



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

Higher Education Institution/Education Provider Organization:	Academia de Studii Economice din București (ASE)/ Bucharest University of Economic Studies (BUES)
Doctoral School:	Management
Doctoral Domain:	Management
The objective of the external evaluation:	<b>Maintaining accreditation (MAC)</b>

### Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>Nistor Răzvan Liviu</i>	Expert evaluator	
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3.	<i>Chiper Alexandra-Maria</i>	PhD Student Evaluator	

## I. Introduction

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

The external evaluation report was prepared by the ARACIS Commission of experts in external quality assessment during the visit held from 19.03.2026 to 20.03.2026, for the periodic evaluation of the Management doctoral study domain at Bucharest University of Economic Studies, Faculty of Management.

- Description of the higher education institution;

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

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

BUES operates under its [University Charter](#), approved by the University Senate and endorsed by the Ministry of Education and Research, in compliance with national legislation and aligned with European higher education policies.

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

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

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

- General description of the doctoral study domain (evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The [Faculty of Management](#) of the Bucharest University of Economic Studies (BUES) organizes doctoral studies in Management through the Doctoral School of Management (DS Management). The development of doctoral programme in Management is closely linked to the evolution of both the Faculty and the university.

Before 1990, the Faculty operated under different names, and doctoral studies were conducted within the broader field of Economics, covering areas such as industrial, construction and transport

management, work organization and ergonomics, company management, supply and sales management, and investment efficiency and technical progress.

In 1997, BUES was accredited as an Institution Organizing Doctoral Studies (IOSUD) by order of the Minister of National Education for seven doctoral programs in the fundamental fields of Economics and Law, including Management. In 2011 and 2021, the university was reaccredited as IOSUD for ten doctoral programs in Economics and Law, including Management, coordinated by DS Management.

The [strategy of DS Management](#) 2024-2028 defines its role as supporting and stimulating scientific research by promoting research activities, facilitating collaboration between supervisors and doctoral students, supporting grant applications and research funding, and fostering partnerships with universities and research centers at national and international levels.

DS Management is governed by the [Council of the Doctoral School](#). Doctoral supervision is currently ensured by [27 professors](#): 26 affiliated with BUES (21 from the Department of Management, 4 from the Department of Public Administration and Management, and 1 from the Department of Business Administration – UNESCO Chair), and one professor from the University of Bucharest. Of the 27 supervisors, 19 obtained this status through habilitation.

Since the last external evaluation, DSUD Management has strengthened its position as one of the most dynamic and attractive doctoral domains in Management in Romania, building on its strong academic tradition in economics. The domain has diversified its doctoral student profile and expanded its research themes to reflect the transformations of the contemporary business environment and emerging management challenges. Doctoral research is increasingly interdisciplinary and better integrated into national and international scientific networks. Research topics range from strategy, innovation, leadership, and entrepreneurship in the private sector to governance, digitalization, and institutional performance in the public sector, demonstrating alignment with current and emerging trends in management science.

The domain has progressed in terms of the number of supervisors and doctoral students, research directions, quality, efficiency, and internationalization.

Between 2021 and 2025, the Doctoral School of Management significantly enhanced its internationalization by:

- Hosting internationally recognized specialists for lectures and courses.
- Including professors from foreign universities on doctoral supervision committees.
- Increasing teaching and training mobilities abroad for doctoral school members.
- Inviting foreign professors to serve on doctoral thesis defense committees.
- Supporting doctoral students' participation in international conferences and Erasmus mobilities via University Doctoral Studies Council (CSUD) funding.
- preparing and defending doctoral theses in English/French (12 theses, October 2021–October 2025) and admitting students opting for English-taught programs.
- Organizing courses and consultation sessions with foreign professors for doctoral students.
- Reimbursing publication fees for WoS-indexed journals and funding research mobilities abroad through CSUD and Erasmus+.
- Initiating AACSB accreditation evaluation, completing the first Assurance of Learning (AoL) cycle in 2025.

From the **2025–2026 academic year**, the Management doctoral domain offers both *scientific* and *professional* doctoral programs.

Through continuous consultation, curricula, regulations, methodologies, and procedures have been updated in accordance with Higher Education Law no. 199/2023 and Order 3020/2024 on the framework regulation for doctoral studies, as well as subsequent related regulations.

## II. Methods used

During the external quality evaluation of the Management doctoral program, the Internal Evaluation Report (IER) and its annexes were analyzed.

During the on-site visit, the commission requested and additionally examined documents demonstrating the professional and personal development of the academic and administrative staff involved.

During the visit, the following spaces and facilities were inspected: lecture halls, seminar rooms/laboratories, library (loan room, reading rooms, and book storage), sports complex, CSUD Secretariat, workspaces for doctoral students, doctoral supervisors (B604), and doctoral school leadership (B606), as well as the BUES canteen.

Meetings were held with the management of the university, the Faculty of Management and Management doctoral school, the team that prepared the internal evaluation report, 12 doctoral supervisors, 12 graduates of the Management doctoral program, employers of doctoral domain graduates representing 8 companies/organizations/institutions, 12 doctoral students, representatives of research centers/laboratories, members of the University Ethics Commission, and representatives of organizational structures responsible for quality assurance and quality evaluation commissions at BUES and at the Faculty of Management.

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

#### DOMAIN A. Institutional capacity

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

###### Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

###### Indicator I.P.A.1.1.1

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

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

BUES has a clear and sustainable institutional structure, with an effective governance system, adequate material, financial, and human resources, and transparent management mechanisms, including for student representation. The main structures ([the University Senate](#), [the Board of Trustees](#), the Faculty Councils, [the Council for Doctoral University Studies - CSUD](#), the departmental councils, and the doctoral school councils) operate in accordance with the Charter and internal regulations, and the Rector, confirmed by OME No. 3923/28.02.2024, manages executive activities on the basis of a management contract. The fundamental documents are approved by the Senate and published on [www.senat.ase.ro](http://www.senat.ase.ro). The Doctoral School of Management (DS Management), coordinated by the Director and the Doctoral School Council, operates in accordance with the BUES Charter and internal regulations. The doctoral programme is managed by the CSUD, and the activity is carried out based on a solid regulatory framework, periodically updated in accordance with the legislation and recommendations of ARACIS and CNATDCU.

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

The organizational structure of DS Management ensures effective coordination of academic and administrative activities, with well-defined responsibilities. The complex but well-defined procedural framework contributes to the coherent, transparent, and compliant conduct of managerial and academic processes.

- Aspects that constitute best practice examples
- Continuous monitoring of the regulatory framework and ongoing updating of specific documents.
- Maintaining an organizational culture focused on compliance and quality.
- Recommendations

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The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At BUES, the drafting and amendment of methodologies, regulations, and procedures are carried out through the involvement of the Senate's standing and [special committees](#), which substantiate, analyze, and endorse regulations according to their fields of competence. The committees meet periodically or whenever necessary, review draft documents and proposed amendments, monitor the activity of the executive and administrative leadership, and prepare specific reports.

