The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	Dunărea de Jos University of Galaţi
Doctoral School:	Economic Sciences
Doctoral Domain:	Management
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	POPA Ion	Committee Coordinator	
2.	HĂMURARU Maria	International Expert	
3.	MOLDOVAN Radu-Anton	PhD Student Evaluator	

I. Introduction

The external evaluation report of the field of doctoral studies in **Management** is prepared in the context of the periodic procedures carried out according to the requirements of ARACIS, with the objective of verifying the academic-institutional quality and the progress recorded in the period between two successive evaluations. The document is based on an in-depth analysis of the academic activities, resources and results obtained in the period 2020–2025, being completed by the contributions of external evaluation experts and the self-evaluation team of the Doctoral School of Economic Sciences (SDSE). The process involved consulting internal and external stakeholders, collecting institutional data, as well as examining the way in which quality assurance policies and procedures are implemented. The "Dunărea de Jos" University of Galati (UDJG) is a state higher education institution and has been operating since 1948. In 2008, 2013, 2019 and 2024, Following the external evaluation carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), UDJG received the qualification "high degree of trust", which confirms the efficiency of academic management and the quality management system. In December 2024, UDJG obtained recertification according to the SR EN ISO 9001:2015 standard, for the certification area Research, development and innovation management, Research, development, innovation in the areas of the PNCDI IV Strategy (Research – UDJG Research Portal). The institution is the center of technical, scientific, cultural and social progress with immediate or medium and long-term applicability, intended to contribute to the progress of the municipality of Galaţi and the south-eastern area of the country. In this sense, UDJG collaborates closely with the socio-economic environment, providing it with the specialists it needs, consultancy and technical solutions to current problems.

IOSUD–UDJG, the structure responsible for organizing doctoral studies, operates on the basis of clear institutional mechanisms, transparent governance and a network of human resources with solid academic expertise, coordinating five doctoral schools, including SDSE. Within this, the fields of Economics, Management and Marketing are supported by doctoral supervisors with international scientific visibility, relevant publications and active involvement in research projects and institutional collaborations.

The doctoral field of **Management** has evolved significantly in the analyzed period, consolidating its position in the academic offer by expanding the number of doctoral supervisors, diversifying research topics and continuously updating doctoral training policies. Its mission focuses on developing a human resource with advanced research skills and the ability to respond to the challenges of the contemporary academic and economic environment. The transformations that occurred after the last external evaluation – including the establishment of Doctoral School of Economic Sciences (SDSE) in 2024, the modernization of the research infrastructure (artificial intelligence laboratories, neuromarketing, international databases) and the expansion of international cooperation – have contributed to strengthening the profile of the field and intensifying scientific activities. Overall, the field of doctoral studies in Management presents itself as a mature one, anchored in the institutional tradition of UDJG, but oriented towards innovation, internationalization and increasing the quality of research, thus aligning itself with both the requirements of the external evaluation methodology and the European standards regarding training through research.

II. Methods used

The evaluation was based on a detailed examination of the Internal Evaluation Report and its annexes, which include data on governance structures, human resources, curricula, available infrastructure, research activity, the situation of doctoral students, publications of doctoral supervisors, institutional partnerships and documents on internal quality procedures. The following were also consulted:

- IOSUD–UDJG regulations (regulations, methodologies, operational procedures);
- supporting documents uploaded to the institutional platform (statutes of positions, lists of publications, evidence of scientific activities, collaboration protocols, strategic plans);
- information on infrastructure (STRATEC laboratories, Artificial Intelligence Laboratory, Neuromarketing Laboratory, access to international databases);
- data on academic mobilities, conference participation, research projects and the activity of the guidance committees.

In addition, additional documents made available by the institution during the preparation of the report were analyzed, such as rectoral decisions, annual reports of doctoral schools, and individual evaluation sheets of doctoral students.

On-site visit - The evaluation methodology also included an institutional visit, intended to allow direct verification of the data presented in the report. In this framework, the following were inspected:

- the teaching and research spaces of the Faculty of Economics and Business Administration (classrooms, specialized laboratories, research center - STRATEC);
- the University Library, including access facilities to scientific databases;
- the administrative spaces used for the management of doctoral studies;
- the support infrastructure (campus, dormitories, social facilities).

During the visit, discussions were held with the main categories of people involved in the development of the doctoral program:

- the management of the Doctoral School of Economic Sciences (director, members of the Doctoral School Council);
- doctoral supervisors in the field of Management;
- doctoral students at various stages of the program;
- graduates of the doctoral field of Management who obtained the doctorate degree
- administrative staff responsible for the management of doctoral studies;
- representatives of quality assurance structures.

Other relevant methods and aspects - In addition to the documentary analysis and the institutional visit, the evaluation process included:

- • consultation of stakeholders, through formalized mechanisms: thematic meetings, consultations with the socio-economic environment and with institutional partners involved in research activities;
- • analysis of performance indicators, by verifying the scientific results of doctoral supervisors and doctoral students, according to self-evaluation sheets and annexes on publications;
- • examination of quality assurance procedures, including the implementation of ethics, academic integrity and plagiarism prevention policies;
- • correlation of institutional data with field observations, in order to assess the consistency of information and the actual application of the procedures provided for in official documents.

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 proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
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 - The higher education institution has a clearly defined organizational architecture, within which academic and administrative structures operate on the basis of well-defined competencies and responsibilities, supported by internal procedures and coherent management mechanisms. Organizational structure of the "Dunărea de Jos" University of Galați is based on institutional normative documents – University Charter, Organization and operation regulations regulations, Senat and of ts committees his commissions– which establish the roles,

responsibilities, and decision-making flows of all entities involved. The management system includes University Senat , The Board of Directors, executive management and administrative services, all operating on the basis of periodically reviewed procedures geared towards managerial efficiency. These structures are complemented by standing committees, ethics committees, administrative departments and support services, each with its own published operating regulations accessible to the academic community. With regard to doctoral studies, IOSUD-UDJG has a robust institutional framework with its own regulations, Organizational chart dedicated and a Council for Doctoral Studies (CSUD) which provides operational management, develops strategies, approves the establishment or reorganization of doctoral schools, and manages the allocation of resources. The functioning of doctoral schools is regulated by methodologies, operational procedures and monitoring and evaluation mechanisms, applied uniformly at institutional level. Doctoral Students are integrated into decision-making processes through their representation in management structures (Senate, Faculty Councils, doctoral school councils), and their consultation is carried out systematically through surveys, periodic evaluations, thematic meetings, and institutionalised feedback mechanisms). Other stakeholders—employers, graduates, socio-economic partners—are also involved in reviewing methodologies and regulations, contributing to the ongoing adaptation of institutional policies. These components, together with administrative resources, digital infrastructure, and quality procedures, enable effective management of study programs and ensure the consistency of institutional processes.

Analysis of the state of facts - According to the analyzed data, the institution has:

- a coherent management system, based on clear normative documents, operational procedures and control mechanisms;
- functional administrative structures, with well-defined responsibilities and transparent decision-making flows;
- procedures updated periodically, in accordance with national legislation (e.g. IOSUD regulations, procedures regarding admission, evaluation, habilitation, recognition of the doctoral title, quality monitoring);
- systematic consultation of stakeholders, which demonstrates a participatory process in the adoption and revision of methodologies;
- institutional transparency, confirmed by publishing relevant rules, reports, procedures and documents on university platforms.

In relation to the evaluated indicator, the institution proves that it has adequate organizational components, which operate on the basis of internal rules, methodologies and procedures periodically revised, thus ensuring the proper conduct of the field of doctoral university studies in Management.

Aspects that constitute best practice examples - Based on the available information, the following examples of good practices can be identified:

- Comprehensive internal evaluation system, annual and periodic, for supervisors and doctoral students, reflecting a consolidated culture of quality.
- Comprehensive regulations on ethics and academic integrity, including anti-plagiarism strategies and related procedures.

Recommendations - Ensuring better digitalization of processes within the university by integrating a platform across all administrative flows.

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.

* The faculty, department, subsidiary, extension - hereinafter “organisational components”

Presentation of the state of facts, supported by documents and data - The "Dunărea de Jos" University of Galati (UDJG), through the Doctoral School of Economic Sciences (SDSE), demonstrates the systematic involvement of stakeholders in the development and review of methodologies, regulations and institutional procedures. According to the documentation, the consultation process is formalized and recurrent, including:

- Periodic meetings of the SDSE Council and the CSUD, in which proposals to amend or update regulations specific to the field are discussed,https://ugal.ro/informatii/informatii-publice/hotarari/hotarari-csud;
- Thematic meetings organized with doctoral supervisors and research teams (workshops, conferences, round tables);https://ugal.ro/anunturi/evenimentele-saptamanii
- Questionnaires applied to doctoral students to obtain feedback on organizational, administrative and academic aspects,https://evaluare.ugal.ro/index.php/en/evaluarea-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi/chestionar-de-evaluare-a-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi-sd-sfi;
- Consultations with industrial and socio-economic partners involved in research activities, internships/research or co-tutorship.

