

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)

The Doctoral Schools of Business Administration Doctoral Schools I and II ensure access to vital resources through the centralised IOSUD-ASE infrastructure. This includes fundamental **research resources** such as the ASE Library (<https://biblioteca.ase.ro>), prestigious international databases (ProQuest, EBSCO, ScienceDirect etc.) and secure remote access (proxy) via the [e-nformation.ro](https://e-information.ro) platform, alongside IT resources (online.ase.ro, specialised software). Support services are also provided, both administrative (CSUD Secretariat) and for psychological and career counselling through the Career Counselling and Guidance Centre (CCOC) (<https://consiliere.ase.ro>), with specific procedures (https://ase.ro/app/uploads/2025/01/Incluziune_sociala_studenti_dizabilitati.pdf) [Procedure regarding students with CES - <https://ase.ro/studenti-cu-ces/>] to support students with disabilities, including physical access and reasonable accommodations.

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 availability of resources and services is a major strength, particularly due to the quality and diversity of international databases. Universal and remote (proxy) access to top BDI ensures full equity regarding fundamental research resources, regardless of the form of study (IF or IFR). In addition, the existence of psychological counselling services is considered vital for supporting students facing the rigours of the doctoral programme.

Aspects that constitute best practice examples

The Doctoral Schools of Business Administration I and II, through ASE's central structures, provide PhD students with a wide range of learning resources (library, international databases, online platforms, specialised software) and support services (psychological and career counselling, secretariat, IT support) necessary for the successful completion of the doctoral programme.

Recommendations

Increasing the visibility of support for PhD students with special educational needs.

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)

Assessment methods, criteria, and procedures are clearly defined and transparently communicated to students. The IOSUD Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf) details the calendar and criteria for each stage. Within the Advanced Training Programme [Curriculum - <https://planinvatamant.ase.ro/SelectiePlan1.aspx?pp=209>], the Discipline Sheet (<https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=209>) publicly specifies assessment methods (exam, project) and their weightings. Assessment of the Scientific Research Programme is based on public defense of research reports, monitoring progress and methodological rigour, while final thesis assessment focuses on originality and scientific contribution. To ensure academic integrity, the use of similarity detection software (anti-plagiarism) is mandatory for all reports and for the final thesis.

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

The assessment system of SD AAI and SD AII is considered robust, transparent, and aligned with good practices. The existence of clear, written, and public procedures [IOSUD Regulation - https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf] prevents arbitrariness and ensures transparency. A key strength is progressive assessment (through research reports), which plays an essential formative role by allowing correction and guidance of research before the final phase. In addition, mandatory use of anti-plagiarism software reinforces ethics and academic integrity standards.

Aspects that constitute best practice examples

The Doctoral Schools of Business Administration I and II apply an assessment system for PhD students that is predictable, transparent, fair, and consistent. The entire assessment system is grounded in the [IOSUD Regulation](#) and the [ASE Charter](#) and is communicated to students from the time of enrolment. Assessment methods are designed to objectively measure the acquisition of advanced research competences (corresponding to CNCIS Level 8) and the progress made in developing the doctoral thesis.

Recommendations

Encouraging teaching staff to use predominantly doctoral-level assessment methods based on research projects or critical essays.

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)

Fairness and consistency of assessments within SD AAI and SD AAI are ensured through strict procedural mechanisms. No major evaluation (research report or thesis) is left to a single person's discretion; reports are peer-assessed by the Academic Guidance and Integrity Committee (3 members), and the thesis by the Doctoral Committee (5–6 members). Objectivity of the final evaluation is guaranteed by the mandatory inclusion of official external reviewers, independent of the institution. Furthermore, the evaluation process is standardised and identical for all PhD students, regardless of study form (IF/IFR) or funding regime (funded/fee-paying), and PhD students have the right to appeal PPA evaluations under the IOSUD Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.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 assessment system of SD AAI and SD AAI includes multiple safeguards ("checks and balances") to ensure fairness and objectivity. The strongest mechanism is reliance on external evaluators in the final thesis phase, which aligns evaluation with national and international standards. Collegial evaluation of progress reports within the Academic Guidance and Integrity Committees reduces the individual subjectivity of the PhD supervisor and offers the PhD student multiple perspectives, while standardised procedures ensure equity for all PhD students.

Aspects that constitute best practice examples

The evaluation process is standardised and identical for all PhD students, regardless of study form (IF/IFR) or funding regime (funded/fee-paying), and PhD students have the right to appeal PPA evaluations under the IOSUD Regulation.

Recommendations

Communicating to doctoral students the degree of fulfillment of the standards necessary to defend the doctoral thesis and the activities that must be carried out in the future for the successful completion of the doctoral stage.

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)

The Doctoral Schools of Business Administration I and II rigorously and consistently apply institutionally established admission procedures. The entire process is regulated by the Regulation on the Organization and Conduct of the Doctoral Studies Admission Competition (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20111%20din%2025.06.2025_Anexa%201_Mod.Cifra%20de%20sc.doctorat.pdf) approved by the ASE Senate and published on the official website.