Special committees, of a temporary nature, address specific issues, and their membership also includes student representatives. The results of their activity take the form of [Senate decisions](#), published on its official website. Amendments to the BUES Charter are subject to public consultation within the academic community before approval by the Senate and endorsement by the Ministry of Education (MEC). In addition, the External Advisory Council, composed of prominent figures from the public and private sectors, conducts periodic evaluations regarding the fulfillment of the institution's mission and vision and provides strategic recommendations for improving performance. Within the DS Management, the adoption and revision of methodologies, regulations, and procedures are carried out through a participatory mechanism involving the Faculty Council, doctoral supervisors, doctoral students, and other stakeholders, including the [Faculty's Advisory Council](#). The Senate committees include representatives of academic staff and students, while the Doctoral School Council and the Council for University Doctoral Studies (CSUD) play a central role in consolidating opinions and formulating proposals.

Consultations take place through periodic meetings and working groups, and the feedback received is integrated into the final documents, in accordance with legislation and ARACIS regulations.

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

The active involvement of stakeholders ensures that policies and procedures are tailored to the needs of the academic community and the socio-economic environment. Doctoral students participate in the decision-making process, doctoral supervisors are consulted, and feedback from students and graduates contributes to the adjustment of programs and regulations. Collaboration with the economic environment allows the integration of employers' requirements into the professional training of doctoral students.

- [Aspects that constitute best practice examples](#)
- Organizational culture based on consultation and consensus.
- Institutional adaptability to the needs of the academic community.
- Extensive participatory mechanism, involving all relevant actors.
- Formal representation of students in deliberative structures.
- Systematic integration of feedback into final documents.
- Permanent alignment with the legislative framework and ARACIS standards.
- [Recommendations](#)
- Expanding collaboration with the socio-economic environment.

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

- Periodic review of regulations based on structured consultation.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES has adequate facilities that comply with legal standards, with [315 spaces dedicated to teaching and research activities](#), ensuring optimal conditions for quality education. Teaching and research activities at BUES take place in [classrooms, lecture halls, laboratories, and seminar rooms](#) equipped with computer technology and multimedia systems, with scheduling adapted to the capacity of the spaces and the number of students. The university offers dining facilities (Moxa and Cihoschi canteens) and spaces for extracurricular activities, all accessible to people with disabilities, with [specific equipment](#) such as mobile ramps, lifts, adapted toilets, parking spaces, and notice boards for people with visual impairments.

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

The material bBUES of the DS Management ensures that academic and research activities are carried out to appropriate standards, with buildings accessible to people with disabilities. The school has rooms dedicated to management (B606), doctoral students and doctoral supervisors (B604), and courses (0333), equipped with computers and all-in-one digital displays. The BUES library provides access to numerous digital resources.

- Aspects that constitute best practice examples
- Dedicated spaces for management, doctoral students, and course delivery, equipped with modern technology (computers, all-in-one digital displays).
- Free access for doctoral students and supervisors to all university rooms.
- Infrastructure accessible to people with disabilities (ramps, elevator, adapted restrooms, special parking spaces).
- Transparency and public records of the infrastructure – detailed presentation of the spaces and facilities, supported by documents and a virtual tour (<https://turvirtual.ase.ro/>, <https://da.ase.ro/lista-cladiri-accesibilizari/>).
- Recommendations
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The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

BUES prioritizes the consolidation and sustainable management of its material base, including the resources necessary for a quality education process. DS Management makes [efficient use of the spaces and movable and immovable assets](#) dedicated to the doctoral program. The classrooms and seminar rooms are equipped with modern equipment (video projectors, computers, projection screens, videoconferencing equipment, Cisco router, workstations), and the university provides wireless Internet access and [licensed software](#) for [general and specialized use](#) (SPSS, CIEL, EVIEWS, SAS/R, Stata, Microsoft Office, SharePoint, SQL Server, etc.). The voice network and ICT infrastructure, including two redundant servers, ensure optimal connectivity and the functioning of [e-learning platforms](#). [BUES libraries](#) provide access to relevant publications, periodicals, and databases, and investment plans include the development and modernization of teaching spaces and dormitories.

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

[BUES' technical equipment and ICT infrastructure](#) effectively support teaching, learning, and research, with rooms equipped with video projectors, videoconferencing, workstations, furniture, and air conditioning. Wireless networks and licensed software (basic, specialized, and application) ensure a high-quality academic environment, and the library provides access to national and international databases for doctoral research. Movable and immovable assets are checked periodically, and any malfunctions are promptly remedied by the technical and administrative structures.

- Aspects that constitute best practice examples
- Modern equipment in all classrooms and laboratories, in accordance with curriculum requirements.
- Regular checks of movable and immovable property and interventions by technical and administrative structures to repair faults ensure the optimal functioning of the infrastructure and the continuity of academic activities.
- Recommendations
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The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study programme/ domain.

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES has qualified human resources for organizing and conducting the doctoral programme in Management. The recruitment of teaching staff and doctoral supervisors is carried out in accordance with national and internal methodologies, and teaching and research activities are provided for each year of doctoral studies by [competent staff](#).

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

The human resources of the DS Management include [27 doctoral supervisors](#), 19 of whom have obtained their qualification through habilitation in the field of Management, while the rest have acquired the status of doctoral supervisor by being affiliated according to the criteria of IOSUD and

CNATDCU. All doctoral supervisors meet the CNATDCU criteria in force and have a maximum of 8 doctoral students under their supervision. The subjects in the [curriculum](#) are taught by professors with relevant experience, demonstrated through studies, seniority, and scientific publications, with their competence also being recognized in student evaluations.

- [Aspects that constitute best practice examples](#)
- The qualifications and experience of the teaching staff who teach the subjects in the training programme and of the doctoral supervisors ensure a high standard of teaching and research, contributing to the recognition of the value of the doctoral school and the full integration of doctoral students into the international scientific community.
- Compliance with ARACIS standards regarding the ratio of doctoral students to doctoral supervisors, which contributes to a high level of performance among doctoral students.
- [Recommendations](#)
- Attracting teaching staff with international experience to the training process and/or doctoral supervisors to increase the diversity and competitiveness of the DS Management.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

BUES ensures the professional and personal development of its staff through structured programs, adapted annually to academic and administrative needs. Training includes: [adaptation to job requirements](#), participation in national and international courses, [internships, mobility through European projects](#) (e.g., Erasmus+, POCU, ROSE), [involvement in research projects](#), and participation in international conferences. The activities organized by BUES are funded by the university and considered working time, and staff can initiate mobility and participate in training courses with partial or full funding.

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

BUES promotes a strategic approach to the development of teaching staff and doctoral supervisors, which capitalises on research through international conferences (e.g. IMC 2024, IMC 2025, icESS 2025, ICBE 2025) and academic mobility. Training includes [courses in scientific research](#), quantitative methods, and the use of SPSS and SmartPLS software, as well as publication in WoS and Core Economics (Q1 - Q2) indexed international journals. Members of the DS Management are involved in editorial boards and in editing special issues in journals such as the Journal of Competitiveness, Oeconomia Copernicana, Economies, Public Administration Review, and others.

- [Aspects that constitute best practice examples](#)
- The participation of teaching staff and doctoral supervisors in international conferences, publication in indexed journals, and involvement in editorial boards facilitate the dissemination of research results, academic collaboration, and the strengthening of the reputation of the DS Management at the national and international level.
- Involvement of staff in international professional development projects and programs.
- [Recommendations](#)
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The indicator is: fulfilled.