All recommendations and observations from stakeholders are centralized and integrated into updated versions of methodologies, operational procedures and curricula.

Analysis of the state of facts - The information analysis confirms that the institution ensures real and documented participation of stakeholders in the processes of developing and revising the regulatory framework. This is achieved through formal and periodic mechanisms that generate visible effects, as the opinions collected are integrated into the study plans, subject sheets, evaluation procedures, regulations and methodologies. It is found that this process is a participatory one that includes teaching staff, doctoral students and relevant external actors.

Aspects that constitute best practice examples - Based on the data analyzed, the following elements of excellence can be identified:

• Multi-level stakeholder involvement - Consulting with teaching staff, PhD students, PhD supervisors and external partners, through multiple tools.

• Combining institutional meetings with questionnaires, workshops, meetings and thematic analyses.

Recommendations - Although the indicator is met, it may be considered useful to involve representatives of the economic sector more frequently in the analysis of research topics and the skills pursued among doctoral students.

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - The institution has an extensive patrimony consisting of educational, administrative and research spaces, which it legally owns and which fully cover the needs of study programs and doctoral students' activities. According to the analyzed data, the university has modern buildings and infrastructures, rooms for teaching activities, specialized laboratories, research centers, as well as facilities dedicated to academic life, such as dormitories, a canteen, sports facilities, medical services and recreational areas: student dormitories, a student cafeteria and 2 dining points, a sports center with gyms, a stadium, a chapel, a student dispensary: and an occupational medicine office https://campus.ugal.ro/ccps/.

Research spaces include advanced laboratories, such as those within the center STRATEC, equipped with current technologies that support experimental, analytical and applied activities. University library

offers access to classical and digital documentary resources, facilitating doctoral study and documentation. All categories of users – teaching staff, students, doctoral candidates and technical staff – have adequate and appropriately equipped workplaces. Measures are implemented to ensure accessibility for people with disabilities, through adapted arrangements and services.

Analysis of the state of facts – it is found that there is a direct correlation between the resources it has and the needs of the educational and scientific processes. The spaces are sufficient in volume, diversity and equipment, and their structure reflects a coherent planning oriented both towards current university activities and towards the development of doctoral research. The institution also ensures adequate conditions for the conduct of staff activities, through offices, meeting rooms and well-distributed organizational resources. There is clear evidence of the continuous maintenance and modernization of the infrastructure, which contributes to the stability and efficiency of academic processes.

Aspects that constitute best practice examples - The existence of advanced laboratories (neuromarketing), which demonstrate strategic investments in modern scientific infrastructure. There is also extensive access to international databases and electronic resources, which is essential for competitive doctoral programs.

Recommendations – It is recommended to continue investing in state-of-the-art equipment for interdisciplinary laboratories in response to rapid developments in the field of research.

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

Presentation of the state of facts, supported by documents and data - The institution manages its material resources – buildings, educational spaces, laboratories, research centers and facilities – through a dedicated administrative system, which includes structures responsible for maintenance, repairs and modernization. The documentation shows that the university constantly carries out maintenance work, both on its own and through planned investments, to ensure good conditions for study, research and professional activity. Formal procedures are implemented that regulate operations regarding the maintenance of buildings and equipment, as well as safety and labor protection norms. There is an operational procedure regarding in-house repair and maintenance work https://www.calitate.ugal.ro/images/proceduri/77.PO_RepIntretRegiePropr.pdf as well as a procedure developed to eliminate and prevent work accidents by training and empowering employees, ensuring optimal working conditions and health by monitoring the health status of all UDJG employees (https://www.calitate.ugal.ro/images/proceduri/71.PO_SSM.pdf). The managed facilities include adequately equipped classrooms and laboratories, advanced research centers (e.g. STRATEC), libraries, campus infrastructure (dormitories, canteen, sports facilities), as well as support services for students and staff. Measures regarding accident prevention and maintaining operating standards are institutionally documented.

Analysis of the state of facts - The analysis shows that the institution fully meets the requirements of the indicator. All categories of resources used within the doctoral program are managed through clear procedures, validated by the administrative structures. The condition of the spaces and equipment reflects a constant concern for ensuring optimal working, study and research conditions.

The maintenance process is regular, systematized and verifiable, based on approved and revised procedures, and the investments made in the infrastructure confirm a preventive and sustainable approach to asset management. The existence of modern facilities, such as specialized laboratories and digital spaces, supports the quality of academic activities and reveals the efficiency of material resource management.Also, the conditions offered to staff and doctoral students – ergonomic spaces, equipped research laboratories and support services – indicate full compliance with operating standards. The infrastructure is properly maintained, contributing to the continuity of educational and scientific processes.

Aspects that constitute best practice examples - Based on the information provided and the findings during the visit, the following elements of good practice were identified: Constant investments in educational and research infrastructure through rehabilitation, equipment acquisition, modernization and development of specialized laboratories reflect the strategic orientation towards sustainability and performance.

Recommendations - Even if the indicator is met, some directions for consolidation can be formulated:

• Continued investment in emerging laboratories (e.g. digital, interdisciplinary), to support methodological developments in research.

• Expanding accessible facilities for people with disabilities.

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - The information examined from the documents and during the visit shows that the field of doctoral studies in Management benefits from a complete team of doctoral supervisors and teaching staff, all of whom have a firm contractual status within the institution and the necessary qualifications to fully cover the assigned academic responsibilities. Those involved in the doctoral activity hold the habilitation according to national requirements, meet the CNATDCU criteria and present a recent, visible and quantifiable scientific activity in international databases, including articles published in impact journals, indexed in the Web of Science (https://www.ugal.ro/files/doctorat/scoala%20doctorala/2025-2026/SD-SE-Conducatori_de_doctorat_SDSE.pdf).

In addition to professional qualifications, the teaching staff have experience in applied research, collaborations with the economic environment, participation in projects and involvement in relevant research centers. The number of doctoral supervisors is adequate to the volume of doctoral students, without exceeding institutional limits, which allows for real and efficient academic supervision. (https://www.ugal.ro/studii/doctorat/scoli-doctorale/scoala-doctorala-de-stiinte-economice).

Analysis of the state of facts - The indicator requires demonstration of the adequacy of human resources at the program level, in terms of qualifications, academic skills and availability to carry out teaching and research activities. Based on the available data, the program fully meets these requirements:

• Adequate qualifications - All supervisors and course holders comply with the minimum standards in force, having accreditation, validated skills and a solid scientific portfolio.

• Demonstrated scientific competence - Academic productivity is constant and measurable, reflected in the number of WoS publications, bibliometric indices and involvement in projects and collaborations.

• Human structure appropriate to the volume of activity - The number of supervisors compared to doctoral students is balanced, which allows for the effective monitoring of their progress.

In conclusion, the human resource corresponds both quantitatively and qualitatively, being aligned with the requirements of a modern doctoral cycle.

Aspects that constitute best practice examples

• The team of doctoral supervisors has international visibility, which is evident through the publication of papers in ISI journals in the Q1–Q3 area and participation in external scientific committees.

• Strict compliance with CNATDCU standards - All supervisors comply with the minimum criteria, documented by verification sheets of the minimum standards and scientific evidence.

Recommendations - In order to diversify training opportunities, it is recommended to increase the number of international projects.

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data - The analyzed documents show that the university provides teaching and research staff with a consistent framework for professional and personal development. The institution encourages participation in continuing education activities, international mobility, scientific conferences and advanced training programs. (https://www.calitate.ugal.ro/images/SCIM/PLAN_STRATEGIC_INSTITUTIONAL_UDJG_2025-2029.pdf). The staff has access to the programs of the Department of Continuing Education, to financial resources for participation in academic events and Erasmus mobilities dedicated to professional development. The institution also supports the acquisition of habilitation, promotions in the academic career and involvement in research and innovation projects. There are formal procedures for international mobilities addressed to academic staff and a structured offer of training programs. The participation of staff in training activities is documented through reports, annexes and institutional procedures.

Analysis of the state of facts - The indicator requirement requires demonstration that the institution creates real, accessible and effective contexts for the professional and personal development of staff. Data analysis confirms the full fulfillment of this criterion:

- Varied and accessible training offers - Institutional training and continuing education programs are well represented and oriented towards strengthening professional skills.
- Support for academic career advancement - The university encourages obtaining the habilitation certificate and supports the procedures necessary for academic promotions.
- International staff mobility - Clear Erasmus+ procedures are implemented for teaching and training internships, which demonstrates openness to transnational development.
- Encouragement of involvement in scientific projects - Access to internal funding for conferences, participation in scientific activities and involvement in projects contribute to increasing academic performance.

It can be concluded that the institution develops a stimulating environment for the consolidation of academic careers.

Aspects that constitute best practice examples

- Financial support is provided from own resources for the participation of supervisors and doctoral students in international events.
- The existence of numerous Erasmus+ mobility programs

Recommendations - We suggest expanding international cooperation by attracting training programs in partnership with prestigious universities.