The admission procedure is transparent, and the criteria are made public, including:

- ✓ **Eligibility conditions.** Possession of a master's degree (or equivalent) and fulfillment of language competence requirements (if applicable).

- ✓ **Selection criteria.** Selection based on a specialist test consisting of a research project prepared by the candidate and defended (interview) before an admission committee.
- ✓ **Alignment with objectives.** Admission on specific places and research topics proposed by active PhD supervisors [Number of Places and Research Topics Announced for Doctoral Studies Admission Competition – Admission 2025-2026 - <https://doctorat.ase.ro/admitere/sesiunea-iulie/>]. The research project is evaluated for originality, feasibility, and scientific relevance to the Business Administration field, ensuring direct alignment with the program's objective (researcher training).
- ✓ **Fairness.** Procedures identical for all candidates regardless of study form (IF/IFR) or funding regime (budget/fee), ensuring nondiscriminatory, merit-based process.

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

SD AAI and SD AAI admission procedures align with national standards and international best practices, characterized by total transparency (advance publication of methodology, calendar, topics, and places) and meritocracy. The key quality filter is research project and interview-based admission, essential as it evaluates not just knowledge but research potential, motivation, and academic compatibility between candidate and scientific supervisor, ensuring fairness through identical criteria for all.

Aspects that constitute best practice examples

ASE has developed its own policy for recruiting and admitting students, implemented transparently and rigorously, respecting the principle of equal opportunities for all candidates, without discrimination. To support candidates, ASE makes available each year an Admission Brochure, the Number of places and topics announced for competition, and the Schedule of the admission competition and statistical data from previous years; these are published both on the ASE website and in brochures/leaflets (<http://www.ase.ro>). Admission competition results are centralised in the Minutes of the Admission Committees and subsequently validated by the ASE Senate. All methodologies and regulations on the organisation and conduct of admission competitions are public and made available to candidates on www.ase.ro.

Recommendations

Continuing digitization efforts for admission dossier submission process to reduce bureaucracy and facilitate enrollment for all candidates, including internationals.

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)

The Doctoral Schools of Business Administration I and II adhere to IOSUD-ASE equal opportunities policy, basing admission solely on meritocracy (research project evaluation and interview) with identical criteria for all candidates without discrimination. These are stated in the Doctoral Admission Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%2011%20din%2025.06.2025_Anexa%201_Mod.Cifra%20de%20sc.doctorat.pdf). ASE annually allocates distinct budget places for vulnerable groups (e.g., rural graduates, Roma candidates, persons with disabilities) per Ministry of Education policies; they take the same competition on separate places. A Procedure for Access and Support of Persons with Disabilities (https://ase.ro/app/uploads/2025/01/Incluziune_sociala_studenti_dizabilitati.pdf) exists, allowing

candidates to request reasonable accommodations managed by the Department for Students with Disabilities within CCOC (<https://ase.ro/studenti-cu-ces/>) and admission committee.

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

Institutional framework for equity assurance is robust and legislation-compliant, based on clear, transparent procedures for all candidates. Allocation of distinct budget places for vulnerable groups demonstrates active social inclusion commitment. Institutional infrastructure via Students with Disabilities Department is prepared to handle special cases professionally.

Aspects that constitute best practice examples

The Doctoral Schools of Business Administration I and II adhere to IOSUD-ASE equal opportunities policy, basing admission solely on meritocracy (research project evaluation and interview) with identical criteria for all candidates without discrimination, stated in the Doctoral Admission Regulation.

Recommendations

Continue applying the ASE admission regulations and methodologies exactly, ensuring equal admission chances for every potential candidate.

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)

The Doctoral Schools of Business Administration I and II manage students' academic pathways through strict, uniform application of institutional regulations, based on the Institutional Regulation on Organization and Conduct of Doctoral Studies (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf), supplemented by ASE Charter (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%2094%20din%2025.06.2025_Inf.adoptarea%20Cartei%20ASE.pdf) and Study Contract. These cover all key stages from Advanced Training Program rules (passing, credits) and Scientific Research Program calendar (report defenses) to transparent pathway change management (interruptions, extensions) and mandatory ethics procedures (anti-plagiarism check). Administration handled by CSUD Secretariat (<https://doctorat.ase.ro/contact/>) and academically overseen by Doctoral School Council.

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

Regulation application is consistent and non-discriminatory for all students (IF/IFR), ensuring predictability and equity via a single public detailed IOSUD Regulation applying the same rules to all PhD students. Centralized pathway management by the CSUD Secretariat provides administrative professionalism, reducing procedural errors. Periodic research reports mechanism, clearly regulated, efficiently monitors progress rigorously and enforces regulation.

Aspects that constitute best practice examples

ASE offers opportunities for any PhD student's educational and professional needs to undertake, interrupt, and resume study programs (resumption after interruption, re-enrollments) as specified in didactic activity regulations. The Business Administration Doctoral Schools I and II ensure rigorous, transparent management of each PhD student's academic pathway from enrollment to thesis defense, consistently applying institutional regulations.