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

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

All teaching staff at DSUD Management comply with the legal requirements for filling positions, in accordance with national and internal BUES methodologies (competitions for hiring teaching staff). Positions are public, and selection procedures are transparent and non-discriminatory. The management staff (Rector, vice-rectors, dean, department directors, CSUD director, DS director) are tenured, elected, or appointed in accordance with the legal framework. Doctoral supervisors are affiliated with the doctoral school based on a rigorous BUES analysis of their fulfillment of the conditions for [habilitation](#) and [affiliation](#) with the doctoral school, followed by endorsement in the AG of the doctoral school and approval by the Doctoral School Council, CSUD, Board of trustees, and Senate.

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

BUES and DS Management fully comply with national and internal regulations regarding teaching and management staff, with transparent procedures for filling positions. Transparency is ensured by posting competitions and forwarding candidates' files for consultation to SD members. The election of the DS director, DS Council members, and CSUD members is carried out in accordance with [internal procedures](#).

Aspects that constitute best practice examples

- The procedures for filling positions and affiliating doctoral supervisors comply with the legislation in force, ensuring fairness and non-discrimination.
- The affiliation of doctoral supervisors is carried out through transparent procedures, involving successive approvals at different levels of competence (DS Council, CSUD, Board of trustees, Senate), which confers legitimacy on decisions and strengthens academic governance.
- Recommendations
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The indicator is: fulfilled.

#### Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The [digital transformation process at BUES](#) aims to simplify administration and improve the quality of services for the academic community and third parties. All IT and communications systems are centralised and interconnected, and new applications are registered and integrated into this framework. BUES uses digital platforms for [online admission](#), payments, accommodation, [teachers](#) and [students](#) evaluation, and feedback on student life. Tuition fees are communicated and can be paid through various methods, including the [BUES online platform](#). The network infrastructure includes high-performance equipment, and e-learning platforms, digital libraries, and international databases facilitate teaching, research, and academic collaboration. The CSUD Secretariat and management use applications for [admission](#), doctoral student records, and activity monitoring; and international mobility is managed through <https://deplasari.ase.ro/>.

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

Digital transformation simplifies administrative procedures and increases service efficiency. DS Management uses platforms for doctoral enrollment and admission, online application submission, activity scheduling, and doctoral progress reporting through [dedicated portals](#). [Anti-plagiarism applications](#) and database management for [research activities](#) enhance academic integrity and process transparency.

- [Aspects that constitute best practice examples](#)
- Centralization and interconnection of IT systems enables efficient data management and transparency of administrative and academic processes.
- Integrated digital platforms for teaching staff and doctoral students: online admission, progress reporting, [anti-plagiarism verification](#), and international mobility (<https://deplasari.ase.ro/>), which facilitate fast and secure access to resources and services.
- [Recommendations](#)
- Finalize the implementation of the new SIMUR 3 university management software to ensure full digitization of academic records and optimize administrative and academic processes.

The indicator is: fulfilled.

## 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.

<b>Indicator</b> I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The Management doctoral programme follows national and international standards, developing advanced research, critical thinking, and academic communication skills. The curriculum includes:

- 1 fundamental discipline ([Quantitative and qualitative applied methods and scientific research](#)),
- 1 complementary discipline ([Ethics and academic integrity](#))
- 2 specialized disciplines, held by doctoral supervisors from the DS Management ([Advanced Research in Management, Research Skills Development](#)),
- research activities, seminars, international mobility, conferences, and summer schools;
- semester evaluations (for first-year subjects) and annual evaluations, when doctoral students present their [progress reports](#).

The study programme totals 240 ECTS and allows for national and international recognition, contributing to an ISCED8 level university qualification.

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

DSUD Management ensures a balance between theory and practice, developing research skills and integrating doctoral students into the international academic community. Individual research activities are managed through the [Individual Doctoral Plan](#), including scientific seminars, international mobility, participation in conferences/workshops, publication of articles, and preparation of progress reports. Course topics are constantly updated to reflect emerging trends and ARACIS and AACSB requirements.

\* 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.

- [Aspects that constitute best practice examples](#)
- Complete structuring of the study programme into a unified and public package, accessible online and published transparently on <https://planinvatamant.ase.ro>.
- Correlation of curricular documents with the National and European Qualifications Framework.
- [Recommendations](#)
- Regularly updating the curriculum, in collaboration with teaching staff/doctoral supervisors, doctoral students, and socio-economic partners, to incorporate new research directions and trends in management.

The indicator is: fulfilled.

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

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

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

Indicator  
I.P.B.2.1.2

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

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

DS Management provides a [doctoral curriculum](#) aligned with labor market requirements and national and European occupational standards (ESCO, field 0413 – Management and administration). The [learning outcomes](#) aim to develop advanced skills for scientific research and various professional fields, including higher education, research, and the private sector. Over the past five years, doctoral research topics have included requests coming directly from the business environment.

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

The Management doctoral domain develops professional and cross-cutting skills in management, covering academic ethics and integrity, fundamental and emerging theories in management, advanced research methodologies, project and risk management, etc. The [learning outcomes](#) are aligned with ESCO occupations such as general manager, project manager, management consultant, business analyst, entrepreneur, or department coordinator. Consultation with employers supports the adaptation of the curriculum to the real demands of the market, and the structure and content of the disciplines contribute to the development of key and research-specific skills.

- [Aspects that constitute best practice examples](#)
- Direct integration of business environment requirements into doctoral research topics.
- Alignment of the curriculum with national occupational standards and the European Classification of Occupations (ESCO) for professional relevance and international recognition.
- [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 (documents preferably included through links in the body of the IER)

DSUD Management within BUES supports student-centered learning through:

- Interactive activities such as [workshops](#), [seminars](#), meetings with practitioners, [progress presentations](#), and academic debates.
- Flexible curriculum design that involves choosing the research topic, doctoral supervisor, and activities relevant to the individual's path.
- Applied teaching strategies that combine learning through one's own doctoral project, individualized mentoring, and constant formative feedback from the supervisor and the academic integrity and ethics committee.
- Organizational support - [transparent calendar](#), [procedural guidelines](#), access to databases, and support in research and ethics.

The educational process combines direct teaching activities with individual study, using digital technologies (e-mail, e-learning platform, electronic resources).

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

The program's organization consistently supports student-centered learning through: *real autonomy* – doctoral students manage their own progress through an [individual doctoral plan](#), taking responsibility for their results; *academic and practical relevance* – research is based on the students' own interests and is validated scientifically and managerially; *active learning* – emphasis on intellectual production, critical reflection, and continuous feedback; *personalization and flexibility* – content and activities are tailored to the doctoral topic; *culture of quality and integrity* – guidance and ethics mechanisms ensure scientific rigor; *digitization and access to resources* – educational technologies facilitate collaboration, documentation, and progress monitoring; *predictable administrative framework* – clear procedures support efficiency and self-directed learning.

- [Aspects that constitute best practice examples](#)
- Constant correlation of course content with doctoral research topics.
- Structured and periodic formative feedback.
- Involvement of practitioners in academic activities.
- Systematic use of digital resources for support and communication.
- Progress monitoring through clear benchmarks and interim assessments.
- [Recommendations](#)
- Continuing to update course content by integrating current case studies, correlating content with doctoral students' research topics, and including relevant practical examples from the business environment.

