

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Alexandru Ioan Cuza University of Iași
Doctoral School:	Doctoral School of Economics and Business Administration
Doctoral Domain:	Economics
The objective of the external evaluation:	Maintaining Accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	DOBRIN Octavian Cosmin	Expert evaluator	
2.	ŞARGU Lilia	International Expert	
3.	ARDELEANU Claudiu-Constantin	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 visit for periodic evaluation with a view to maintaining the accreditation of the doctoral field of ECONOMICS within IOSUD "Alexandru Ioan Cuza" University of Iași (UAIC) was carried out in the period 25–26 May 2026. The expert commission is composed of: DOBRIN Octavian Cosmin, ȘARGU Lilia, ARDELEANU Claudiu-Constantin.

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

I.O.S.U.D. "Alexandru Ioan Cuza" University of Iași is an accredited higher education institution authorized to organize doctoral university studies in 30 doctoral fields, organized within 14 Doctoral Schools. The doctoral university studies operate in accordance with national legislation and fulfill the quality criteria imposed by national regulations.

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

The field of Economics is included within the Doctoral School of Economics and Business Administration (DSEBA), a component of the Faculty of Economics and Business Administration (FEAA–UAIC). DSEBA was established on 1 September 2005 (Senate Decision no. 3/01.09.2005) and is the largest of the 14 doctoral schools within IOSUD–UAIC. The doctoral field Economics was launched within FEAA–UAIC in 1990 and has evolved together with DSEBA over more than three decades. Within the doctoral university study field of ECONOMICS, 5 active doctoral supervisors carry out their activity, all of whom are tenured in the Department of Economics and International Relations within FEAA–UAIC. Furthermore, a total of 14 doctoral students were enrolled in the last five years, with 3 doctoral students enrolled in the academic year 2025–2026. Within the field of Economics, 5 doctoral students publicly defended their theses in the period 2021–2025.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);
- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);
- Other relevant methods or aspects.

As part of the external evaluation process, the approach began with an in-depth study of the Internal Evaluation Report and its annexes, after which the information was supplemented during the on-site visit and the discussions held. The methods used are detailed below:

- Analysis of the Internal Evaluation Report for the assessed doctoral studies field and its annexes; analysis of documents made available by the IOSUD in physical format during the evaluation visit; analysis of documents, data and information available on the IOSUD/Doctoral School website, in electronic format;
- On-site visit to buildings within the institution's patrimony (Faculty of Economics and Business Administration, IOSUD), comprising: lecture halls; laboratories; the institution's library; research centers and laboratories; the Career Services Center; reading rooms for students; student dormitories; student canteen; sports facilities; offices and study rooms, etc.

- Meeting/discussions with doctoral students in the assessed doctoral studies field; graduates from the assessed doctoral studies field; employers of graduates from the assessed doctoral studies field;
- Meeting/discussions with the leadership of the Doctoral School in which the assessed doctoral studies field operates;
- Meeting/discussions with doctoral supervisors in the assessed doctoral studies field;
- Meeting/discussions with representatives of various structures of the IOSUD/Doctoral School(s) in which the assessed doctoral studies field operates: the CSUD, the Doctoral School Council, the Quality Evaluation and Assurance Commission, the Quality Assurance Department, the Ethics Commission (including student representatives within these structures); the secretariat; various administrative departments/offices.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Economics and Business Administration (DSEBA) operates within a well-defined governance framework. Doctoral studies are conducted in accordance with the Institutional Regulation on Doctoral University Studies, approved by Senate Decision no. 13 of 18 September 2025, under Higher Education Law no. 199/2023. The Faculty is led by Dean Prof. habil. Cristina Teodora Roman, PhD, supported by five Vice-Deans with clearly delineated responsibilities. The Doctoral School is directed by Prof. Adriana Zait, PhD, elected by the General Assembly of doctoral supervisors, with the Doctoral School Council serving as the deliberative governance body. Internal regulations are periodically reviewed in compliance with the law, and dedicated procedures cover all stages of the academic process: admission, academic activity, granting of benefits, and completion of studies.