Recommendations

Improving proactive communication via CSUD Secretariat.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

The Doctoral Schools of Business Administration I and II, via IOSUD-ASE and International Relations Directorate (<https://international.ase.ro/21/>), implement concrete international cooperation support actions. These include PhD student mobility (short 5–30 days Erasmus+ stays or long-term, hybrid intensive programs - BIPs, conference participation with financial support), staff mobility (Erasmus+ teaching/training programs, international research projects), and academic collaboration supporting cotutelle agreements (co-supervision), international co-authorship publications, and events (doctoral panels, visiting professors).

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

SD AAI and SD AAII benefit from solid institutional infrastructure (DRI, large Erasmus+ partners portfolio - <https://international.ase.ro/21/erasmus-inter-institutional-agreements/>) for internationalisation support. Strengths include clear procedural/financial framework for Erasmus+ mobilities, ASE membership in European university alliances (e.g., EUT+), multiplying cooperation opportunities, and flexibility of new formats (BIPs, short physical mobilities) better suited to PhD student profiles.

Aspects that constitute best practice examples

The Doctoral Schools of Business Administration I and II align with the IOSUD-ASE internationalisation strategy, actively promoting academic mobility, international scientific cooperation, and a globally open academic environment.

Recommendations

Focusing on targeted promotion of short mobilities, shifting PhD student communication emphasis from classic semester mobilities to short physical (5-30 days) and virtual/hybrid (BIPs).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

At the Doctoral Schools of Business Administration I and II, the study program is based on the synergy between research and education, aiming to train autonomous researchers. This synergy manifests in the Advanced Training Program, where courses are taught by active researchers and the curriculum content is directly informed by their recent research on cutting-edge topics (e.g., digitalization, AI). Subsequently, the Scientific Research Program represents the essence of “learning

based on investigation,” with the PhD student becoming a knowledge producer under the supervision of the PhD advisor. Methodological knowledge from the PPA is applied directly in research (PCS), and the entire process is capitalized in the doctoral thesis and scientific publications, often co-authored.

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 model is inherently research-based learning. A major strength of the Doctoral Schools AAI and AII is the organic connection ensured as most PPA course leaders are also PhD supervisors, guaranteeing a direct link between top research and teaching. The one-on-one mentoring relationship (PCS) is considered the most effective form of “learning through investigation,” allowing full adaptation to the doctoral student’s needs and ensuring the relevance and timeliness of studied and researched topics.

Aspects that constitute best practice examples

Scientific research is the central activity of the Doctoral Schools AAI and AII. PhD supervisors active within the schools are teaching staff and researchers with proven performance, affiliated with ASE research centers. The research directions of the doctoral schools align with the ASE Research-Development-Innovation Strategy and focus on current relevant topics. All research activities comply strictly with the ASE Code of Ethics and University Deontology.

Recommendations

Continue improving the connection between the contents of Advanced Training Program and the doctoral thesis.

The indicator is: fulfilled.

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

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

Visibility and capitalization of research results represent a central goal, ensured through regulatory requirements and incentive mechanisms. The main visibility vector is the publication of research (often in supervisor-doctoral student teams) in BDI-indexed journals (Web of Science, Scopus), an explicit requirement (I.P.B.7.1.1), along with participation in renowned international conferences, including those organized by ASE [ASE Conferences - <https://cercetare.ase.ro/ro/conferinte/>]. Performance is actively stimulated by ASE’s Excellence Awards Program, providing financial incentives for top journal publications (Q1/Q2) [IOSUD Regulation - https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf]. Capitalization includes academic component (thesis minimum requirements), educational component (integration of research into PPA course materials), and public dissemination (theses become public and accessible at the ASE Library - <https://biblioteca.ase.ro>).

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

The Doctoral Schools AAI and AII have robust mechanisms ensuring international research visibility. These rely on rigorous minimum requirements requiring publication in BDI (per I.P.B.7.1.1), the most efficient mechanism enforcing international visibility of doctoral research. Additionally, ASE’s Excellence in Research Awards program strongly incentivizes PhD supervisors, who in turn maintain high standards for doctoral students. This system is supported by ASE’s strong tradition of international publishing in Business Administration, providing a conducive performance environment.

Aspects that constitute best practice examples

Scientific research results are visible nationally and internationally through teaching staff and doctoral students' participation in prestigious conferences and scientific sessions dedicated to them, publication in journals indexed in international databases (Web of Science, Scopus, CEEOL), and involvement in research projects.

Recommendations

Encouraging the PhD students to create and maintain updated profiles on academic networks like Google Scholar and ResearchGate to increase the citation potential of their published work.