The indicator is: fulfilled.

Indicator I.P.B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DSUD Management ensures doctoral students' access to international mobility through: [Erasmus+ partnerships](#) and bilateral agreements with universities in the EU and outside the EU; [funding for one month mobility](#) for doctoral students on scholarships; a clear annual calendar, public procedures, and [information sessions](#); the possibility of participating in online [academic activities](#) (courses, conferences, seminars) integrated into the doctoral plan; dedicated administrative support for application, implementation, and academic recognition.

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

The institutional framework facilitates mobility through: procedural transparency and easy access to information; curricular recognition, which makes mobility a formal component of the doctoral

program; specialized administrative support, which reduces barriers to access; physical/virtual flexibility, which maintains the international dimension regardless of logistical or financial constraints.

- [Aspects that constitute best practice examples](#)
- Explicit integration of mobility into the individual doctoral plan and the curriculum.
- Centralized and predictable communication of calls and deadlines.
- Correlation of mobility with the research objectives of doctoral students.
- Personalized support in preparing applications.
- Capitalizing on the mobility experience through internal dissemination (presentations, reports, workshops).
- [Recommendations](#)
- Enhancing the visibility of opportunities by regularly sending summary calls to all doctoral students; monitoring participation to increase the rate of access to mobility opportunities.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

DS Management promotes fairness and inclusion through:

- academic flexibility (choice of coordinator and topic, the possibility to request a change of supervisor with academic justification);
- open access to resources ([scientific databases](#), [IT infrastructure](#), <https://online.ase.ro> platform, methodological training, academic writing support);
- personalized support (mentoring, constant feedback, ethical and methodological counseling);
- various learning formats (face-to-face, hybrid, online – <https://online.ase.ro>; [courses](#), workshops, [seminars](#));
- counseling and support services through [CCOC](#) and [DPPD](#).

The inclusion of students with disabilities or special educational needs is regulated by the [institutional procedure dedicated to social and academic inclusion](#) within BUES.

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

The institutional framework ensures equal opportunities and non-discrimination through guaranteed access to resources and activities, regardless of personal or social criteria; support services tailored to individual needs (psychological counseling, career guidance, tutoring); specific measures for students with disabilities; the involvement of doctoral student representative bodies in the decision-making process, fostering a participatory and inclusive climate.

- [Aspects that constitute best practice examples](#)
- Integrating principles of equality and inclusion into internal regulations and procedures.
- Ensuring extensive digital access through <https://online.ase.ro>.
- Differentiated support based on the specific needs of the doctoral student.
- Regular consultation with doctoral student representatives.
- Constant evaluation of the effectiveness of inclusion measures.
- [Recommendations](#)
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The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The BUES and DS Management offers permanent access for doctoral students to resources and support services through:

- [Online Library](#) – 24/7 access to full-text publications through the BUES Library Catalog and Electronic Resources;
- regular training sessions on the use of databases and workshops dedicated to doctoral students;
- the e-learning platform <https://online.ase.ro>, where disciplines have dedicated pages for courses and activities (including part-time courses);
- counseling services through CCOC: <https://consiliere.ase.ro/planuri-si-rapoarte-de-activitate/>;
- individual and group academic guidance provided by teaching staff and doctoral supervisors (face-to-face, telephone, email, videoconference, blended learning), with regular monitoring and evaluation.
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The university provides an integrated system of educational resources and support services, accessible to students with disabilities or special educational needs. Permanent digital access, specialized counseling, and academic mentoring ensure that the learning process is adapted to individual needs and to the form of organization of the doctoral programme(full-time/part-time).

- [Aspects that constitute best practice examples](#)
- Ensuring continuous digital access to scientific resources.
- Organizing regular training sessions on how to use databases.
- Integrating the <https://online.ase.ro> platform into all teaching activities.
- Monitoring progress through regular meetings with the coordinator.
- Aligning counseling services with the academic and professional goals of doctoral students.
- [Recommendations](#)
- Increasing the visibility of services dedicated to students with special needs on the CSUD website.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The learning outcomes of the doctoral domain in Management are defined in [the Competences and Learning Outcomes Form](#), presented to stakeholders, aiming at the development of theoretical, methodological, and applied competencies. The structure of the programme includes advanced

training through the courses organized by CSUD and DS Management, as well as the Individual Scientific Research Program, which is assessed based on scientific output, participation in mobility programs and academic events, and the fulfillment of the criteria for thesis defense.

This framework ensures coherence between academic training and the requirements of the professional environment, as well as evaluation based on clear standards.

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

The learning outcomes are explicitly formulated, communicated at the beginning of each academic year, and aligned with the course content and teaching–assessment methods. Their development and updating involve the academic staff and the members of DS, and their relevance is periodically verified through: the analysis of doctoral students' feedback; alignment with developments in the field and professional standards; and the annual review of course syllabi.

- Aspects that constitute best practice examples
- Direct alignment between learning outcomes, course content, and assessment methods.
- Transparent communication to doctoral students at the beginning of each academic year and clear definition of the targeted objectives.
- Annual review of learning outcomes based on feedback and developments in the field.
- Integration of scientific performance (publications, mobility programs, conferences) into the evaluation of doctoral progress.
- Recommendations
- Enhancing formative assessment through the use of interactive digital tools.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DS Management implements a coherent and transparent assessment framework, fully aligned with the Regulation governing doctoral university studies, as well as with the institutional regulations of BUES. The assessment process is structured across three distinct stages:

**a) Year I – advanced training:** continuous and final assessment through colloquia, assignments, case studies, and presentations; use of the Blended Learning@BUES platform – <https://online.ase.ro>; application of the provisions included in the course syllabi.

**b) Individual Research Plan (PID):** periodic monitoring involving the doctoral student, the supervisor, and the guidance committee, with a focus on academic integrity; annual evaluation based on the progress report uploaded to <https://portal.doctorat.ase.ro>; compliance with the [minimum criteria for thesis defense established by BUES](#).

**c) Completion of studies:** preparation of the thesis in accordance with [IOSUD-BUES requirements](#) (guidelines, structure, standards); two-stage plagiarism check; [public pre-defense](#); public consultation (90 days); [public defense](#) before a committee including internal and external members; awarding of the doctoral title based on academic evaluation and verification of originality. The entire process is documented and grounded in principles of quality, integrity, and fairness. Examination and grading comply with the institutional regulations, including procedures and timeframes for appeals, re-examinations, and the sanctioning of academic misconduct.

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

The assessment system is clearly regulated, structured in successive stages, and aligned with legal requirements. Doctoral progress is continuously monitored through academic evaluations and annual progress reports. The evaluation process integrates curricular performance (ECTS credits) with scientific performance (publications, research activities, and the doctoral thesis).

Responsibilities are transparently allocated: academic staff assess the theoretical training component, while the doctoral supervisor and the guidance committee oversee and evaluate the research activity. Course syllabi and the Individual Doctoral Plan ensure the traceability of objectives and academic requirements. The verification of originality and the public defense further strengthen academic rigor and institutional credibility.