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 - According to institutional documents, the university applies a clear set of procedures regarding the employment of teaching staff, developed in accordance with the legislation in force and approved by the University Senate. The recruitment process is carried out through public competition, using distinct methodologies for permanent and fixed-term positions, which include specific criteria established by the faculties and published transparently on the institution's website. The procedures cover the complete stages of candidate selection: announcing positions, submitting applications, evaluating applications according to legal and institutional criteria, taking competitive exams and publishing results (All employment opportunities (https://www.ugal.ro/informatii/informatii-publice/oportunitati-de-angajare) sunt făcute publice prin canale oficiale, iar rezultatele sunt afișate integral, asigurând acces egal tuturor candidaților. Similar procedures also regulate the employment of auxiliary and non-teaching teaching staff, respecting the same principles of transparency and non-discrimination. (https://ugal.ro/informatii/informatii-publice/oportunitati-de-angajare/posturi-personal-didactic-auxiliar-si-nedidactic).

Analysis of the state of facts - The indicator requires that the recruitment process be in accordance with the law and carried out in a transparent manner. The data presented clearly confirm this:
• Compliance with national legislation - All institutional procedures are aligned with the legal framework and have been approved by the competent structures of the university.
• Procedural transparency - Competition announcements, participation conditions, evaluation criteria and results are made public, which demonstrates equal access and the elimination of any non-transparent practices.
• Standardized procedures - The use of clear methodologies, differentiated for the types of positions and complemented by faculty-specific criteria, ensures coherence and predictability in the selection processes.
Overall, the information confirms that the indicator is fully respected.

Aspects that constitute best practice examples
• The existence of a set of specific criteria established at the faculty level, adapted to the economic field.
• Aligning competitions with the institutional strategy, by respecting internal regulations and legal standards.

Recommendations
The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

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

Presentation of the state of facts, supported by documents and data - The documents analysed show that the institution uses a wide range of IT tools to manage administrative, academic and research activities, with the aim of simplifying internal processes and facilitating access to services for the entire university community. The digital platforms used include systems for teaching and communication (Microsoft Teams), for managing teaching and administrative activities (HR platform with modules for curricula, job descriptions, statistics), for student evaluation of teaching staff (evaluare.ugal.ro), and for accessing electronic bibliographic resources through the ARTHRA digital repository and international databases available through AnelisPlus. Students benefit from additional digital services, such as WiFi access, conturi Office 365, cloud storage via the internal platform files.ugal.ro and secure connection via sistemul EduRoam. The university also has HPC infrastructure for advanced research and has invested, through PNRR funds, in the modernization of digital laboratories and computing centers.

Analysis of the state of facts - The indicator requires evidence of the effective use of digital tools to improve access to services and enhance the quality of activities. According to the data analyzed:
• Digital tools cover administrative, teaching, and research processes—platforms dedicated to resource management, assessment, academic communication, and scientific documentation are integrated and used systematically.
• User access is facilitated by centralized services - Single sign-on systems, cloud access, WiFi, and electronic resources enable a unified and efficient digital experience.
• Digitization is focused on quality and continuous modernization - Investments in HPC infrastructure, digital laboratories, academic management systems, and acquisitions through the PNRR confirm an explicit digital transformation strategy.
Overall, the institution meets and exceeds the indicator requirements, implementing a coherent digital ecosystem tailored to the needs of the academic community.

Aspects that constitute best practice examples
- Integration of a high-level HPC infrastructure to support advanced research.
- Extended access to international electronic resources through the AnelisPlus consortium and the ARTHRA repository.

Recommendations - The indicator is met, but consideration could be given to ensuring continuous monitoring of cybersecurity, given the increasing volume of digital data and the use of cloud systems.

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.

Presentation of the state of facts, supported by documents and data - According to the documents analyzed, the doctoral program in Management is structured on the basis of a curriculum built around the expected learning outcomes, defined according to the requirements of the third cycle. It includes a curriculum based on transferable credits, which includes advanced training activities, research, individual study, periodic assessments and the gradual preparation of the doctoral thesis. The disciplines provided – such as academic writing, research ethics, the use of scientific sources and advanced digital skills – are oriented towards the development of the skills necessary for an autonomous researcher. In addition to theoretical activities, doctoral students participate in practical research activities, accessing the infrastructure of specialized centers and international bibliographic resources. The documents also confirm the existence of rigorous evaluation mechanisms, through exams, annual reports and the presentation of scientific results before academic committees.

Analysis of the state of facts – Data analysis confirms full compliance with the indicator requirements through:

• Structuring on learning outcomes - The curriculum includes clearly formulated outcomes, either for disciplines or for research activities, ensuring the coherence of academic training.
• Organization based on the credit system - The curriculum allocates credits to each discipline and activity, respecting the norms of the third cycle.
• Complex learning experiences - Doctoral students undergo courses, workshops, applied research activities, presentations, bibliographic analyses and progressive assessments that support the formation of scientific competencies.
• Coherence in the formation of qualification - The curriculum plan is designed to ensure progress from fundamental knowledge to advanced competencies, contributing to the completion of the thesis and the achievement of the doctoral qualification.

Aspects that constitute best practice examples

• Aligning disciplines with current research needs: the introduction of advanced digital skills and academic writing are modern elements of training.
• Integrating applied research into all stages of the program, including through access to specialized laboratories and international databases.

Recommendations

• Introduction of disciplines in the area of behavioral sciences, emerging technologies, etc. into the doctoral training program

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

* 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.

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 – The analysis of the documents in the Internal Evaluation Report of DSUD–Management shows that the learning outcomes are formulated in accordance with: the National Qualifications Framework (level 8) and the European Qualifications Framework (EQF), by formulating the learning outcomes in terms of knowledge, skills and competences, specific to the doctoral qualification in the field of Management, the curriculum includes relevant subjects for the development of advanced skills in research, analysis, methodology, ethics and advanced digital skills, the subject sheets explicitly indicate the targeted competences, responsibility and autonomy acquired by doctoral students, correlated with the occupational requirements of the field of Management, according to ESCO, the correlation with occupations in the field of Management is supported by: the research themes approved in the SDSE; the involvement of doctoral students in applied projects, research centers such as STRATEC (neuromarketing laboratory, AI, etc.); collaborations with the economic environment and participation in relevant scientific conferences.

Analysis of the state of facts – The analysis of both the data in the documents and the findings during the visit show that the learning outcomes are well defined and cover advanced level competencies: critical analysis, original research, methodological design, academic management, ethics and integrity, digital competencies – exactly corresponding to EQF/CNC level 8, The competencies are aligned with ESCO occupations, The curriculum is appropriate for the occupational profile of graduates, integrating transversal disciplines necessary for contemporary management professions (research, innovation, digitalization, ethics), The subject sheets demonstrate the correlation between academic content, assessment methods and competencies necessary for the targeted occupations. The focus on applied research (AI, neuromarketing, predictive models, collaborations with companies) supports compliance with ESCO, which emphasizes knowledge transfer and innovation.

Aspects that constitute best practice examples:

- Integrating advanced digital skills disciplines into doctoral training — a current requirement in ESCO and EQF standards.
- Using the modern STRATEC infrastructure (AI Lab, Neuromarketing Lab) which allows the training of applied skills rare at the level of other SDs in the country.

Recommendations:

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - The documents analyzed in the Internal Evaluation Report of DSUD–Management show that IOSUD–UDJG and SDSE explicitly integrate the principles of student-centered learning through the curriculum that includes disciplines oriented towards the development of professional and transversal competencies of doctoral students, subject sheets, student-centered teaching strategies, Guidance and Monitoring Mechanisms. Each doctoral student has an Individual Study Program and a guidance and academic integrity committee. The activity is monitored annually through the doctoral student's Activity Report. There is a schedule of consultations, periodic meetings and minutes of presentation sessions. Research topics are aligned with individual interests and current directions in the field (Management, Marketing, Economics).

Analysis of the state of facts - The indicator requires evidence of the real integration of student-centered learning principles in the curriculum and teaching strategies. The analysis shows that the curriculum is configured to support autonomy and individual development, The curriculum and subject sheets include competencies oriented towards the formation of a researcher capable of critical analysis, reflection, synthesis and original scientific production, The learning outcomes are coherent with the III cycle - doctorate and promote the doctoral student's ability to make autonomous decisions, in harmony with a student-centered curricular model. Formative assessment is a continuous process (presentations, applied works, feedback) and is combined with summative assessment (exams, research reports, scientific articles) reflecting the adaptation to the pace and needs of each doctoral student. Guidance committees, consultation schedules, joint doctoral student-coordinator publications and annual monitoring demonstrate the implementation of a supportive learning model. The indicator is fully met. The documents demonstrate that SDSE adopts a modern student-centered learning model, both in the structure of the curriculum and in teaching and research practice

Aspects that constitute best practice examples – There is an innovative research infrastructure applied in doctoral activities, such as the Artificial Intelligence Laboratory (predictive models, data analysis), the Neuromarketing Laboratory (eye tracking, EEG), unique in the economic profile.These facilities allow for active, applied learning, difficult to find in other doctoral schools. There is the practice of publishing articles in collaboration between doctoral student and supervisor, which demonstrates the authentic implementation of mentoring and learning through research. There is also the possibility of opting for disciplines from other doctoral schools, which represents an advanced mechanism of personalization. Doctoral students have the opportunity to participate in international conferences, Erasmus+ mobilities, academic internships – all of which contribute to the formation of an integrated professional competence.