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)

The Doctoral Schools of Business Administration I and II consistently apply quality assurance procedures, demonstrating a functional feedback cycle (evaluation-analysis-action). Main actions and procedures include:

- ✓ Monitoring Advanced Training Program. At the end of each Year I semester, doctoral students apply the online course evaluation procedure. Results are centralized, analyzed by the Doctoral School Council, and sent to course holders for improvement.
- ✓ Monitoring Scientific Research Program. Quality is monitored through compliance with the research report defense procedure before guidance committees, providing formalized feedback on thesis progress.
- ✓ Ethics procedures application. Consistent application of the similarity verification procedure (anti-plagiarism) for all research reports and final thesis, as a quality and integrity condition.
- ✓ Post-external evaluation corrective actions (proven impact). As evidence of consistent improvement procedure application, SD implemented a measures plan following the 2021 ARACIS external evaluation recommendations. Actions (e.g., stimulating Q1/Q2 publications, promoting socio-economic research topics) monitored, with impact documented in Interim Progress Report (https://www.aracis.ro/wp-content/uploads/2021/11/IOSUD19_C6_07.08.2025.pdf) submitted to ARACIS in 2024.

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

Doctoral Schools AAI and AAI demonstrate consistent quality procedure application and, most importantly, direct program improvement impact. Key examples include:

- ✓ Functional feedback cycle. PPA course evaluation by students is a well-established, consistently applied procedure, with results used for curriculum updates.
- ✓ Proven impact (ARACIS 2021-2024). Existence of 2021 post-evaluation measures plan and 2024 progress report provides strongest evidence of consistent quality procedures. Shows SD not only collects data but acts on it.

- ✓ Institutional integration. SD AAI and AAI reliance on central structures [Faculty-level CEAC (https://www.fabiz.ase.ro/ceac_fabiz/), CSUD] ensures professional, standardized quality management.

Aspects that constitute best practice examples

Doctoral Schools AAI and AAI implement institutionally defined quality strategies and procedures. The Doctoral School Council is directly responsible for monitoring doctoral program quality, in line with the ASE Quality Code and specific IOSUD procedures. This includes the quality of the Advanced Training Program, quality of scientific guidance, and quality of doctoral theses.

Recommendations

Organizing an annual meeting of the Doctoral School Council dedicated to quality assurance.

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)

The Doctoral Schools of Business Administration I and II collect stakeholder opinions through formal/informal mechanisms. Own community contributes via direct feedback (PhD students online evaluate PPA courses, results analyzed by CSD) and institutional representation (student reps in CSD/CSUD), while PhD supervisor opinions are collected in CSD meetings [IOSUD Regulation - https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf]. External stakeholders consulted: external experts (ARACIS) opinions from the 2021 ARACIS Report (https://www.aracis.ro/wp-content/uploads/2021/11/IOSUD19_Raport-coordonator_28.10.2021.pdf) formally transposed into monitored measures plans (e.g., 2024 Interim Progress Report - https://www.aracis.ro/wp-content/uploads/2021/11/IOSUD19_C6_07.08.2025.pdf) ; external reviewers' thesis defense committee opinions used for standards calibration; employers' opinions (via ASE Advisory Council - <https://ase.ro/universitatea/conducerea/consiliul-consultativ/>) and research topic proposals - <https://bt.ase.ro/wp-content/uploads/2025/11/Teme-cercetare-2025.pdf>) used for admission topics updates.

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

Doctoral Schools AAI and AAI show good capacity to collect and, especially, act on received opinions, particularly formal channels. Student channel via CSD/CSUD representation considered functional/efficient for quick procedure adjustments affecting academic pathway. Reactivity to external evaluation is a strength, 2021 (ARACIS Evaluation) > 2024 (Progress Report) cycle clearly proving external opinions taken seriously leading to concrete actions. Year I (PPA) course evaluation system established mechanism for educational content adjustment.

Aspects that constitute best practice examples

ASE's education and scientific research quality assurance system aims to: better correlate education/research services with client and stakeholder requirements; permanent improvement of teaching and scientific research services; develop quality culture within ASE and ensure real protection of client/stakeholder interests; clarify community member responsibilities for educational/scientific research quality assurance; ensure necessary transparency in budget/private resource use for educational/scientific objectives; facilitate European mutual recognition of certificates, diplomas, university titles.

Recommendations

Maintaining the current course of action.

The indicator is: fulfilled.

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

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

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

ASE has a Code of Ethics and University Deontology (https://senat.ase.ro/wp-content/uploads/2024/20241030/Hot.Senat%20nr.%20230%20din%2030.10.2024_Amendarea%20Cartei%20ASE.pdf), approved by the ASE Senate, which protects the values of academic freedom, university autonomy, and ethical integrity, while violations of its principles and values are monitored by the University Ethics Commission (https://etica.ase.ro/wp-content/uploads/2024/08/Componenta-CE_2024.pdf), in accordance with its Regulation on Organization and Functioning (https://etica.ase.ro/wp-content/uploads/2025/02/Hot.Senat-nr.-22-din-12.02.2025_Reg.Comisie-de-Etica.pdf), approved by the University Senate.