- [Aspects that constitute best practice examples](#)
- Annual monitoring based on the progress report submitted via <https://portal.doctorat.ase.ro>.
- Use of the <https://online.ase.ro> platform within the assessment process, combined with oral examinations in DS courses, enabling a comprehensive evaluation of the knowledge acquired.
- Clear allocation of responsibilities among CSUD, DS, academic staff, and guidance committees.
- [Recommendations](#)
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The indicator is: fulfilled.

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

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

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

Admission to DS Management is organized through a competitive selection process conducted in three sessions (July, September, and November — the last one for non-EU candidates), in accordance with the regulations approved by the BUES Senate and published at <https://doctorat.ase.ro/admitere/>.

The process includes: online registration on the dedicated platform (with an [Enrollment Guide](#)); dossier verification and publication of candidate lists; an online foreign language proficiency test in an internationally used language; a specialized oral examination (face-to-face), based on prior scientific activity and the research project; publication of results and allocation to budget - or tuition - funded places. BUES [publishes annually](#) the number of available places, proposed research topics, the calendar, and statistics from previous years. The results are recorded in official minutes, endorsed at DS and CSUD level, and validated by the BUES Senate. The entire process is managed through dedicated IT systems.

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

[The admission process](#) is characterized by transparency, accessibility, and fairness. It is standardized and digitized, with clearly defined stages and publicly available criteria. The early publication of information, the explicit evaluation standards, and the absence of any discriminatory elements contribute to an environment of institutional trust.

- [Aspects that constitute best practice examples](#)
- Annual and early publication of research topics, available positions, and the admission schedule.
- Use of a digital platform for application submission and admission management.
- Two-stage evaluation process (language proficiency + scientific assessment).
- Institutional validation of results through distinct academic structures.
- Compliance with the principles of meritocracy, transparency, and equal opportunities.
- [Recommendations](#)
- Implement ongoing initiatives to engage potential doctoral candidates in research activities, supporting the recruitment and selection of individuals with high research potential.

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Admission to DS Management is conducted transparently, online, in compliance with the principles of fairness, equal opportunities, and non-discrimination. Information and results are published on the BUES website, in accordance with GDPR regulations. Both budget-funded and tuition-based places are available, including allocations for priority categories (e.g., Romanians abroad, Roma ethnicity). Candidates with disabilities may benefit from support measures (e.g., fee exemptions, upon justified request). After admission, doctoral students sign a [Study Contract](#), which regulates their academic rights and obligations.

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

The admission process is standardized, documented, and institutionally validated, being aligned with the IOSUD-BUES methodology. Admission combines the digitalization of procedures with concrete inclusion measures, ensuring verifiable and equitable access for all candidates.

- Aspects that constitute best practice examples
- Fully online management of application submission and communication of results.
- Dedicated allocations for priority categories.
- Support measures for candidates with special requirements.
- Clear educational contract signed after admission.
- 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.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DS Management provides a flexible framework for the organization of doctoral studies, in accordance with [institutional regulations](#). The standard duration is four years, with the possibility of extension (maximum 2 years) or reduction (one year), subject to approval by the BUES Senate. Study interruptions are permitted for periods of one year, upon a justified request submitted by the doctoral student. Re-enrollment and interruptions are regulated separately in a dedicated chapter of the regulations. The status of doctoral student is maintained throughout the study period, including during mobility periods, except for periods of interruption. Extensions, interruptions, and other related situations are endorsed by the DS Council and CSUD.

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

The institutional framework is clear, predictable, and aligned with current legislation, enabling controlled management of individual situations (mobilities, interruptions, extensions). The procedures ensure decision-making transparency, administrative traceability, fairness in the application of rules, continuity of doctoral training, and protection of academic status. Recent data confirm the consistent application of these mechanisms in practice.

- Aspects that constitute best practice examples
- Distinct and detailed regulation of interruptions and re-enrollment.
- Controlled flexibility regarding the duration of studies.

- Annual monitoring of individual situations.
- Recommendations
- -

The indicator is: fulfilled.

### Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES implements the *Internationalization Strategy of the Bucharest University of Economic Studies 2016-2027*, fostering partnerships, mobility, and global academic collaboration, coordinated through the International Relations Directorate and the Erasmus+ Office. Currently, there are over [300 Erasmus+ agreements](#), with ongoing expansion. International cooperation represents a key strategic development direction.

The promotion of mobility opportunities is carried out through institutional platforms, including <https://cercetare.ase.ro/>. The integration of the international dimension is reflected in doctoral activities through mobilities, projects, conferences, and collaborations, as well as through the involvement of international experts in doctoral supervision committees and thesis defense committees. Participation in international programs and scholarships (Erasmus+, CSUD, Eugen Ionescu) is actively supported.

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

Internationalization is an [active strategic direction](#) within DS Management, reflected in: mobilities of academic staff and doctoral supervisors; academic collaborations derived from institutional agreements; continuous updating of academic content in line with global trends; increased research visibility and quality through participation in international conferences and projects; and the attraction of candidates from other countries. These initiatives support the development of doctoral students' competencies within a Euro-global academic context and strengthen alignment with international standards.

- Aspects that constitute best practice examples
- Clearly defined institutional internationalization strategy (2016–2027).
- Extensive network of Erasmus+ agreements and global partnerships.
- Involvement of international experts in supervision and public defense committees.
- Active support for mobilities and research internships.
- Continuous updating of academic content based on relevant international experiences.
- Recommendations
- Develop measures designed to increase the number and duration of international mobility periods for doctoral students and academic staff.

The indicator is: fulfilled.

### Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

In DS Management, doctoral training is research-centered, through projects, seminars, and the integration of scientific results into the educational process. Academic staff use outcomes from [funded projects](#) (EU/UEFISCDI/institutional) and [recent publications in top-tier journals](#), providing doctoral students with access to up-to-date research and advanced methodologies.

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

Scientific activity is strategically integrated and supported through resources, expertise, and integrity policies. [Relevant results](#) (2024–2025) include: 103 published articles; 58 WoS articles (SSCI/SCIE); 24 articles in Q1/Q2 (AIS); 74 Scopus-indexed papers; 30 conference papers (18 WoS-indexed); 7 books and 7 book chapters. Academic recognition includes “Opera Omnia” and “Georgescu-Roegen” awards, as well as prizes for top articles, some co-authored with doctoral and postdoctoral students. Through these scientific achievements, research directly supports the learning outcomes of the Management doctoral program.

- [Aspects that constitute best practice examples](#)
  - Alignment of institutional research with the doctoral program.
  - Integration of recent research results into activities with doctoral students.
  - Active support for publication in Q1/Q2 journals.
  - Recognition of performance through institutional awards.
  - Involvement of doctoral students in publications and research projects.
  - [Recommendations](#)
  - Enhanced capitalization of research outcomes through publication in high-impact journals.
- [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.

<b>Indicator</b> <b>I.P.B.9.2.1</b>	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Research outcomes within DS Management are visible at national and international level through: [publications](#) in indexed journals (WoS, Scopus, CEEOL, ERIH Plus); participation in prestigious conferences; involvement in research projects; activities aligned with the Individual Doctoral Plans (PID), reflected in annual reports and publications; research conducted in supervisor - doctoral student teams; and integration of results into theses, courses, and faculty projects. Access to indexed academic journals, including those edited within the Faculty of Management, supports scientific dissemination.