Recommendations - to strengthen existing practices, we recommend:

• Expanding the portfolio of optional subjects, oriented towards emerging skills (AI in management, data driven leadership, advanced research design).

• Increasing the number of international collaborative learning activities, through partnerships with other European doctoral schools.

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data - The documents in the report demonstrate that PhD students from DSUD–Management benefit from numerous academic mobility opportunities, carried out physically, virtually or in a mixed format, through Erasmus+ programs and other institutional instruments. The university applies clear and transparent procedures regarding Erasmus+ mobilities, according to the official website of the Erasmus Office: Erasmus+ K131, K171, Erasmus+ practica. The curricula are designed flexibly, so as to allow the recognition of the results obtained in mobility without extending the duration of studies. Mobilities include: study mobilities in partner universities in the EU and non-EU;, practical mobilities/research internships; virtual mobilities (participation in courses, international conferences, online programs). Doctoral students in internship in 2024–2025 (24 doctoral students) participated with 91 papers at scientific events, with an average of 4 papers per doctoral student (Annexes IPB 3.1.1. of the file) IOSUD–UDJG has an operational procedure dedicated to mobilities, which details the eligibility, selection, recognition of results and the conduct of international mobilities.

Analysis of the state of facts - The data assessment shows that the indicator on ensuring mobility opportunities is met in a robust manner, designed in the spirit of European standards. Thus, there is a diversity of academic mobility opportunities, integration mechanisms in the academic path. The institution demonstrates compliance with the ESG principles (Standards and Guidelines for Quality Assurance in the European Higher Education Area), regarding: encouraging internationalization, mobility, international academic cooperation and recognition of mobility results.

Aspects that constitute best practice examples - Participation in international conferences, large number of scientific papers presented, integration of virtual and blended mobilities allows for extended access. There are mature institutional procedures that ensure rapid academic recognition, counseling and logistics, highlighted in the annexes of the report, representing an efficient and transparent mechanism.

Recommendations - To strengthen performance, it is recommended:

• Increase the number of funded mobilities, especially through participation in regional university networks.

• Introduce micro modules of virtual mobility, in collaboration with European universities in thematic networks (e.g. ENLIGHT, EUTOPIA).

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 - The documents in the report show that UDJG and SDSE ensure equitable opportunities for all doctoral students, regardless of background, learning style or specific needs. According to the UDJG Charter and the Regulations for doctoral studies, all doctoral students benefit from: access to educational resources (library, international databases, digital platforms), accessible infrastructure (ramps, elevators, adapted educational support), access to research topics, doctoral supervisors and guidance committees based on interest and potential, academic counseling, tutoring and mentoring opportunities to participate in conferences, workshops, mobilities, including for those with special needs.

The curriculum includes disciplines that support equity, such as Ethics and Academic Integrity and Digital Competencies, and access to disciplines from other doctoral schools allows for the personalization of the learning path.

Analysis of the state of facts - The reported practices demonstrate that the indicator is substantially met, because:

• Equity is integrated into institutional regulations, and doctoral students have equal access to resources, courses, scientific activities and infrastructure.

• The diversity of learning styles is respected through curricular flexibility, access to digital resources and the possibility of working at one's own pace in research.

• Institutional support is personalized through guidance committees, counseling, tutoring and annual monitoring.

• Scientific activities are accessible to all doctoral students, without discrimination between public/private or year of study.

All these elements demonstrate compliance with European standards regarding equity and inclusion in doctoral education.

Aspects that constitute best practice examples:

• Possibility of choosing research topics from a diverse list according to interests and potential.

• Extended participation in scientific events (conferences, workshops), supported both for doctoral students in internship and for those in the years preceding completion.

Recommendations: Expanding the number of optional subjects to offer diverse opportunities across multiple learning profiles and research directions.

The indicator is: fulfilled

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to

	support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

Presentation of the state of facts, supported by documents and data – The documents in the report highlight that UDJG and SDSE ensure extensive and equitable access to educational, technical and support resources for all doctoral students, including those with special needs through: Modern lecture halls, seminars and laboratories: 534 lecture and research rooms, 33,080 m², adequately equipped for educational and research processes, Specialized Research Center - STRATEC, which offers Artificial Intelligence and Neuromarketing laboratories, accessible to all doctoral students, including for applied activities and experiments, access to information resources through the UDJG library with physical and online access to international databases (Web of Science, Scopus, Elsevier, etc.) and to e-books through the AnelisPlus and Koha projects. Students can access online and remote resources through the library portal. There are also a number of support services: accommodation in dormitories, canteens, recreational centers and sports facilities, all accessible to people with disabilities (ramps, elevators, adapted signage) (according to IPA annexes 2.1.1 of the file), dedicated medical services: student dispensary, occupational medicine office, counseling and professional orientation services through CCOC. There is personalized educational support through the academic integrity and guidance committees for each doctoral student, the schedule of consultations and individual feedback sessions, the annual progress report for each doctoral student.

Analysis of the state of facts - Based on the available documents, the indicator is substantially met. Thus, the resources are adequate for the third cycle of studies:

- high-performance laboratories, modern infrastructure and access to international databases guarantee support for advanced research.
- access is equal and fair: all doctoral students, regardless of context, have access to the same infrastructures, services and digital resources.
- individual needs are respected: the infrastructure is adapted for students with disabilities, and academic support (guidance, consultancy, personalisation) is continuous.
- the diversity of learning styles is supported by various ways of accessing resources: physical, online, hybrid, laboratory, digital.

This approach is aligned with both the ARACIS requirements and those of the European Higher Education Area (EHEA), which calls for fair access to resources for all doctoral students.

Aspects that constitute best practice examples:

- Leading research infrastructure (Neuromarketing Lab) available to all PhD students, regardless of research topic.
- Online access to international scientific resources, including remote access for students with reduced mobility.

Recommendations

The indicator is: fulfilled

Criterion B.5. Learning outcomes

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

Presentation of the state of facts, supported by documents and data - Within DSUD Management, learning outcomes are clearly formulated in: the curriculum and related subjects, where competencies, knowledge and skills are explicitly defined for each subject, subject sheets that include: objectives, learning outcomes, detailed content, teaching methods, assessment methods, as well as responsibility and autonomy related to the subject. The individual doctoral study program clearly establishes expectations regarding progress, research activities and annual assessments. All documents are transparently published on the IOSUD–UDJG website.

Analysis of the state of facts - the analysis shows that:

• The learning outcomes are coherently described, easy to understand and correlated with the competences of level 8 of the CNC/EQF.
• There is alignment between the expectations of teaching staff and doctoral students, due to the clarity of the subject sheets and the annual monitoring.
• The assessment methods (reports, presentations, scientific articles, exams) are directly connected to the declared learning outcomes.
• The analyzed documents demonstrate full compliance with the indicator: the outcomes are defined, communicated and assessed systematically.

Aspects that constitute best practice examples:

• Standardized formulation of competencies in all subject sheets, in line with the EQF.
• Total transparency: publication of all documents online for doctoral students and supervisors.
• Direct correlation between research and evaluation, through the requirement of publication in journals/participation in conferences.
• Annual monitoring of progress, ensuring coherence between objectives, results and evaluation.

Recommendations: Introduction of annual workshops dedicated to the formulation and assessment of learning outcomes for supervisors and doctoral students.

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data - The documents in the report show that the verification of learning outcomes in DSUD–Management is carried out systematically, through:

- Continuous assessments within the advanced training program - Each discipline in the curriculum includes formative and summative assessment methods, such as projects, presentations, reports, written papers and exams, according to the discipline sheets. All doctoral students receive an annual evaluation of their scientific activity, carried out by the doctoral supervisor, based on performance indicators and results obtained (publications, conference participation, theoretical analysis chapters).
- Periodic evaluations through scientific reports - Doctoral students submit annual progress reports to the academic integrity and guidance committees, with related minutes. The research evaluation includes: the state of the literature, methodology, preliminary results, dissemination, planning of future activities.
- Final verification of learning outcomes - The doctoral thesis defense is carried out according to the Regulations for the completion of doctoral university studies, a procedure published on the IOSUD–UDJG website. The final evaluation includes: similarity report; validation of compliance with CNATDCU standards; analysis of the guidance committee; defense before the doctoral committee.