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

DSEBA benefits from a coherent organisational structure with clear accountability at every institutional level. The periodic review of regulations — most recently evidenced by the Senate approval of the updated Institutional Regulation in September 2025 — confirms that the legal requirement for ongoing revision is consistently met. Dedicated procedures for each stage of the academic process further demonstrate operational maturity.

- ✓ Aspects that constitute best practice examples -

✓ Recommendations-

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

The Doctoral School of Economics and Business Administration ensures stakeholder involvement in adopting and revising regulations and procedures through three mechanisms: 1. Public consultation during drafting and approval stages, with viewpoints requested at department level or through specialised committees, governed by the Procedure for Drafting Documented Information; 2. Formal amendment proposals channeled through the hierarchical route: Doctoral School Director → Doctoral School Council → CSUD Director → Rector/Senate, as provided in the Doctoral School Regulation; 3. Feedback from external stakeholders on the adequacy of the academic offer to labour market requirements, complemented by open guest participation in Doctoral School Council meetings.

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

The mechanisms address all relevant stakeholder categories, i.e., academic staff, doctoral students, and external partners. The formally defined hierarchical route for amendment proposals ensures that community input is traceable and institutionally processed, while the participatory approach is further evidenced at institutional level by the Charter of UAIC and the University Code of Student Rights and Obligations, both drafted through community consultation.

✓ Aspects that constitute best practice examples -

✓ Recommendations -

The indicator is: fulfilled.

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

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)

The Doctoral School of Economics and Business Administration (DSEBA) is headquartered in Building R of "Alexandru Ioan Cuza" University of Iași, at 14 Lăpușneanu Street. Doctoral students benefit from

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

individual study rooms equipped with 10 Lenovo All-In-One desktop systems, laptops and multifunctional devices. Teaching and research activities, courses, seminars, workshops, conferences and thesis defences are conducted in a 50-seat lecture hall and two classrooms, all equipped with smart boards, laptops, sound systems and internet access. A mini-library for doctoral students is available in room R411, supplemented by two faculty libraries. Regarding documentation resources, UAIC provides free access to major international scientific databases including Web of Science, ScienceDirect, SCOPUS, MathSciNet and Cambridge Journals through the ANELIS Plus subscription. Starting June 2025, academic staff and students also have full access to the LSEG Workspace platform for research data extraction.

- ✓ 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

DSEBA operates within adequately equipped premises that support the full range of teaching, research and administrative activities specific to doctoral studies. The combination of dedicated study spaces, modern teaching facilities, a mini-library and extensive access to international databases ensures a comprehensive and enabling academic environment. The continuous updating of digital resources, most recently through the LSEG Workspace platform, demonstrates a sustained institutional commitment to maintaining high-quality research infrastructure.

- ✓ Aspects that constitute best practice examples

The provision of free access to a comprehensive suite of international scientific databases through the ANELIS Plus subscription, complemented since June 2025 by full access to the LSEG Workspace platform, represents a best practice in supporting doctoral research at an internationally competitive level. The allocation of 3,000 RON/year per doctoral student for conference participation and training, combined with institutional funding through projects such as CNFIS-FDI-2024-F-0589, ensures broad access to international scientific events, with over 75% of DSEBA doctoral students utilising these resources and over 25% participating abroad.

- ✓ Recommendations -

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

Investments in material resources and research infrastructure within IOSUD UAIC are made through research or infrastructure grants, own revenues and other funding sources. The Rector's Annual Report for 2024 details investments in the consolidation and modernisation of the material base (from page 49), and is publicly available on the IOSUD website. The sustained concern for infrastructure development is further reflected in the Institutional Development Operational Plan 2025 and the Multiannual Strategic Development Plan 2024-2029.

- ✓ 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 existence of dedicated investment lines, documented through annual rector's reports and integrated into both operational and strategic planning instruments, demonstrates a systematic and sustained approach to asset maintenance and infrastructure development. The public availability of these documents ensures transparency and accountability in the management of institutional resources.