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

The research results of [doctoral supervisors](#) and [doctoral students](#) are confirmed through indexed publications and [international citations](#), [participation in competitive projects](#), roles in editorial boards and reviewer activities, as well as international academic collaborations and networks. The results are integrated into the curriculum, used in doctoral training, and transferred to the economic environment and public policy areas, contributing to the increased visibility and scientific impact of DS Management.

- [Aspects that constitute best practice examples](#)
- Continuous publication in journals and conferences indexed in international databases.
- Integration of research results into teaching activities.
- Active participation in international networks and conferences.

- Recommendations
  - Implement initiatives to support doctoral students and academic staff in publishing their research outcomes in high-impact journals and conferences.
- The indicator is: fulfilled.

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
<ul style="list-style-type: none"> <li>• Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)</li> </ul> <p>Quality assurance is coordinated at BUES level by <a href="#">CEAC-BUES</a>, which prepares the <a href="#">annual internal evaluation report</a> and submits it to the Senate, in accordance with its own regulations. At the Faculty of Management level, <a href="#">CEAC-F</a> operates in cooperation with the central structure, with logistical support provided by the <a href="#">Quality Management Department</a>. Within DS Management, quality is ensured through annual monitoring of teaching and research activities, <a href="#">doctoral student feedback questionnaires</a>, periodic updating of study materials, and continuous training of academic staff (courses, workshops, mobilities).</p> <ul style="list-style-type: none"> <li>• Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled</li> </ul> <p>The quality assurance mechanisms at institutional, Faculty of Management and DS Management levels ensure continuous oversight and the prompt correction of any potential shortcomings, alignment of content with curricular requirements and scientific developments, coherence and uniformity at institutional level, and the consolidation of a quality culture through collaboration between central, faculty and DS structures. The educational process is thus continuously monitored, updated, and adapted, including through the use of modern educational technologies.</p> <ul style="list-style-type: none"> <li>• <a href="#">Aspects that constitute best practice examples</a></li> <li>• Functional quality assurance commissions at central and faculty level, with integrated collaboration.</li> <li>• Systematic feedback from doctoral students.</li> <li>• Periodic updating of teaching materials.</li> <li>• Continuous training of academic staff.</li> <li>• Proactive monitoring and remediation of deficiencies.</li> <li>• Recommendations</li> <li>• -</li> </ul> <p>The indicator is: fulfilled.</p>	

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.
<ul style="list-style-type: none"> <li>• Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)</li> </ul> <p>DS Management applies formal mechanisms for consulting stakeholders, particularly doctoral students and representatives of the socio-economic environment. The <a href="#">DS Council</a> includes 2 doctoral student representatives and 2 representatives of the business environment. Doctoral student feedback is collected annually through a <a href="#">bilingual questionnaire</a> (RO/EN). Doctoral</p>	

supervisors are periodically consulted on academic and institutional matters. The business environment is represented in [CEAC-F](#) and in the [Faculty Advisory Council](#). Collaboration with the business sector (e.g., AMCOR) is materialized through the annual provision of [research topics for admission](#). Consultations with the business environment take place periodically through direct/online meetings, guest lectures, conferences, and joint projects.

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

The system is structured and integrated, ensuring formalized feedback collection, inclusion of student and employer representatives in decision-making structures, alignment of the programme with labor market requirements, use of feedback for continuous improvement, and active partnerships with the professional environment. This model ensures relevance, performance, and orientation toward beneficiary needs.

- [Aspects that constitute best practice examples](#)
- Formal representation of doctoral students and employers in the Council of DS Management and CEAC-F.
- Annual bilingual feedback questionnaire.
- Advisory Board including socio-economic actors.
- Active partnerships (e.g., AMCOR) with impact on research topics.
- Use of feedback in the continuous improvement process.
- [Recommendations](#)
- Strengthen partnerships with the socio-economic environment and use feedback to update procedures and the doctoral program.

[The indicator is: fulfilled.](#)

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

#### Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES applies a [Code of Ethics and University Deontology](#), approved by the Senate, which safeguards academic freedom, autonomy, and integrity. The [University Ethics Commission](#) operates independently, in accordance with its [Organization and Functioning Regulation](#); its members are appointed by the Senate, and the Commission reports directly to it. Its activities are conducted based on transparent procedures, without external interference, and its [reports and decisions](#) are public. To prevent plagiarism, since 2015 BUES has implemented an anti-plagiarism verification procedure (<https://dmci.ase.ro/index.php/antiplagiat>) and applies the [Strategy for the Prevention and Combating of Plagiarism 2022–2030](#). The system is applied to all academic works defended or published within BUES.

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

The institutional framework ensures the genuine independence of the Ethics Commission, transparency of procedures and decisions, compliance with national legislation and codes, prevention and monitoring of academic integrity through digital tools, and protection of the academic reputation of the university community. The system combines formal regulation with systematic technical verification.

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

- Autonomous Ethics Commission with direct reporting to the Senate.
  - Annual publication of reports and decisions.
  - Mandatory anti-plagiarism verification for all academic papers.
  - Dedicated [institutional strategy for plagiarism prevention \(2022–2030\)](#) and [Strategy for quality assurance \(2026-2030\)](#).
  - Clear and transparent procedures for investigating complaints.
  - Recommendations
  - -
- The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DS Management systematically applies [regulations](#) regarding: [doctoral admission](#); [organization and conduct of doctoral university studies](#); [thesis evaluation and defense](#); granting of the [habilitation certificate](#); recognition of doctoral diplomas obtained abroad; and organization of elections at doctoral school level. Monitoring is ensured through the implementation of obligations assigned to supervisors and committees, meetings of the DS Council and CSUD, [feedback questionnaires](#), use of the <https://online.ase.ro> platform, use of the dedicated [progress-report portal](#), and centralized academic documentation (PID, progress reports, anti-plagiarism reports, etc.). Reporting and review are conducted annually (public self-evaluation reports) and through periodic external evaluation (once every five years).

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

The consistent application of procedures ensures administrative coherence and transparency, compliance with academic integrity standards, digital monitoring of doctoral progress, uniformity in evaluation and supervision, and continuous improvement based on self-assessment and external evaluation. DS Management has an [Action Plan for remedying potential deficiencies and promoting performance and excellence in doctoral scientific research](#), as well as its own [Strategy](#), periodically updated and developed through internal consultation.

- [Aspects that constitute best practice examples](#)
- Comprehensive regulatory framework aligned with external standards.
- Digital monitoring through institutional platforms.
- DS Action Plan for performance enhancement and remediation of deficiencies.
- Internal consultation in the development of the DS Strategy.

• Recommendations

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The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DS Management operates based on a participatory structure aligned with the [BUES 2020–2030 Strategy](#), actively involving the academic community and external partners in quality assurance. Doctoral students participate through representation in councils and through annual feedback.

Doctoral supervisors are consulted through working groups and meetings in small groups or in General Assembly.

The revision of regulations follows a formal BUES process: collection of proposals → analysis within the Council of DS Management → debate in the General Assembly (GA) → endorsement by CSUD and the Faculty Council → approval at institutional level (Board of Trustee/Senate).