Analysis of the state of facts – Data analysis demonstrates that the indicator is fully met, through:

• The existence of continuous assessments ensures the gradual verification of competencies, in accordance with the declared learning outcomes.
• The structure of the assessments corresponds to the requirements of cycle III: independent research, innovation, academic writing and scientific dissemination.
• Annual reports are formally documented and analyzed by specialized committees, which guarantees objectivity and traceability.
• The final exam (thesis defense) fully validates the achievement of learning outcomes, according to the minimum standards and IOSUD procedures.

Aspects that constitute best practice examples:

• Combining disciplinary assessments with research assessments, which reflect the real progress of the doctoral student.
• Integrating scientific dissemination (conference participation, WoS/BDI articles) as part of the progress assessment.

Recommendations:

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - The analyzed documents show that the admission procedures for the third cycle are applied correctly and transparently within IOSUD UDJG and SDSE Management. Admission is regulated by the Methodology regarding the organization and conduct of admission to the third cycle, adopted by the Decision of the Senate of UDJG no. 17/05.02.2025. Information regarding the fields, doctoral schools, doctoral supervisors, calendar, fees and procedures are published online, at: https://www.admitere.ugal.ro/doctorat. The methodology includes: eligibility criteria, admission stages, bibliography, assessment of language skills, competition tests and classification criteria. The procedures are applied uniformly at the IOSUD level, in compliance with the national legal framework and internal regulations (UDJG Charter, IOSUD regulations).

Analysis of the state of facts - The indicator is met, having the following arguments:

- The procedures are not only developed, but also consistently implemented, being respected at each stage of admission (publication, registration, evaluation, classification).
- Transparency is ensured by publishing all relevant information online, which allows equal access to candidates.
- The assessment of skills is carried out through tests consistent with the mission of the doctoral school and with the standards of the Management field (interview, research project, language exam).
- The procedures respect the principles of fairness and equal opportunities provided for in the national methodology and in the internal rules of the UDJG.

Aspects that constitute best practice examples:

- Full online publication of the methodology, calendar and requirements, ensuring easy access for all candidates.
- Clear structuring of the admission stages, which minimizes errors and maximizes predictability for candidates.

Recommendations: Expanding communication through webinars for potential candidates (Q&A, presentation of research areas).

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data –The documents shows that, within IOSUD–UDJG and the Doctoral School of Economic Sciences (SDSE), admission procedures are designed and applied in accordance with the principles of equity, equal opportunities and non-discrimination:

- Admission is carried out according to the Methodology for organizing and conducting admission to the third cycle, approved by the Senate and published online on the official admission page of UDJG, which includes explicit provisions regarding equal access and non-discriminatory treatment in the selection process.
- All information regarding admission conditions, tests, calendar and criteria is public on: https://www.admitere.ugal.ro/doctorat, ensuring transparency and equal access for all candidates.
- UDJG ensures, through institutional regulations, access for candidates with disabilities or special educational requirements to adapted infrastructure (ramps, elevators, accessibility of spaces), as well as to educational support, in accordance with the documents regarding the material bases and facilities included in the IPA annexes (buildings, dormitories, accessible rooms).

• The institution's policies guarantee access for vulnerable and socially at-risk groups to fair admission procedures, in accordance with the UDJG Charter and the Institutional Regulations for Doctoral Studies, which provide for inclusion, non-discrimination and the support necessary to continue their studies.

Analysis of the state of facts – the indicator is met, for the following reasons:

• Admission procedures are applied uniformly and respect the principles of equity and equal opportunities, demonstrated by full transparency of information, digital accessibility and alignment with national legislation.

• There are clear institutional measures to support vulnerable candidates, especially regarding access to educational infrastructure and administrative services.

• University regulations (Charter, IOSUD Regulation, Admission Methodology) explicitly integrate the principles of non-discrimination and equal opportunities, which demonstrates a coherent institutional approach.

• Accessible infrastructure confirms the real application of inclusive principles in the admission process, guaranteeing the participation of candidates with disabilities without physical barriers.

Aspects that constitute best practice examples: integrated institutional support: administrative services, counseling and adapted facilities for candidates with special requirements.

1. Recommendations

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data – Documentele din raport de evaluare internă arată că IOSUD–UDJG și Școala Doctorală de Științe Economice (SDSE) aplică riguros reglementările privind activitatea profesională a doctoranzilor. Astfel, studenții-doctoranzi parcurg programul de pregătire avansată conform Planului de învățământ SDSE, publicat online.

Activitatea fiecărui doctorand se desfășoară conform Programului Individual de Studii Universitare de Doctorat (PISUD) și este reglementată prin Contractul de studii doctorale, care stabilește drepturile, obligațiile, calendarul activităților și condițiile de prelungire/întrerupere a studiilor.

Regulamentele IOSUD–UDJG privind organizarea studiilor doctorale sunt aplicate în mod consecvent (Regulamentul instituțional, metodologia tezelor, procedurile privind evaluarea, etica și integritatea). Activitatea profesională este monitorizată anual prin rapoarte de activitate ale doctoranzilor, evaluate de comisia de îndrumare, cu procese-verbale aferente.

Analysis of the state of facts - the indicator is met because:

• Regulations are applied uniformly and transparently at all stages of the academic career: admission, advanced training, research, annual evaluations and completion.

• Mandatory documents (Study Contract, PISUD, annual reports) are implemented for each doctoral student, ensuring traceability and institutional compliance.

• Annual evaluation of scientific activity (publications, conferences, thesis progress) confirms the real application of the norms regarding professional activity.

• IOSUD–UDJG procedures ensure a predictable and regulated framework, in accordance with the national legislation of doctoral university studies.

Aspects that constitute best practice examples:

• Annual monitoring through minutes and progress reports.

• Complete contractual documentation, which clarifies expectations and responsibilities from the beginning.

Recommendations: Consolidation of a unified digital platform for managing all doctoral student documents and assessments.

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 - UDJG and the Doctoral School of Economic Sciences have internationalization as a strategic priority, according to the 2025–2029 Plan. Activities include Erasmus+ mobilities, participation in international conferences, research collaborations, co-supervisions and partnerships with external academic centers. DSUD M doctoral students have carried out mobilities (8 mobilities for 35 doctoral students – 22.85%), participated in numerous international conferences (91 papers presented in 2024–2025) and benefited from co-supervision internships. STRATEC has partnerships with centers in France and Romania, and the doctoral supervisors have WoS publications with international visibility and participate in global scientific boards (Annexes IPB 3.1.2. of the file).

Analysis of the state of facts - The activities carried out demonstrate the fulfillment of the indicator: functional mobilities, constant involvement of doctoral students in international scientific events, active collaborations in research and international visibility of doctoral supervisors. However, the share of mobilities remains low, the number of international doctoral students is low, and international quotas are limited.

Aspects that constitute best practice examples:

- Participation in international conferences of doctoral students and supervisors.
- Publications in WoS journals Q1–Q2.
- STRATEC international protocols (e.g. CRECC Paris).
- International scholarships (Eugen Ionesco) and co-supervision internships.
- Organization of own international conferences (e.g. CSSD UDJG).

Recommendations: To increase the internationalization fence, it is recommended to increase the number of Erasmus+ mobilities and the number of international cotutes.

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 - Scientific research is a central pillar of the doctoral program in Management (DSUD M), integrated into the curriculum through disciplines dedicated to research methodology, ethics and digital skills, as well as through applied research activities. Doctoral students have access to modern research infrastructure, including specialized laboratories (AI, Neuromarketing) and international databases (WoS, Scopus, ScienceDirect). Research activity is guided by doctoral supervisors with international visibility, certified by publications in WoS Q1–Q3 journals, relevant Hirsch indices and involvement in international scientific committees. Doctoral students publish in BDI and WoS indexed journals, including UEFISCDI award-winning articles, and present papers at international conferences (over 90 presentations in 2024–2025 alone) and the conference of doctoral schools within IOSUD. Partner research centers (e.g. STRATEC) have active protocols with institutions in the country and abroad (CEMEX Iași, CRECC Paris, CSE ENACTED Suceava), favoring the integration of doctoral students into research networks (IPB Annexes 3.1.1 and 3.1.2 to the file)

Analysis of the state of facts – The analyzed documents show that in DSUD M there is a link between research and the educational process, the results of scientific investigation being integrated into the training of advanced skills of doctoral students. Research activities are continuous, monitored and evaluated

annually, and annual reports attest to the progress of doctoral students and the relevance of research to the objectives of the program. Presentations at conferences, publications in WoS journals and involvement in international partnerships confirm that research results are effectively capitalized in the training of doctoral students, contributing to the achievement of the learning outcomes related to the doctoral cycle. It is also noted that the integration of doctoral students in projects, the existence of modern infrastructure and STRATEC collaborations support the achievement of the indicator at a high level.

Aspects that constitute best practice examples

- Publication in Q1/Q2 journals and constant participation in international conferences.
- Advanced research laboratories (Neuromarketing) integrated into doctoral research processes.

Recommendations: Expanding the participation of doctoral students in international projects (Horizon Europe, COST).