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

To maintain and strengthen the professional image of students, teaching and research staff in ASE, and other categories of teaching staff in pre-university education who obtain teaching degrees under the ASE brand, the university has, since 2015, implemented the operational procedure Anti-plagiarism Verification (<https://dmci.ase.ro/antiplagiat>), which defines how the anti-plagiarism system is used in line with the technical specifications of the Sistemantiplagiat.ro platform. The procedure applies to all bachelor's theses, dissertations, doctoral theses, books, and articles defended/published at ASE. ASE also has a Strategy for Preventing and Combating Plagiarism 2022–2030 (https://dmci.ase.ro/images/instructiuni/ASE_strategia_prevenire_combatere_plagiat.pdf).

The activity of the Ethics and Professional Deontology Commission is presented in the Annual Activity Reports (<https://etica.ase.ro/rapoarte-anuale/>) of the University Ethics Commission, adopted by the University Senate.

Aspects that constitute best practice examples

The Doctoral Schools AAI and AAI, via the Doctoral School Council, represent structures responsible for operational implementation and consistent application of all quality/ethics procedures set by higher-level structures. CSD AAI and AAI collaborate directly with CEAC-ASE and ASE Ethics Committee to ensure full quality system functionality at the program level (e.g., PPA evaluation procedures, publication standards monitoring, anti-plagiarism verification).

Recommendations

Continue complying with the legal provisions in force regarding the independent, regulation-based functioning of the University Ethics Commission.

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)

Beyond course evaluations and ethics procedures, Doctoral Schools AAI and AAII consistently apply other academic and administrative procedures that ensure quality. These include: the progress evaluation procedure (via research reports), which enforces formal, staged feedback and corrects the research trajectory in time; the academic pathway management procedure (extensions/interruptions), which ensures clear tracking of study duration and prevents excessive prolongation, contributing to completion rates; and the doctoral committee validation procedure, which guarantees a high standard of the final evaluation by including recognised, independent experts.

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

Consistent application of administrative and academic-path procedures acts as a safety net, ensuring a minimum standard of progress and evaluation for all students and preventing major failures at the end of the programme. The fact that administrative procedures (extensions, fees) are applied identically to all (IF/IFR) ensures fair treatment, regarded as an element of quality management. The validation procedure for thesis-defence committees is a key strength, ensuring maximum objectivity and rigour at study completion.

Aspects that constitute best practice examples

Not the case.

Recommendations

Not applicable.

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)

In the Doctoral Schools of Business Administration I and II, involvement of community members and stakeholders in implementing and reviewing procedures is ensured through participatory governance structures. Internal community members are directly involved: PhD students, via their elected representatives, participate with voting rights in the Doctoral School Council and CSUD for decisions on procedural changes (e.g., IOSUD Regulation - https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf). Teaching staff (PhD supervisors) are the main implementers of procedures, acting on admission committees, guidance committees, and in the Doctoral School Council. External stakeholders (academic experts) are directly involved in quality control implementation as official reviewers in doctoral committees, while employers (business environment) contribute by proposing research topics.

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 involvement in procedure implementation is considered genuine and grounded in formal structures. A major strength is student involvement in governance; their voting (via representatives) on procedural changes is the highest form of participation in revising these. Likewise, PhD supervisors act not only as mentors but also as guardians of quality-procedure implementation

(admission, reports). Use of external reviewers in doctoral defence committees is an essential form of scientific community involvement in implementing final quality control.

Aspects that constitute best practice examples

Internal community members are directly involved: PhD students, via their elected representatives, participate with voting rights in the Doctoral School Council and CSUD for decisions on procedural changes.

Recommendations

Not applicable.

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)

In the Doctoral Schools of Business Administration I and II, provisions of the Methodology for the Periodic Evaluation of the Quality of Teaching and Research Staff are observed, under which teaching and scientific activity is evaluated at least once every five years.

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

Evaluation of teaching activity by PhD students is a mandatory component of the overall evaluation process, and the evaluation results (https://www.fabiz.ase.ro/ceac_fabiz/) are public information. Additionally, semester-based analyses of PhD students' evaluations of teaching staff performance are carried out and discussed/endorsed in CSUD meetings. Moreover, at ASE level, the Quality Management and Internal Managerial Control Department (CMCCIM) prepares and publishes a synthesis of student evaluations of teaching staff. For the 2024-2025 academic year, statistics are available

for semester 1 (https://calitate.ase.ro/wp-content/uploads/2025/02/STATISTICA_evaluare_ASE_sem1_2024-2025_CALITATE_PASOL.pdf)

and semester 2 (https://calitate.ase.ro/wp-content/uploads/2025/08/STATISTICA_evaluare_ASE_sem2_2024-2025.pdf).

Periodic quality evaluation of teaching staff covers subject-matter competence, teaching ability, research potential, and professional deontology of each staff member involved in student training, regardless of programme level (bachelor's, master's, doctoral, continuing education). Periodic evaluation results are analysed and validated in CSD/CSUD meetings and then approved by the ASE Board of Administration.