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

The process is collaborative, transparent, and institutionalized. Procedures are developed and updated with the participation of the academic community. Implementation is supported through annual reports, feedback mechanisms, and periodic meetings. [External stakeholders](#) contribute to maintaining the relevance of the program. Amendments are validated hierarchically, ensuring legality and applicability.

- Aspects that constitute best practice examples
- Involvement of doctoral student representatives in decision-making structures.
- Periodic consultation of the external environment (employers, experts, professional organizations).
- Clear, staged procedure for the revision of regulations.
- Integration of feedback into the formal updating process.
- Recommendations
- Strengthening a formalized annual mechanism for consulting the academic community, systematically collecting and analyzing feedback, and integrating proposals into the revision process of IOSUD-BUES procedures.

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

The evaluation of staff involved in study programs is carried out through unique institutional procedures at BUES level:

- **Academic staff** – in accordance with the [Methodology for the periodic evaluation of the quality of teaching and research staff](#) (evaluation at least once every 5 years) and a [students' biannual evaluation](#) (<https://evaluate-didactic.ase.ro/>);
- **Auxiliary teaching and administrative staff** – in accordance with the [annual performance evaluation methodologies](#).

The synthesis of evaluations is conducted at central level and [institutionally analysed](#), then validated by the Faculty Council. Within the DS Management, the evaluation fully complies with the BUES framework. Feedback from doctoral students is collected annually by CSUD and the DS, and the results are used to monitor the quality of teaching and supervisory activities.

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

The evaluation system for academic staff/doctoral supervisors is uniformly regulated at institutional level, periodic, and documented, complemented by [annual feedback from doctoral students](#), focused on competence, teaching performance, research, and professional ethics, and applied uniformly across all levels of study. The existing mechanisms enable continuous monitoring of quality and provide a basis for improvement decisions.

- Aspects that constitute best practice examples

- Unified institutional methodology for the evaluation of academic staff.
  - Inclusion of doctoral students' feedback as an essential component of doctoral staff evaluation.
  - Centralized analysis and institutional validation of results.
  - Use of annual feedback for continuous improvement.
  - 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.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES uses internal IT platforms for monitoring and reporting, including at the level of DS Management:

- [Erasmus Mobility Online](#) – management and electronic signing of mobility contracts;
- <https://portal.cercetare.ase.ro/dashboard> – reporting on internationalization and research (CNFIS, ANC), with data centralized by CSUD regarding conference mobilities;
- [CSUD Portal](#) – monitoring of research topics, progress reports, publications, and evaluations of doctoral students.

CSUD and DS has permanent access to institutional databases and conducts analyses regarding: tutorial activities, platform usage, doctoral student satisfaction, and academic progress. The data are formally used for monitoring and improvement purposes.

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

DS Management has access to an integrated system for data collection and analysis, enabling: monitoring of international mobility, tracking of research activity, evaluation of doctoral progress, data-based decision-making using updated information, and alignment of academic activities with institutional indicators. The system ensures transparency, traceability, and strategic decision-making support.

- Aspects that constitute best practice examples
- Use of integrated digital platforms for activities monitoring.
- Permanent CSUD and DS access to institutional data.
- Evaluation of doctoral progress through a dedicated portal.
- Data-driven decision-making based on periodic analyses.
- 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.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

BUES, CSUD and DS Management ensure full transparency by publishing updated information online regarding: qualifications and study programs, curricula and course syllabi, teaching and research staff, study documents, tuition fees, scholarships and facilities, academic activities, calendars, legislation and statistical data, as well as research centers and results.

Information is available on [www.ase.ro](http://www.ase.ro), on the [CSUD website](#), and on the dedicated doctoral studies page, where details are published regarding: admission, the conduct of the doctoral program, mobilities, publications, thesis defense, habilitation, and postdoctoral studies. DS Management has its [own dedicated section](#) including information on management, doctoral supervisors, the school's strategy, research topics, regulations, and self-evaluation reports. DS Management is also featured in a [dedicated section on the Faculty of Management's website](#).

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

The public communication system of DS Management, through CSUD, the Faculty of Management and BUES, is comprehensive and up to date, structured by categories of relevant information, accessible to students and the general public, aligned with academic transparency requirements, and supported by the annual publication of admission methodologies and related statistics. Transparency contributes to the credibility of the doctoral domain and ensures accurate information for candidates and partners.

- [Aspects that constitute best practice examples](#)
- Centralized and structured publication of information on dedicated websites.
- Dedicated section for DS Management.
- Public access to regulations, strategies, and self-evaluation reports.
- Transparency regarding doctoral supervisors and research areas.
- [Recommendations](#)
- -

The indicator is: fulfilled.

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

BUES, the Faculty of Management and DS Management ensure transparency by publishing decisions, regulations, and reports on their official websites, in accordance with Law 544/2001 and the BUES Charter, with a minimum of 25% student representation in decision-making structures (Senate, Faculty Council, DS council). Decisions of CSUD and DS Management with general applicability are published on [doctorat.ase.ro](http://doctorat.ase.ro). Individual decisions are communicated directly, via email, to doctoral supervisors and doctoral students.

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

At the level of DS Management, effective communication of decisions addressed to both doctoral supervisors and doctoral students is evident. Transparency is ensured through the systematic publication of resolutions and decisions, clear and formalized institutional communication, compliance with the unified regulatory framework, and direct notification of the persons concerned.

- [Aspects that constitute best practice examples](#)
- Publication of decisions with general applicability on a dedicated website.
- Formal individual communication via email.
- Compliance with the principle of public accountability.
- Balance between transparency and personal data protection.
- [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.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DS Management applies the legal procedures regarding external quality evaluation, coordinated at the level of the Faculty of Management. The doctoral field of Management was evaluated by [ARACIS in 2021](#) and received the qualification “maintenance of accreditation.” After three years, [the interim evaluation report](#) was duly submitted.



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

BUES and the Faculty of Management demonstrate solid experience in external ARACIS evaluations, complying with deadlines and methodologies, with well-structured processes and effective collaboration between the faculty, the university, and the doctoral program.

- Aspects that constitute best practice example
- Compliance with the legal timetable for external evaluations.
- Timely submission of the interim report.
- Implementation of ARACIS recommendations.
- Continuous monitoring of compliance with accreditation standards.
- Correlation of external evaluation with internal quality assurance mechanisms.
- Recommendations
- -

The indicator is: fulfilled.