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 – Research activity within the field of Management (DSUD M) is explicitly aligned with the objectives of the program, being integrated into the development of doctoral theses, advanced disciplines and institutional collaborations (Annexes IPB 3.1.2. and IPB 3.1.1. of the file). The doctoral supervisors have high international visibility, having WoS indexed publications (Q1–Q3), significant Hirsch indices (field average: 6.67) and membership in scientific committees and international boards. Doctoral students publish in international journals and participate in international conferences; in 2024–2025, 48 international communications were reported, and active doctoral students presented 91 papers at scientific events. Research is supported by high-performance centers and laboratories (e.g. STRATEC – AI Lab, Neuromarketing Lab), providing access to international databases (WoS, Scopus, ScienceDirect), the infrastructure being used for the development of doctoral theses. There are international partnerships with centers in France, Romania and other institutions (e.g. CRECC Paris, CEMEX Iași), which facilitate scientific cooperation and joint publication. PhD students are involved in institutional and PNRR research projects, 6 projects in the period 2020–2025 including PhD students (12.9%).

Analysis of the state of facts – Scientific results are internationally visible, through articles in impact factor journals, participation in international conferences and involvement in prestigious academic networks. These confirm the competitive nature of research in the field of Management. Research is directly correlated with the objectives of the program, contributing to the development of advanced research skills, critical thinking, operation with empirical and conceptual methods - learning outcomes related to cycle III. The modernized institutional infrastructure (AI Lab, Neuromarketing Lab, international databases) supports an adequate research ecosystem, which facilitates publication in WoS and SSCI journals. Annually updated reports, publications, projects and the activity of research centers confirm that the results are adequately capitalized, being integrated into doctoral projects, conferences, reports and the professional development of doctoral students.

Aspects that constitute best practice examples: Publications in WoS Q1–Q2 journals by supervisors and doctoral students, exceeding the minimum CNATDCU standards.

Recommendations: Continuing the internationalization process by expanding participation in international projects, conferences and publishing in WoS indexed journals.

The indicator is: fulfilled

DOMAIN C. Quality management

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

consistent, transparent manner

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

Presentation of the state of facts - UDJG and IOSUD consistently apply institutional strategies (quality strategy, internationalization strategy, R&D strategy, digitalization strategy), all approved by the Senate and implemented in faculties and doctoral schools. These strategies are public and periodically reviewed. There is a functional quality management system, ISO 9001:2015 certified, with clear operational procedures regarding the planning, monitoring and evaluation of educational activities. The procedures are accessible on institutional platforms. The Doctoral School of Economic Sciences (SDSE) annually carries out self-evaluation processes, internal reports, analysis and monitoring meetings of academic and research activity, approved by CSUD and Senate, which demonstrate the systematic application of the procedures. Standardized institutional procedures are applied regarding admission, the development of the individual study program, annual evaluation, feedback of doctoral students, as well as ethics, integrity and plagiarism prevention procedures. The existence of digital platforms (evaluare.ugal.ro, HR, student.ugal.ro, Moodle, ARTHRA, SmartUMS) ensures traceability and transparency in the application of administrative and academic procedures. The impact of the implementation of the procedures is observed in: increased international visibility, compliance with CNATDCU standards, positive ARACIS evaluations, quality of publications, involvement in projects, participation in conferences and support provided to doctoral students.

Analysis of the state of facts - The data show that the procedures are applied consistently, not just formally: admission, annual evaluation, guidance, ethics, mobilities, funding, recognition of research activity, use of IT resources – all are documented and monitored periodically. There are feedback mechanisms (evaluation of doctoral supervisors, doctoral student questionnaires), which lead to real adjustments in educational practice and in the organization of the program. The impact of the procedures is demonstrated by: the quality of publications, the increase in the number of projects and partnerships, the organization of international conferences, the good completion rate of studies, the high level of infrastructure, the involvement of doctoral students in scientific activities. By integrating the strategies into the current activity, the doctoral school demonstrates real operational functionality, not just the formal existence of regulations.

Aspects that constitute best practice examples:

• Digitalized and transparent quality management system, with public annual reports.
• Consistent application of ethics procedures, including anti-plagiarism strategy, periodic checks and training on academic integrity.
• Continuous monitoring through CSUD, CEAC, self-evaluation reports and validation of procedures in the Senate.

Recommendations

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

Presentation of the state of facts - Within DSUD M and the Doctoral School of Economic Sciences (SDSE), internal and external stakeholders are systematically involved in the process of developing, reviewing and applying institutional procedures. These include: doctoral supervisors, doctoral students, graduates, employers and socio-economic partners. Consultation of members of the academic community is carried out through:

- meetings of the Doctoral School Council and CSUD;
- thematic meetings with doctoral supervisors, workshops and round tables;

• systematic feedback procedures and questionnaires applied to doctoral students regarding administrative, academic and research activities.

External stakeholders (employers, industrial and socio-economic partners) are consulted through research partnerships, professional meetings and involvement in academic activities such as: internships, co-supervision, collaborations in international and national projects. The results of the consultations are centralized, analyzed and integrated into: updating subject sheets, curricula, evaluation procedures, orientation of research topics and decisions regarding quality improvement.

Analysis of the state of facts - Evidence shows that the institution not only collects stakeholders' opinions, but actively integrates them into the decision-making processes related to the doctoral program. Consultations are periodic, documented and have a demonstrable impact on updating procedures and activities. Questionnaires applied to doctoral students, discussions with doctoral supervisors and feedback from employers allow for continuous quality assessment and adaptation of the program to the real needs of the labor market and the academic environment. Stakeholder involvement contributes to:

- improving research topics;
- adapting the curriculum;
- increasing the relevance of research;
- optimizing administrative processes;
- strengthening relations with the professional environment.

Aspects that constitute best practice examples:

- Involvement of socio-economic partners in defining research topics and participation in scientific events of PhD students.
- Workshops and thematic meetings dedicated to adapting procedures to the needs of PhD students and the professional environment.

Recommendations: Introducing annual consultations with alumni involved in managerial positions, which can contribute to updating the targeted skills.

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 - UDJG has established a University Ethics Commission (CEU), which operates on the basis of an Organization and Functioning Regulation approved by the University Senate; the ethical framework is established by the Code of University Ethics and Deontology. According to the REI, CEU acts autonomously/independently from any other structure or person in the university, in compliance with the legislation, and the related decisions and procedures are available online, in the public area of the website. Regarding related ethical mechanisms and procedures, there is an anti-plagiarism strategy and the use of originality checks for theses/articles (including contractual provisions regarding IP rights in the doctoral study contract); procedures and tools are mentioned in the REI in the chapters on the academic integrity of IOSUD/SDSE. CEU is indicated in the REI as an element of the quality and integrity assurance system, correlated with the Institutional Regulation of Doctoral Studies and with the IOSUD procedures (self-evaluation, monitoring, habilitation/affiliation, etc. The REI also emphasizes the publication of regulations, Senate decisions and reports (annual university report, quality committee reports), which also include chapters on ethics and compliance with deontology.

Analysis of the state of facts - CEU operates on the basis of the regulation approved by the Senate and acts independently, in accordance with the law. There is a complete regulatory framework (Code of Ethics + ROF CEU), approved by the Senate, which confirms compliance with the indicator requirement. The description in the REI regarding the independence of CEU, correlated with the publication of documents

and reporting in the quality assurance system, shows an effective functioning and in accordance with the law. Anti-plagiarism procedures and notification mechanisms strengthen the functionality of the commission.

Aspects that constitute best practice examples:

- Complete, updated and published ethical framework (Code of Ethics + ROF CEU).
- Connecting CEU to IOSUD/SDSE quality and integrity monitoring processes.

Recommendations: Strengthening preventive checks at key stages of the doctoral journey.

The indicator is: fulfilled

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

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

Presentation of the state of facts - UDJG şi IOSUD-UDJG dispun de proceduri clare privind iniţierea, monitorizarea şi revizuirea periodică a programelor şi domeniilor de studii, implementate prin: Regulamentul instituţional privind organizarea şi funcţionarea studiilor universitare de doctorat, Metodologia de autoevaluare IOSUD, Hotărâri de Senat, rapoarte anuale, Proceduri operaţionale interne (admitere, evaluare, abilitare, monitorizare calitate, verificarea originalităţii, feedback doctoranzi). REI confirmă desfăşurarea periodică a proceselor de evaluare internă, elaborarea rapoartelor anuale ale şcolilor doctorale, actualizarea documentelor de studii şi utilizarea procedurilor de analiză, monitorizare şi îmbunătăţire continuă.

UDJG and IOSUD UDJG have clear procedures regarding the initiation, monitoring and periodic review of programs and fields of study, implemented through: Institutional Regulation on the organization and functioning of doctoral studies, IOSUD Self-evaluation Methodology, Senate Decisions, annual reports, Internal operational procedures (admission, evaluation, habilitation, quality monitoring, originality verification, doctoral student feedback). REI confirms the periodic conduct of internal evaluation processes, the preparation of annual reports of doctoral schools, the updating of study documents and the use of analysis, monitoring and continuous improvement procedures.