(<https://ca.ase.ro/wp-content/uploads/2024/04/HCA-292-08.04.2024-evaluare-periodica-cadre-didactice.pdf>)

Aspects that constitute best practice examples

Monitoring and evaluation of the quality of activities performed by teaching, auxiliary teaching, and administrative staff involved in distance-learning (ID) programmes is conducted for teaching staff based on a unitary ASE-level procedure, namely the Methodology for the Periodic Evaluation of the Quality of Teaching and Research Staff of the Bucharest University of Economic Studies, and for auxiliary teaching and administrative staff based on the Methodology for the Annual Evaluation of the Individual Professional Performance of Auxiliary Teaching Staff and Administrative Staff.

Recommendations

Providing students with a brief annual summary of the feedback results and the general measures taken to improve teaching quality based on their evaluations.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator	The organisational component systematically collects and analyses data required for the internal quality assurance process.
I.P.C.5.1.1	

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

ASE uses several internally developed IT applications such as SIMUR, the e-learning platform (online.ase.ro), and the research management platform.

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

In SD AAI and AAI, information is periodically collected and analysed from platforms such as:

- ✓ Erasmus Mobility Online, a platform dedicated to long-term Erasmus study contracts for their electronic signing.
- ✓ <https://portal.cercetare.ase.ro/dashboard> for various reports on staff internationalisation and research activities, used for CNFIS and ANC reporting.

Aspects that constitute best practice examples

ASE has an IT system that facilitates collection, processing, and analysis of data and information relevant to institutional quality evaluation and assurance. Database management at ASE is performed by the ITC Directorate. Most ASE processes are digitalized: student admission, dorm place allocation, institutional accounting, staff payroll, scientific research activity management, student records, academic transcripts, diploma supplement completion, scholarship and intra-EU mobility allocation.

Recommendations

Continue collecting information for substantiating strategic decisions on internationalisation and research.

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	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
I.P.C.6.1.1	

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

The Doctoral Schools of Business Administration I and II, through IOSUD-ASE, ensure total transparency and public access to information via the centralized online platform doctorat.ase.ro. This is constantly updated and includes essential framework documents such as ASE Charter (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%2094%20din%2025.06.2025_Inf.adoptarea%20Cartei%20ASE.pdf), Institutional Regulation on Organization and Conduct of Doctoral Studies (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf), and Code of Ethics and University Deontology (<https://etica.ase.ro/codul-de-etica-al-ase/>) Detailed program information, admission procedures including Admission Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20111%20din%2025.06.2025_Anexa%201_Mod).

[Cifra%20de%20sc.doctorat.pdf](#)) in ASE and Number of Places and Research Topics (<https://doctorat.ase.ro/admitere/sesiunea-iulie/>) proposed by the two schools' PhD supervisors, list of PhD supervisors from AAI (<https://doctorat.ase.ro/programe/administrare-afacerilor/administrarea-afacerilor-i/>) and AAI (<https://doctorat.ase.ro/programe/administrare-afacerilor/administrarea-afacerilor-ii/>), Curriculum and discipline sheets (<https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=209>) for PPA, and summaries of publicly defended doctoral theses (https://doctorat.ase.ro/teze/sustineri_publice/) are also published. 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

Doctoral Schools AAI and AAI meet transparency requirements, providing a large volume of relevant information, with centralization on the dedicated site (doctorat.ase.ro), preventing fragmentation. The strongest point is admission process transparency, where detailed publication of places per supervisor and research topics represents best practice and ensures fair process. Public accessibility of all documents governing the PhD student's pathway [Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf), Study Contract (<https://doctorat.ase.ro/activitati/formulare/>), Ethics Code - <https://etica.ase.ro/codul-de-etica-al-ase/>] allows the student to know exactly their rights and obligations.

Aspects that constitute best practice examples

ASE, CSUD, all faculties, and doctoral schools within its structure provide current and accurate quantitative and qualitative information and data regarding qualifications, study programs, study documents, teaching and research staff, student facilities, educational offerings, curricula, discipline sheets, research base, research centers, published journals, secretariat schedule, student personal page, statistical data, internal and national legislative base, activity schedule and calendar, financial information, and any other information of public interest, generally, and for students, particularly.

Recommendations

Not applicable.

The indicator is: fulfilled.

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

The Doctoral Schools of Business Administration I and II ensure decision-making process transparency by aligning with IOSUD-ASE collegiate governance structures, where decisions are made in official forums such as the Doctoral School Council and Council for Doctoral Studies. The fundamental transparency mechanism is the presence, with voting rights, of elected PhD student representatives in both councils, making them direct process participants. Major decisions such as IOSUD

Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf) or Admission Regulation (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20111%20din%2025.06.2025_Anexa%201_Mod.Cifra%20de%20sc.doctorat.pdf) are adopted via ASE Senate Decisions and published on the official website, while admission and thesis defense committee compositions are also made public.