✓ Aspects that constitute best practice examples -

✓ Recommendations

Continuous acquisition of new research software.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

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

The doctoral studies in Economics are delivered by five habilitated professors from the Department of Economics and International Relations, all holding the qualifications required for doctoral supervision. Academic staff recruitment and promotion are governed by periodically updated institutional methodologies, including the Methodology for Competition for Filling Academic Positions (updated 2025) and the Methodology for Promotion in the Academic Career (approved 2024). UAIC holds the HR Excellence in Research award, obtained in 2014 and maintained continuously, confirming compliance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The research performance of doctoral supervisors in Economics for the period 2021–2025 is evidenced by numerous publications in Web of Science and Scopus-indexed journals, participation in national and international research projects, editorial board memberships, and reviewer roles for prestigious international publications. Citation records and h-index values further attest to their scientific visibility. Administrative support is ensured by the Doctoral School Secretariat and a Financial Administrator.

✓ 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 five habilitated doctoral supervisors collectively demonstrate strong and up-to-date research competences, with consistent publication output in internationally indexed journals, active involvement in competitive research projects, and significant national and international visibility. The institutional framework governing recruitment and promotion ensures that staffing decisions are merit-based and aligned with legal requirements. The HR Excellence in Research award provides external validation of UAIC's commitment to high-quality human resource management in research.

✓ Aspects that constitute best practice examples

The increase in the number of doctoral supervisors affiliated or to be affiliated with DSEBA, in the field of Economics;

The doctoral supervisors in the field of Economics and the members of the guidance and integrity committees have relevant publication activity and relevant experiences through participation in national and international research projects.

✓ **Recommendations:**

Continue to expand the supervisory team with new habilitated supervisors.

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)**

IOSUD-UAIC supports the professional and personal development of its academic and research staff through a coherent institutional framework encompassing continuous training, periodic evaluation, academic mobility, and support for scientific activity. Teaching staff and doctoral supervisors benefit from systematic development opportunities, including training courses, programmes aimed at strengthening teaching and digital competences, thematic workshops, and involvement in national and international research projects. Professional development is further reinforced through Erasmus+ teaching mobilities (16 carried out between 2021–2025 by doctoral supervisors in the field of Economics), research stays, working visits, participation in scientific conferences, and the publication of research results in specialised journals. The periodic evaluation of teaching and research activities, aligned with institutional, national, and European standards, supports the identification of training needs and the adaptation of professional development programmes accordingly.

✓ **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 for staff development at the “Alexandru Ioan Cuza” University of Iași is comprehensive and multi-dimensional, addressing continuing education, international mobility, career progression, conference participation, and digital resource access in an integrated manner. The diversity of mobility destinations documented for Economics field supervisors reflects genuine international engagement, and is directly relevant to the performance indicator on staff professional development.

✓ **Aspects that constitute best practice examples**

UAIC hosts a Centre for Personal Development and Professional Training, whose programmes are available to staff of the Doctoral School of Economics and Business Administration.

✓ **Recommendations**

Provide further systematic financial support for staff participation in continuing education programs, mobilities, and conference events in order to take advantage of the professional and personal training opportunities offered by UAIC and its partners.

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)**

IOSUD-UAIC has a dedicated Human Resources and Professional Development Office responsible for managing staff recruitment, maintaining records of vacant positions, organising competitions, and handling employment documentation. Academic and research positions are filled through open competition or promotion, governed by both national methodology and UAIC's own institutional regulations. Recruitment and promotion are based on transparent, competence-based criteria, ensuring excellence in teaching and research, in full compliance with applicable legislation. All recruitment-related information is publicly available on the University's website- <https://cdn-1.info.uaic.ro/info-uaic-ro/UAIC/#resurse>.

- ✓ 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

IOSUD-UAIC demonstrates a clearly structured and legally compliant recruitment framework for teaching and research staff. The public availability of all competition announcements on a dedicated webpage, combined with transparent job descriptions anchored in departmental staff lists and governed by a formal operational procedure, indicates that the recruitment process meets the standards of openness, non-discrimination, and institutional accountability required by applicable regulations.