Analysis of the state of facts – The application of the procedures is proven through:

- periodic updates of regulations and methodologies,
- public reports of IOSUD committees and structures,
- the annual self-evaluation process of doctoral schools, with impact on the revision of curricular documents, curricula and research practices,
- the involvement of teaching staff, doctoral students and partners in these processes.

The evidence from the REI shows that the procedures are systematically applied, integrated into the decision-making circuit and have a direct impact on quality assurance (monitoring of the performance of doctoral supervisors, program evaluation, improvement of resources, continuous review of program content and research activities). The indicator is fully met.

Aspects that constitute best practice examples:

- Systematic integration of feedback from PhD students and PhD supervisors into improvement processes.
- Correlation of evaluation procedures with ethics, academic integrity and originality verification processes.

Recommendations: Strengthening the communication of the results of the procedures (e.g.: annual summaries accessible on the website for each doctoral school).

The indicator is: fulfilled

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

Presentation of the state of facts - The REI shows that UDJG and IOSUD UDJG systematically involve members of the academic community and stakeholders in the application of procedures: periodic consultations with doctoral supervisors, teaching staff, doctoral students, thematic meetings and workshops, surveys and evaluation questionnaires, annual feedback from doctoral students, as well as consulting socio-economic partners in updating documents and procedures. Teaching staff and students are directly involved in the activity of the CEAC (https://www.calitate.ugal.ro/index.php/ro/structuri/consiliul-de-calitate), in the Council for Doctoral Studies (CSUD) and in the Doctoral School Council, contributing to the analysis of indicators, the evaluation of the field of study and the formulation of proposals for its improvement.

Analysis of the state of facts - Dovezile arată că implicarea părților interesate este reală, formalizată și constantă, fiind integrată în procesele de revizuire a programelor, în evaluarea performanțelor și în monitorizarea activităților IOSUD/SDSE. Această participare contribuie direct la îmbunătățirea calității, prin ajustări ale curriculumului, procedurilor și metodologiilor de lucru.

Aspects that constitute best practice examples:

- Periodic consultations with doctoral supervisors and SDSE/IOSUD committees.
- Involvement of socio-economic partners in updating research topics and in periodic evaluations.

Recommendations: Organizing meetings to expand dialogue with the socio-economic environment in order to consult on research topics.

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 - REI confirms that UDJG applies institutional procedures for the semester-long evaluation of teaching staff by students, integrated into the quality assurance system. The evaluations are carried out through the dedicated platform (evaluare.ugal.ro), and the results are analyzed by the quality committees of the faculties and by the IOSUD structures. The evaluation results are included in the university's annual reports and used in the decision-making process (didactic improvement, staff development, monitoring).

Analysis of the state of facts - The systematic application of assessments and analysis of results demonstrate compliance with the indicator. The results are consistently used to improve the quality of teaching staff work, are reported in official documents and influence training planning and performance evaluation. Based on the evidence, the indicator is fully met and the bi-annual review represents a functional and effective mechanism for quality management.

Aspects that constitute best practice examples:

- Integrate results into public annual reports and the institutional monitoring system.
- Correlate student evaluation with other internal procedures (professional development, quality monitoring).

Recommendations:

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - UDJG has been using, since 2012–2013, an institutionalized IT system that allows the collection, organization and analysis of data on

educational activity and quality processes. The HR platform (https://hr.ugal.ro/secure/) manages central elements of academic and administrative activity, such as: curricula, job descriptions, discipline sheets.

The student.ugal.ro platform also offers students access to their school situation, ensuring the traceability of their academic career. The IOSUD and doctoral school reports (including SDSE) are public and accessible online at:
https://www.ugal.ro/studii/doctorat/raportul-de-evaluare-interna-al-scolilor-doctorale.

Analysis of the state of facts – There is a complete and continuous digital flow of data, covering administrative, academic and research activities, and the collected data is used in management decisions.

Aspects that constitute best practice examples – the existence of a unitary system, with interconnected modules: HR, student, evaluation, library, scientific databases.

Recommendations

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - IOSUD UDJG and the Doctoral School of Economic Sciences (SDSE) ensure a high level of transparency by constantly publishing and making information accessible regarding the Management doctoral study program (DSUD M). Relevant information is published on the institutional website: https://ugal.ro/studii/doctorat. Also, the academic results and activities of doctoral students, the summaries of doctoral theses are published on the doctoral school website https://www.ugal.ro/studii/doctorat/sustineri-publice-teze-doctorat.. IOSUD also offers complete information in English, facilitating access for international candidates and experts: https://en.ugal.ro/education/study-programmes/doctoral-studies.

Analysis of the state of facts - The information is available on the official websites of the university, IOSUD and SDSE, being easily accessible by doctoral students, members of the academic community and the general public. All the elements necessary in the external evaluation process are public: admission, methodologies, reports, supervisors, curriculum, results, mobility programs, etc. Constant publication shows compliance with legal requirements.

Aspects that constitute best practice examples - international visibility and accessibility for foreign candidates, an important member of good practice in the European higher education space.

Recommendations

The indicator is: fulfilled

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

Presentation of the state of facts, supported by documents and data - international promotion of available research topicsIOSUD UDJG and the Doctoral School of Economic Sciences (SDSE) apply clear and public decision-making mechanisms, in accordance with the legislation and institutional norms. The institution transparently publishes the decisions of the management structures – the University Senate, the Board of Directors and the Doctoral Schools Council (CSD). These are publicly accessible on the UDJG and IOSUD websites, including regulations, methodologies, procedures and decisions regarding the organization of doctoral study programs. The regulations regarding the organization of doctoral studies, the admission, evaluation, habilitation and thesis defense procedures are published on the official pages of the university. These documents substantiate the decision-making processes and are updated periodically. Decisions regarding the organization of the doctoral program, admission procedures, resource allocation, academic and administrative evaluations are officially communicated through the university website, internal IT platforms, respectively via emails and public announcements (https://www.ugal.ro/studii/doctorat/ . https://admitere.ugal.ro/doctorat/sesiunea-iulie-doctorat).

Analysis of the state of facts- The publication of the decisions of the Senate, the Board of Directors and the CSD ensures full transparency regarding the way decisions are made in the institution, including those relating to the Management doctoral program. The methodologies and regulations constitute the legal and procedural support of all decisions, being accessible and updated periodically. Decisions relating to the organization of the doctoral program, admission, resource allocation, assessment of academic performance, international mobility and collaborations are communicated through official channels (institutional website, online platforms, institutional display and official emails).

Aspects that constitute best practice examples – The centralized publication of the decisions of the CSD, Senate, and CA ensures traceability and access to information for the entire academic community.

Recommendations

The indicator is: fulfilled

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

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

Presentation of the state of facts, supported by documents and data - IOSUD UDJG and the Doctoral School of Economic Sciences (SDSE), constantly comply with the legal obligation to carry out external evaluation procedures of the quality of doctoral university study programs (https://ugal.ro/informatii/informatii-publice/hotarari/hotarari-csud/114-hotarari-csud-2025/15059-hotararea-csud-nr-15-16-06-2025). The Management doctoral program (DSUD M) was part of the external evaluation process carried out by ARACIS in 2021, confirming the maintenance of accreditation, and SDSE submitted the Annual Internal Evaluation Report in 2024, according to ARACIS and IOSUD requirements.

Analysis of the state of facts - DJG participates constantly and documented in ARACIS evaluations, and the DSUD M program is integrated into these processes. The 2024 SDSE annual report and the DSUD M self-evaluation include indicators, annexes and complete evidence regarding the activity of the doctoral program.

Aspects that constitute best practice examples - The continuity of the "High degree of trust" rating at the institutional level represents a benchmark of excellence and institutional stability. The annual self-evaluation process is integrated into quality management, allowing for efficient preparation for ARACIS visits.