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

Decision-making processes (<https://www.fabiz.ase.ro/faculty-research/management-council/>) are considered transparent due to collegiate governance model and inclusion of PhD student representatives. Student participation in councils is the most efficient real-time transparency method, as

they are direct witnesses and decision participants. Robust "checks and balances" system exists, as no major decision is arbitrary but must pass through CSD, CSUD, and often Senate filters. Publication of thesis defense committees (<https://doctorat.ase.ro/teze/sustineri-publice/>), including external members, is a key academic transparency element.

Aspects that constitute best practice examples

Major decisions are adopted via ASE Senate Decisions and published on the official website, while admission and thesis defense committee compositions are also made public

Recommendations

Not applicable.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

ASE was externally evaluated by ARACIS and obtained the High Confidence Degree rating, per received certificate (2008, 2013, 2018, 2023). All bachelor's study programs and master's domains were also externally evaluated by ARACIS, maintaining their accreditation. The doctoral schools SD AAI and AAI conduct procedures related to external quality evaluation process, according to law.

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 previous external evaluation took place on 28.10.2021 with the rating *Maintain Accreditation*. Last progress report was submitted on 07.08.2025.

Aspects that constitute best practice examples


Not the case.

Recommendations


Continue complying with external evaluation obligation for the doctoral study domain *Business Administration*.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
A. Institutional capacity ✓ Reputation and brand (ASE): The institutional prestige of the Bucharest University of Economic Studies, which attracts high-quality candidates and an elite faculty body. ✓ Highly qualified human resource: The existence of a large and diversified body of PhD supervisors who have met rigorous national habilitation	INTERNAL FACTORS 	A. Institutional capacity ✓ Administrative bureaucracy: Administrative processes, although correct, can sometimes be perceived as slow or rigid (e.g., multi-stage approvals for mobilities, data purchases), affecting the agility needed in research projects. ✓ Dedicated work infrastructure: Lack of dedicated workspaces (doctoral hub or academic co-working space) exclusively for

<p>standards.</p> <ul style="list-style-type: none"> ✓ Material and research base: Excellent access to critical informational resources, especially international databases, ensured by the Library, including remote access <p>B. Educational effectiveness</p> <ul style="list-style-type: none"> ✓ Relevant admission filter: The admission process is based on a research project and an interview, optimally aligned with the doctoral program's purpose. ✓ Research performance orientation: Completion of studies is conditioned by publishing scientific articles, ensuring international visibility and external validation of the research. ✓ One-to-one mentorship model: The research program (PCS) is student-centered by design, allowing maximum individualization of the pathway. ✓ Internationalization framework: A solid institutional infrastructure (International Relations Directorate, Erasmus+ partnerships) supports mobility. <p>C. Quality management</p> <ul style="list-style-type: none"> ✓ Responsiveness to external evaluation: A functional quality cycle is evidenced by implementing ARACIS 2021 measures and documenting them in the 2024 Progress Report. ✓ PPA feedback mechanisms: A consistent, functional procedure exists for student evaluations of Year 1 (PPA) courses. ✓ Institutional transparency: A high level of public information transparency (regulations, methodologies, admission 		<p>full-time PhD students.</p> <p>B. Educational effectiveness</p> <ul style="list-style-type: none"> ✓ Part-time (IFR) challenge: Slower progress and higher risk of dropout/extension among part-time students, who face objective difficulties in balancing program requirements with a full-time job. ✓ Low participation rate in mobilities: Actual participation in long-term physical mobilities is low, mainly due to PhD students' professional constraints. ✓ Isolation in research: Inquiry-based learning (PCS) can become a solitary process, with opportunities to further stimulate peer-to-peer interaction and build a research community. <p>C. Quality management</p> <ul style="list-style-type: none"> ✓ Lack of feedback from alumni/employers: Absence of formal, systematic mechanisms to collect opinions from graduates (PhDs) and employers regarding the relevance of the program.
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<p>places) is ensured via the IOSUD website.</p> <ul style="list-style-type: none"> ✓ Student involvement in governance: Student representatives with voting rights sit on the Doctoral School Council (CSD) and the Council for Doctoral Studies (CSUD), ensuring their involvement in procedure review. 		
<p>SWOT analysis</p>		
<p style="text-align: center;">Opportunities:</p> <p>A. Institutional capacity</p> <ul style="list-style-type: none"> ✓ Attracting European funding: Accessing research projects (e.g., Horizon Europe, PNRR) that can fund doctoral scholarships and modernize research infrastructure, complementing national budget ✓ Professional doctorates: National legislative framework encouraging and financially supporting professional doctorates, offering alternative funding opportunities and direct collaboration with private sector. ✓ Accelerated digitalization: Continuing institutional (ASE) administrative process digitalization can significantly reduce bureaucracy perception and streamline CSUD Secretariat interaction. <p>B. Educational effectiveness</p> <ul style="list-style-type: none"> ✓ Flexible mobility formats: Expanding and actively promoting virtual/hybrid mobility formats (BIPs), ideal for increasing internationalization rate among employed PhD students. ✓ Attracting international experts: Using online/hybrid format to invite top foreign 	 <p>EXTERNAL FACTORS</p>	<p style="text-align: center;">Threats:</p> <p>A. Institutional capacity</p> <ul style="list-style-type: none"> ✓ National and international competition: Strong competition from other Romanian universities with similar doctoral programs (e.g., UBB Cluj-Napoca, UVT Timișoara, UAIC Iași) and especially from foreign universities that attract top talent. ✓ Demographic decline: Long-term decrease in the number of high-school and, consequently, master's graduates, which narrows the selection pool for doctoral studies. <p>B. Educational effectiveness</p> <ul style="list-style-type: none"> ✓ Labour market pressure: The temptation for very strong candidates to choose a career in the private sector (which offers higher immediate salaries) over a long doctoral programme. ✓ Publication difficulties: Top academic journals remain largely highly specialised, so publishing high-quality interdisciplinary research can be difficult, with the risk of rejection because it is seen as “too much” from another field, creating a journal-fit problem. <p>C. Quality management</p> <ul style="list-style-type: none"> ✓ Legislative/regulatory instability: Frequent changes in education