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

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

IOSUD-UAIC supports digital transformation through several integrated tools and initiatives. Doctoral students' records and academic progress are managed via the eSIMS IT platform, which enables digital handling of academic data, grades, and fees. UAIC has also actively contributed to the implementation of the National Student Registry through two dedicated FDI projects, enhancing data accuracy and reducing administrative burden. Academic integrity is ensured through institutional use of the Turnitin platform for originality checking of doctoral theses. Additionally, ongoing PNRR-funded projects (eUAIC) are developing integrated IT applications to optimise communication between students, staff, and administrative structures, further streamlining academic management and improving the doctoral student experience.

- ✓ 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

IOSUD-UAIC has implemented a coherent digital infrastructure supporting doctoral education, centred on the eSIMS platform for academic records management, the Turnitin platform for originality verification, and integration with the National Student Registry through dedicated FDI projects. Ongoing PNRR-funded initiatives (eUAIC) further demonstrate a strategic commitment to digital transformation. These elements collectively indicate that the performance indicator related to digitalisation and administrative efficiency has been fulfilled.

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

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

The doctoral study programme in Economics is structured in accordance with Level 8 of the National Qualifications Framework (OME 3020/2024) and organised on the basis of the ECTS system, comprising a total of 240 credits. It includes an advanced university study programme (30 ECTS) and an individual scientific research programme, detailed in the study plan and course syllabi. The curriculum combines compulsory and elective courses (80 hours compulsory + 60 hours elective), integrating learning, teaching, research, and assessment activities throughout.

- ✓ 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 programme's design directly reflects the expected learning outcomes for a Level 8 qualification, with each curricular component explicitly contributing to the development of advanced research competences in Economics. The ECTS-based structure ensures transparency and comparability, while the balance between compulsory and elective courses allows for both disciplinary coherence and individual specialisation. The periodic review of the curriculum by the Doctoral School Council, in consultation with doctoral students and stakeholders, ensures ongoing relevance and alignment between content, learning outcomes, and the awarded qualification.

- ✓ Aspects that constitute best practice examples

The periodic review of the curriculum through structured consultation with doctoral students and stakeholders.

Adequacy of the Curriculum to essential research skills necessary for PhD students.

- ✓ Recommendations -

The indicator is: fulfilled.

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

* 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.

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The curriculum for the doctoral studies in Economics was designed in accordance with national and internal regulations, comprising an advanced university study programme and an individual scientific research programme, detailed in the study plan and course syllabi. The expected learning outcomes are explicitly defined in terms of knowledge, skills, and responsibility/autonomy, and are correlated with a comprehensive set of professional competences (CP1–CP11) and transversal competences (CT1–CT13), covering advanced research methodology, academic communication, digital competences, ethics, and entrepreneurship — all aligned with occupational profiles recognisable within the ESCO framework.

- ✓ 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 systematically correlated with the competences required for high-level research and academic occupations in Economics, as reflected in both the NQF Level 8 descriptors and the ESCO framework. The curriculum is designed to develop both specialised research competences, such as mastery of advanced methodologies, scientific writing, and data analysis and transversal competences relevant to professional practice, including digital skills, critical thinking, resource management, and research ethics. The coherent structure of the programme ensures that graduates acquire the competences necessary to operate autonomously and responsibly in complex academic and professional environments.

- ✓ Aspects that constitute best practice examples

The programme ensures that graduates acquire important theoretical and methodological competences necessary for developing solid and rigorous solutions, studies and analyses within scientific research, in line with the occupational profiles.

- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral study programme in Economics is designed and implemented in accordance with the principle of student-centred learning, as stipulated in Law no. 199/2023 on Higher Education (Art. 4, letter j) and the Charter of "Alexandru Ioan Cuza" University of Iași (Art. 5, para. 1, letter s). The study plan is structured flexibly, combining compulsory methodological courses with elective disciplines that allow

personalisation of the study pathway. Course syllabi explicitly define objectives, competences, learning outcomes, teaching methods, and assessment forms. Teaching methods are interactive and research-oriented, while assessment integrates both formative and summative components.