Recommendations - expanding collaboration with other doctoral schools in order to continuously improve the self-evaluation process.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ For the implementation of DSUD-M, UDJG has appropriate organizational components and a management system, whose operation is based on methodologies, regulations and procedures reviewed periodically, in accordance with the law. ✓ Within DSUD_M, 10 doctoral supervisors carry out their activity, all holders of IOSUD-UDJG, having a full-time employment contract for an indefinite period in UDJG. All doctoral supervisors meet the criteria set out in Order no. 6129/2016 of 20/12/2016. ✓ In the last 5 years, all doctoral supervisors in DSUD-M have at least 5 Web of Science indexed publications in journals with an impact factor located mostly in the Q1, Q2, Q3, Q4 areas. ✓ All doctoral supervisors in DSUD-M have achieved, based on scientific results from the last 5 years, at least 25% of the score required in the CNATDCU minimum standards for habilitation. ✓ The university library provides access to electronic resources through the ARTHRA digital repository, facilitating the consultation of doctoral theses and other academic documents. In addition, UDJG provides access to international databases through the AnelisPlus consortium, such as Web of Science, Scopus and ScienceDirect, supporting research and continuous learning. ✓ The training of doctoral students takes into account conceptual and applied skills at the level of research, development, innovation and technology transfer, which aim at "learning outcomes", specifying the competencies, skills and attitudes that doctoral students should acquire after completing each discipline or through research activities related to the themes. ✓ The validation of study, practice and research results mobilities for doctoral students within DSUD-M are demonstrated by participation in outgoing mobilities, participation in international conferences. ✓ Research is capitalized by doctoral students through presentations at scientific conferences, scientific publications in quoted and WoS-indexed journals, technology transfer,	INTERNAL FACTORS ⬆	✓ Stricter adherence of curricula related to master's degree programs to the requirements of the labor market and continuation of studies at the Doctoral Schools level. ✓ Expanding the recruitment base of future doctoral students, at national and international levels, by attracting and motivating an adequate number of doctoral students for research and innovation, compared to the number of doctoral supervisors in the DSUD-M field. ✓ The relatively low success rate of project proposals at national and international levels, which limits the involvement of doctoral students in training internships and enrollment as members in research projects. ✓ Within DSUD-M, there is a small number of foreign students, probably due to insufficient popularization, financial difficulties and legislation. ✓ Also, although internationalization efforts must be mentioned, a small number of doctoral students access mobility opportunities and internships abroad through Erasmus programs. ✓ Within DSUD-M, there is a small number of national and international co-supervision agreements, probably due to the lack of coherent legislative support, as instruments, forms and financial aspects related to these aspects are not clearly established. ✓ Simplifying the way to ensure the transparency criteria of instruments and documents on the IOSUD and UDJG websites, in line with the need for rapid identification of the information needed by doctoral students and stakeholders. ✓ Lack of funding opportunities for doctoral students from sources other than government funding; ✓ The modest number of doctoral students who benefit from extra-budgetary funding for a minimum of six months; ✓ Due to budgetary limitations and restrictions and the lack of funding from other sources, a modest number of participations in renowned international conferences in the field of Management is noted. ✓ Modest number of presences in the committees for guidance and academic integrity and public support

patents, etc. ✓ Doctoral students enrolled in the period 2020-2025 have at least 1 article indexed in BDI or quoted WoS published and participation with at least 1 paper in national and international scientific events. ✓ During the period 2021-2025, doctoral supervisors carried out 6 exploratory research projects, in which doctoral students in doctoral internships with individual employment contracts were also involved. ✓ The internal evaluation of the quality of university doctoral study programs, including DSUD-M, of the performances of doctoral supervisors and doctoral students is carried out annually, being coordinated by an internal evaluation committee, designated annually by CSUD, at the proposal of CSD.		of international experts, recognized in the field of Management.
SWOT analysis		
Opportunities: ✓ UDJG has a modern, solid infrastructure base adapted to current requirements, which allows for the development of research, development, innovation and technological transfer activities adapted and in accordance with European and international policies in the management field; ✓ Curriculum adapted to the professional and personal development requirements of doctoral students and flexibility in choosing the educational and research path. ✓ Doctoral coordinators have the potential to develop particularly current topics, have good national and international recognition and intellectual potential. ✓ The sustainable tradition of doctoral studies within the Faculty of Economics and Business Administration within UDJG; ✓ UDJG's capacity to develop partnerships with domestic and international institutions in view of the transfer of technologies and knowledge; ✓ Access to national and European/international funding resources, etc., which facilitate the development of doctoral students' research and development plans. ✓ The existence of premises regarding human resources, infrastructure,	EXTERNAL FACTORS	**Threats:** ✓ Low number of budgeted places, which leads to a decrease in funds for research, development and innovation activities at the highest level in the managerial field. ✓ Decrease in the number of higher education graduates interested in high qualification through doctoral studies. ✓ Risk of dropout due to the low budget level, concomitant with the general tendency of doctoral students to be employed during their studies. ✓ Low level of budget allocations that limits the development of advanced studies in the managerial field, which involve addressing niche topics, at a multidisciplinary intersection.

curriculum and personalized research plans to attract the largest possible number of foreign doctoral students. ✓ Proven institutional capacity for developing partnerships with the socio-economic environment to address and develop current research topics that contribute to the consolidation of the national and international economy.		

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
IV. DOMAIN A. Institutional capacity			
1.	IPA1.1.1 For delivering the study program/domain, the HEI has adequate organizational components and an adequate management system, which operates based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	Ensuring better digitalization of processes within the university by integrating a platform across all administrative flows.
2.	IPA1.2.1 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	More frequent involvement of representatives of the economic sector in the analysis of research topics and skills pursued among doctoral students.
3.	IPA2.1.1 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	Continued investment in state-of-the-art equipment for interdisciplinary laboratories, in response to rapid developments in the field of research
4.	IPA2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Continued investment in emerging laboratories (e.g. digital, interdisciplinary) to support methodological developments in research. Expanding accessible facilities for people with disabilities.
5.	IPA3.1.1 The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Increasing the number of international projects.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
6.	**IPA3.1.2** The HEI ensures professional and personal development for its staff.	F	Expanding international cooperation by attracting training programs in partnership with prestigious universities.
7.	**IPA3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**IPA4.1.1** The organizational 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	Ensuring continuous monitoring of cybersecurity, given the increasing volume of digital data and the use of cloud systems.
V.	DOMAIN B. Educational efficacy		
9.	**IPB1.1.1** The study program is developed and structured according to the expected learning outcomes, and organized 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	Introducing into the doctoral training program disciplines from the area of behavioral sciences, emerging technologies, etc. Increasing the number of workshops dedicated to the dissemination of scientific results of doctoral students in more advanced research stages.
10.	**IPB2.1.2** The expected learning outcomes are correlated with the competencies required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**IPB3.1.1** The organizational component ensures the implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	Expanding the portfolio of optional subjects, oriented towards emerging skills (AI in management, data -driven leadership, advanced research design). Increasing the number of international collaborative learning activities, through partnerships with other European doctoral schools.
12.	**IPB3.1.2** The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.	F	Increasing the number of funded mobilities, especially through participation in regional university networks. virtual mobility micro modules, in -collaboration with European universities from thematic networks (e.g. ENLIGHT, EUTOPIA).
13.	**IPB3.2.1** The organizational component provides fair opportunities for students, in line with their potential and aspirations,	F	Expanding the number of optional subjects to offer diverse opportunities across multiple

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	taking into account the diversity of learning styles and abilities.		learning profiles and research directions.
14.	IPB4.1.1 The organizational 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 organization of the study program.	F	
15.	IPB5.1.1 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	Introducing annual workshops dedicated to the formulation and evaluation of learning outcomes for supervisors and doctoral students.
16.	IPB5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	IPB7.1.1 The organizational component applies the admission procedures.	F	Expanding communication through webinars for potential candidates (Q&A, presentation of research areas).
18.	IPB7.1.2 Admission in higher education study programs complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	IPB7.2.1 The organizational component applies the regulations concerning the students' professional activity.	F	Consolidation of a unified digital platform for managing all doctoral student documents and assessments.
20.	IPB8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Increasing the number of Erasmus+ mobilities and the number of international fellowships.
21.	IPB9.1.1 Learning based on scientific investigation and research results support and are capitalized upon in achieving the learning outcomes envisaged through the study program.	F	Expanding the participation of doctoral students in international projects
22.	IPB9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalized upon in an adequate manner.	F	Continuing the internationalization process by expanding participation in international projects,

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			conferences and publishing in Wos indexed journals.
VI.	DOMAIN C. Quality management		
23.	IPC1.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	IPC1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Introducing annual consultations with alumni involved in managerial positions, which can contribute to updating the targeted skills.
25.	IPC2.2.2. 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	Strengthening preventive checks at key stages of the doctoral journey.
26.	IPC3.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	Strengthening the communication of the results of the procedures (e.g.: annual summaries accessible on the website for each doctoral school).
27.	IPC3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Organizing meetings to expand dialogue with the socio- -economic environment in order to consult on research topics.
28.	IPC4.1.1 The organizational component analyzes the results of the students' biannual evaluation of teachers.	F	
29.	IPC5.1.1 The organizational component systematically collects and analyzes data required for the internal quality assurance process.	F	
30.	IPC6.1.1 The organizational component ensures publication and access to information of public interest regarding the evaluated study program.	F	
31.	IPC6.1.2 The organizational component ensures transparent decision-making processes.	F	
32.	IPC8.1.1 The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.	F	Expanding collaboration with other doctoral schools to continuously improve the self-evaluation process

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) ~~accreditation* (AC)~~/maintaining accreditation (MAC);

~~b) conditional maintaining of the provisional authorisation to operate* (CMPA)/conditional maintaining of accreditation (CMAC);~~

~~c) non-accreditation* (NAC)/withdrawal of the accreditation (WAC).~~

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.