#### IV. SWOT Analysis

<p style="text-align: center;"><b>Strengths:</b></p> <p><b>Institutional Capacity:</b> Clear organizational structure, transparent governance and procedures, advanced digitalization of administrative processes, modern and accessible facilities, international ranking presence.</p> <p><b>Educational Effectiveness:</b> Qualified faculty and doctoral supervisors active in research and international projects, curriculum aligned with international standards and ECTS, international mobility, courses in foreign languages.</p> <p><b>Quality Management:</b> Stakeholder involvement, transparent decision-making, functional quality system, continuous updates aligned with ARACIS/ CNATDCU standards.</p>	<p><b>INTERNAL FACTORS</b></p> 	<p style="text-align: center;"><b>Weaknesses:</b></p> <p><b>Institutional Capacity:</b> Partial integration between IT platforms, high volume of administrative documentation reducing time for research and mentoring.</p> <p><b>Educational Effectiveness:</b> Predominantly local research topics, limited number of foreign doctoral students, unequal distribution of doctoral students per supervisor.</p> <p><b>Quality Management:</b> Administrative workload and multiple reporting requirements can reduce internal monitoring efficiency.</p>
<p><b>SWOT analysis</b></p>		
<p style="text-align: center;"><b>Opportunities:</b></p> <p><b>Institutional Capacity:</b> Access to European</p>		<p style="text-align: center;"><b>Threats:</b></p> <p><b>Institutional Capacity:</b> Growing</p>



<p>and national funding (PNRR, Horizon Europe, UEFISCDI, Erasmus+), internationalization policies attracting foreign students and faculty.</p> <p><b>Educational Effectiveness:</b> Participation in international conferences and workshops, collaboration with companies and professional organizations, access to international databUESs, digital learning platforms.</p> <p><b>Quality Management:</b> Updated ARACIS/CNATDCU standards, online visibility of research outputs, participation in international quality assurance networks (EUA-CDE, EURAXESS, ENQA).</p>	<p><b>EXTERNAL FACTORS</b></p>	<p>international competition, legislative instability, global crises affecting mobility and research continuity.</p> <p><b>Educational Effectiveness:</b> Loss of talent due to international mobility, slow adaptation to emerging digital technologies (AI, big data, e-learning).</p> <p><b>Quality Management:</b> External pressures on academic integrity, rapid changes in assessment standards destabilizing quality assurance systems.</p>
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## V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
<b>DOMAIN A. Institutional capacity</b>			
1.	<b>I.P.A.1.1.1</b> For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	<b>I.P.A.1.2.1</b> 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	<ul style="list-style-type: none"> <li>Expanding collaboration with the socio-economic environment.</li> <li>Periodic review of regulations based on structured consultation.</li> </ul>
3.	<b>I.P.A.2.1.1</b> The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	<b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	<b>I.P.A.3.1.1</b> The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	<ul style="list-style-type: none"> <li>Attracting teaching staff with international experience to the training process and/or doctoral supervisors to increase the diversity and competitiveness of the DS Management.</li> </ul>
6.	<b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.	F	
7.	<b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	<b>I.P.A.4.1.1</b> The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	<ul style="list-style-type: none"> <li>Finalize the implementation of the new SIMUR 3 university management software to ensure full digitization of academic records and optimize administrative and academic processes.</li> </ul>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
<b>DOMAIN B. Educational efficacy</b>			
9.	<b>I.P.B.1.1.1</b> The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	<ul style="list-style-type: none"> <li>Regularly updating the curriculum, in collaboration with teaching staff/ doctoral supervisors, doctoral students, and socio-economic partners, to incorporate new research directions and trends in management</li> </ul>
10.	<b>I.P.B.2.1.2</b> The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	<b>I.P.B.3.1.1</b> The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	<ul style="list-style-type: none"> <li>Continuing to update course content by integrating current case studies, correlating content with doctoral students' research topics, and including relevant practical examples from the business environment.</li> </ul>
12.	<b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	<ul style="list-style-type: none"> <li>Enhancing the visibility of opportunities by regularly sending summary calls to all doctoral students; monitoring participation to increase the rate of access to mobility opportunities.</li> </ul>
13.	<b>I.P.B.3.2.1</b> The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	<b>I.P.B.4.1.1</b> The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	<ul style="list-style-type: none"> <li>Increasing the visibility of services dedicated to students with special needs on the CSUD website.</li> </ul>
15.	<b>I.P.B.5.1.1</b> 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	<ul style="list-style-type: none"> <li>Enhancing formative assessment through the use of interactive digital tools.</li> </ul>
16.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	<b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.	F	<ul style="list-style-type: none"> <li>Implement ongoing initiatives to engage potential doctoral candidates in research activities, supporting the recruitment and selection of individuals with high research potential.</li> </ul>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
18.	<b>I.P.B.7.1.2</b> Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	<b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.	F	
20.	<b>I.P.B.8.1.1</b> The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	<ul style="list-style-type: none"> <li>• Develop measures designed to increase the number and duration of international mobility periods for doctoral students and academic staff.</li> </ul>
21.	<b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	<ul style="list-style-type: none"> <li>• Enhanced capitalization of research outcomes through publication in high-impact journals.</li> </ul>
22.	<b>I.P.B.9.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	<ul style="list-style-type: none"> <li>• Implement initiatives to support doctoral students and academic staff in publishing their research outcomes in high-impact journals and conferences.</li> </ul>
<b>DOMAIN C. Quality management</b>			
23.	<b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	<b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	<ul style="list-style-type: none"> <li>• Strengthen partnerships with the socio-economic environment and use feedback to update procedures and the doctoral program;</li> </ul>
25.	<b>I.P.C.2.2.2.</b> The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	<b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	<b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.	F	<ul style="list-style-type: none"> <li>• Strengthening a formalized annual mechanism for consulting the academic community, systematically collecting and analysing feedback, and integrating proposals into the revision process of IOSUD-BUES procedures.</li> </ul>
28.	<b>I.P.C.4.1.1</b> The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	<b>I.P.C.5.1.1</b> The organisational component systematically collects and analyses data	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required for the internal quality assurance process.		
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

## VI. Conclusions

The doctoral study domain in **Management**, organized within the **Faculty of Management at Bucharest University of Economic Studies**, is continuously adapted to the evolving economic and research environment, the requirements of employers, and international standards of excellence. In accordance with the BUES Charter and the university's strategic objectives, the programme provides doctoral students with comprehensive training that combines the in-depth study of economic theories, concepts, and methodologies with the development of skills necessary for leading organizations in a global, digital, and dynamic context.

The programme is distinguished by the high qualifications of the doctoral supervisors, who meet CNATDCU criteria, are active in research, and participate in international projects and conferences. They provide individual supervision of scientific research and foster the advanced competencies of doctoral students, contributing to their integration into the global academic community.

The programme structure combines advanced courses, research and dissemination activities, periodic evaluations, international mobility (Erasmus and other programs), and participation in scientific conferences, offering a comprehensive, competitive, and student-centered academic experience. Access to updated digital resources, international databases, and modern teaching and supervision methods supports a high-performing educational environment. In addition, BUES has fully digitalized administrative processes, including admission, tuition payment, doctoral student records, and the submission of progress reports, simplifying procedures and increasing the efficiency.

The Management doctoral programme stands out for its national and international attractiveness, drawing candidates from across Romania and abroad, as well as for the high interest of the socio-economic and cultural environment. Continuous collaboration with the business sector - through consultations on research topics, project partnerships, and employer involvement in decision-making - ensures the practical relevance of research and aligns doctoral students' competencies with labor market needs.

Ongoing investments in digitalization, internationalization, and strategic partnerships, together with the professional and scientific expertise of doctoral supervisors, make this doctoral domain attractive,



competitive, and internationally recognized option for training future leaders and researchers in management.

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

No.	Doctoral study domain	Location	Form of education	Number of credits (ECTS)
1	<i>Management</i>	<i>Bucharest</i>	<i>Full-time / Part-time</i>	<i>240</i>

## VII. Annexes

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