- ✓ 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 programme certainly implements student-centred learning at multiple levels. Curriculum flexibility allows doctoral students to personalise their training pathway in accordance with their research topic. Interactive teaching methods — including critical analysis of scientific literature, case studies, and individual research projects — actively engage students in the learning process. Diversified assessment methods, such as portfolios, essays, and research presentations, are aligned with intended learning outcomes and support the development of autonomy and critical thinking.

- ✓ Aspects that constitute best practice examples

The programme is designed flexibly, in order to respond to the individual training needs of doctoral students and to allow the personalisation of the study pathway according to the research topic.

- ✓ Recommendations -

The indicator is: fulfilled.

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

The organisational component guarantees doctoral students the right to participate in academic mobility through explicit provisions in the Institutional Regulation for Doctoral University Studies (Art. 16, para. (2), letters i and f) and the Regulation on the Organisation and Functioning of DSEBA (Art. 7, para. (2), letter g). Mobility opportunities are available in physical, virtual, and blended formats, including Erasmus+ programmes, inter-institutional agreements, short-term research placements, and summer/winter schools. In the field of Economics, doctoral students have participated in 93 national and international scientific events, as well as thematic workshops, webinars, and training programmes, including activities organised by Springer Nature, Wiley, and Clarivate, and events held in European academic centres.

- ✓ 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 explicitly guarantees mobility rights, while documented participation confirms effective implementation in practice. The diversity of mobility formats physical, virtual, and blended ensures broad accessibility, and the range of activities attended, from scientific conferences to specialised training in research tools and university pedagogy, demonstrates that mobility opportunities are substantive and directly relevant to doctoral training. The systematic informing of students and the provision of financial and logistical support further reinforce the quality of implementation.

- ✓ Aspects that constitute best practice examples

Large participation of PhD students in international conferences abroad.

- ✓ Recommendations

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

The Doctoral School ensures equitable opportunities for all doctoral students through principles of equal opportunities, non-discrimination, and meritocracy, embedded in the Charter of "Alexandru Ioan Cuza" University of Iasi, the University Code of Students' Rights and Obligations (CUDOS), the Institutional Regulation for Doctoral University Studies, and the Regulation on the Organisation and Functioning of DSEBA. Access to scholarships, mobility, and academic resources — including Scopus, Web of Science, EBSCO, ProQuest, and LSEG/REFINITIV — is granted on the basis of transparent criteria. The doctoral pathway is individually structured through the Doctoral Study Contract, allowing adaptation of research topics, optional courses, and dissemination activities. Support measures for doctoral students with special needs are provided in accordance with CUDOS and the UAIC Gender Equality Plans (2022–2025 and 2026–2030).

- ✓ 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 performance indicator is fulfilled through a coherent and well-documented framework that addresses fairness, individualisation, and inclusivity at multiple levels. The individualisation of the doctoral pathway through personalised study and research programmes established in consultation with the doctoral supervisor ensures that each student's potential, research interests, and professional aspirations are taken into account. The diversity of teaching and assessment methods, combined with equal access to high-quality academic resources, accommodates different learning styles and abilities. Additional support measures for vulnerable students and those with special educational needs further reinforce the inclusive character of the me.

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

The indicator is: fulfilled.

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

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

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

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

The Doctoral School of Economics and Business Administration (DSEBA) ensures equitable access to resources and support services in accordance with the Charter of "Alexandru Ioan Cuza" University of

Iasi and the University Code of Students' Rights and Obligations (CUDOS). Doctoral students in Economics have access to the "Mihai Eminescu" Central University Library, faculty libraries, and international scientific databases (Web of Science, Scopus, ScienceDirect, etc.), as well as digital infrastructure including Moodle, Microsoft Teams, and Microsoft 365. Support services encompass scientific supervision, administrative support, academic counselling, career guidance, and training in research ethics and academic writing. Students with disabilities benefit from adapted access to university premises, alternative assessment methods, and institutional support, in accordance with CUDOS and the UAIC Gender Equality Plan. Additional support is provided through the UAIC Learning Center, the Learn & Connect Center, and the Student and Alumni Support Service. All relevant regulations are available at <https://www.uaic.ro/studenti/regulamente>.