<p>visiting professors for short PPA modules or workshops, increasing international exposure with minimal logistical costs.</p> <p>C. Quality management</p> <p>✓ Data collections tools: Widespread use of accessible digital tools (e.g., Google/Microsoft Forms, SurveyMonkey) to implement zero-cost, minimal-effort data collection from alumni and part-time students.</p> <p>✓ Alumni monitoring (LinkedIn): Using professional social networks (LinkedIn) as informal but effective tool for tracking graduates' professional paths (alumni tracking).</p>		<p>legislation require constant administrative and procedural adaptation, consuming resources that could otherwise be used for improvement.</p> <p>✓ "Feedback fatigue": Excessive requests for feedback through multiple channels (PPA evaluations, Year I–IV questionnaires, alumni surveys) can lead to low response rates and less relevant data.</p> <p>✓</p>
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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	Maintaining the current situation. Revising the institutional regulations for doctoral studies, as appropriate.
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	Establishing an Alumni network for the doctoral schools (SD AAI and SD AAll) to obtain constant feedback on the program's relevance.
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	Continuing to disseminate information about available equipment and software in work locations (venues) and their accessibility for doctoral students and doctoral supervisors.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Not applicable.
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	Updating regularly the online professional profiles and CVs of PhD supervisors to reflect their latest research achievements and international visibility.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Increase the internal promotion of available training programs and Erasmus+ opportunities to ensure higher participation of PhD supervisors to these.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Continue digitizing competition dossier submission to reduce bureaucracy and facilitate candidate participation, including internationals.
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	Continue organizing periodic workshops for PhD students on advanced use of databases and bibliographic management software (e.g., EndNote, Zotero).
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	Not applicable.
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	Maintaining and continuously monitoring the current situation.
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	Implementing a brief annual satisfaction survey for PhD students to collect feedback on the mentoring process and the flexibility of their individual research plans.
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	Continue promoting and prioritising short-term physical mobilities (5–30 days) within the Erasmus+ programme.
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	Improving the digital accessibility of resources through the online.ase.ro platform.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to	F	Increasing the visibility of support for PhD students with special educational needs.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
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	Encouraging teaching staff to use predominantly doctoral-level assessment methods based on research projects or critical essays.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Communicating to doctoral students the degree of fulfillment of the standards necessary to defend the doctoral thesis and the activities that must be carried out in the future for the successful completion of the doctoral stage.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Continuing digitization efforts for admission dossier submission process to reduce bureaucracy and facilitate enrollment for all candidates, including internationals.
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	Continue applying the ASE admission regulations and methodologies exactly, ensuring equal admission chances for every potential candidate.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	Improving proactive communication via CSUD Secretariat.
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	Focusing on targeted promotion of short mobilities, shifting PhD student communication emphasis from classic semester mobilities to short physical (5-30 days) and virtual/hybrid (BIPs).
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	Continue improving the connection between the contents of Advanced Training Program and the doctoral thesis.
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	Encouraging the PhD students to create and maintain updated profiles on academic networks like Google Scholar and ResearchGate to increase the citation potential of their published work.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Organizing an annual meeting of the Doctoral School Council dedicated to quality assurance.
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	Maintaining the current course of action.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Continue complying with the legal provisions in force regarding the independent, regulation based functioning of the University Ethics Commission.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Not applicable.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Not applicable.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Providing students with a brief annual summary of the feedback results and the general measures taken to improve teaching quality based on their evaluations.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Continue collecting information for substantiating strategic decisions on internationalisation and research.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Not applicable.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Not applicable.
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	Continue complying with external evaluation obligation for the doctoral study domain Business Administration.

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		

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions



A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

Propose and substantiate a decision.

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

- a) **maintaining accreditation** (MAC).

VII. Annexes

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

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