- ✓ 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 combination of physical and digital academic resources ensures adequate support for documentation, data analysis, and research dissemination. Dedicated support services including mentoring, psychological counselling, and career guidance address individual learning needs, while provisions for students with disabilities confirm the inclusive character of the institutional framework. The integration of modern digital platforms further enhances accessibility and learning efficiency.

- ✓ Aspects that constitute best practice examples

The combination of dedicated support centres, digital platforms, and adapted facilities for students with disabilities reflects a genuinely inclusive and student-centred approach to doctoral education.

- ✓ Recommendations –

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

The learning outcomes for the doctoral programme in Economics are defined in accordance with Level 8 of the EQF/NQF, covering advanced theoretical knowledge, high-level research and analytical skills, and the development of autonomy, responsibility, and scientific integrity. They are explicitly formulated in the course syllabi included in the study plan and correlated with the professional and transversal competences provided for by OME 3020/2024. Assessment is carried out through varied methods like research projects, academic portfolios, scientific articles, doctoral seminar presentations, and progress reports, with minimum performance standards and assessment criteria specified in each course syllabus.

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

The learning outcomes are clearly and adequately described, providing both students and academic staff with a transparent framework of expectations regarding curriculum content, teaching approaches, and assessment requirements. The explicit correlation with NQF Level 8 competences ensures coherence between intended outcomes and the awarded qualification. The variety of assessment methods reflects the

complexity of doctoral-level learning, while the periodic review of outcomes based on doctoral students' feedback, supervisors' reports, and academic evaluations ensures continuous alignment between learning outcomes, teaching methods, and programme content.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations –

The indicator is: fulfilled.

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

The verification of learning outcomes in the doctoral programme in Economics is governed by the Institutional Regulation on Doctoral University Studies and carried out through both continuous and final assessment. Continuous assessment includes examinations, colloquia, applied activities, and evaluations by the Guidance and Academic Integrity Committee, monitoring the progressive achievement of learning outcomes throughout the programme. Final assessment consists of the doctoral thesis evaluation by the Doctoral Committee and its public defence, in accordance with Order no. 3020/2024 (Art. 22, para. (6)) and Order no. 7479/2024. Assessment criteria and procedures are communicated to doctoral students through the thesis writing guide and the institutional methodology on awarding the doctoral title (Order no. 3741/2025).

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

The assessment framework is coherent, transparent, and appropriate to Level 8 qualification requirements. The combination of continuous and final assessment ensures systematic verification of learning outcomes at all stages of the doctoral pathway, from disciplinary examinations to the integrated evaluation of the doctoral thesis as an original scientific contribution. The active role of the doctoral supervisor in objective monitoring, combined with clear communication of assessment standards to students, further reinforces the quality and the rigor of the process.

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

The indicator is: fulfilled.

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

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

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

Admission to doctoral studies at UAIC is conducted in accordance with Order no. 3693/2024 and the IOSUD UAIC Regulation on the organisation and conduct of admission, approved by the University Senate. All relevant information about the admission calendar, enrolment conditions, selection criteria, admission committees, proposed research topics, and competition methodology is publicly available on the IOSUD

UAIC and DSEBA websites. The admission procedure comprises enrolment, evaluation of the application file, a specialised interview/examination, and ranking of candidates based on clearly defined and publicly communicated criteria. Research topics are proposed by doctoral supervisors and approved by the Doctoral School Council.

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

The admission procedure is standardised, transparent, and fully compliant with national regulatory requirements. The public availability of all admission-related information ensures equal access for all candidates, while the structured selection process that combines the evaluation of the application file and specialised interview guarantees that admitted candidates possess the competences required for doctoral-level research. The involvement of the Doctoral School Council in approving research topics ensures coherence between candidate profiles, targeted competences, and the research field.

- ✓ Aspects that constitute best practice examples

The admission process is based on academic and scientific competence criteria and aims to select candidates capable of carrying out research activities at doctoral level. The professional relationship between the candidate and the doctoral supervisor is initiated at the admission stage, with the research topic established after prior consultations and, furthermore, assessed by the admission committee in accordance with the existing.

- ✓ Recommendations -

The indicator is: fulfilled.

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

Admission to doctoral studies at UAIC is conducted in compliance with the principles of equity, equal opportunities, and non-discrimination, as enshrined in the Charter of "Alexandru Ioan Cuza" University of Iași and the University Code of Students' Rights and Obligations. Dedicated provisions are in place for Romanians from abroad, foreign citizens from third countries, Roma candidates, and candidates with disabilities or special educational needs. The Regulation on the organisation and conduct of admission for 2025–2026 includes explicit provisions for support measures and alternative assessment methods for vulnerable candidates, ensuring equal access and the possibility of adapting the academic pathway to individual needs.

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

The admission framework comprehensively addresses the requirements of fairness and equal opportunities, with specific and documented measures for all categories of vulnerable candidates. The combination of merit-based selection criteria with targeted support measures ensures that access to doctoral studies is both competitive and inclusive. The early establishment of the supervisor-candidate relationship and the prior consultation on the research topic further reflect a student-centred and equitable approach to admission.

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

The professional activity of doctoral students at IOSUD UAIC and DSEBA is regulated by a comprehensive legislative and institutional framework, including Law no. 199/2023, the Code of Doctoral University Studies (GD no. 681/2011), Order no. 3018/2025 on minimum standards for awarding the doctoral title, and internal UAIC and DSEBA regulations. The doctoral pathway is structured through the Doctoral Study Contract (Annex 8), comprising the Advanced University Studies Training me (PPUA) and the Individual Scientific Research Programme (PCS), established in consultation with the doctoral supervisor and approved by the Doctoral School Council. Academic progress is supported through scholarships, research grants, access to physical and digital resources, international mobility, mentoring, and training in academic writing and research ethics. Minimum performance standards include publication in internationally indexed journals and participation in scientific conferences.

- ✓ 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 regulatory framework governing doctoral students' professional activity is comprehensive, coherent, and fully aligned with national and European standards. The structured combination of the Advanced University Studies Training me (PPUA) and the Individual Scientific Research Programme (PCS), the PPUA and PCS components ensures a clear and predictable doctoral pathway, while the role of the Guidance and Academic Integrity Committee provides systematic monitoring of scientific progress and compliance with academic ethics. The explicit minimum performance standards for obtaining the doctoral title ensure integration into the scientific community and the development of Level 8 research competences. The ECTS-based quantification of all academic activities further ensures transparency and alignment between workload, learning outcomes, and the awarded qualification.

- ✓ Aspects that constitute best practice examples

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

- ✓ Recommendations -

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

DSEBA's international cooperation is grounded in the Institutional Regulation for Doctoral University Studies (Art. 16, para. (2), letter f) and the Regulation on the Organisation and Functioning of DSEBA (Art. 7, para. (2), letter h), and is implemented through Erasmus+ mobility, inter-institutional agreements, short-term research placements, and membership in international academic networks (AUF-CODFREURCOR, Coimbra Group, EC2U Alliance). Internationalisation is further supported through courses and lectures delivered by invited professors from partner universities, integration of doctoral students into international research projects, and the organisation of international conferences (GEBA, EIBC, Free Market Road Show). Doctoral students in Economics have participated in 93 national and international scientific events, published articles in Web of Science and BDI-indexed journals, and contributed to international project proposals, including a recent COST Action submission involving 3 doctoral supervisors and a doctoral student, in partnership with 14 foreign institutions. The European Doctorate Methodology (2026) further strengthens the internationalisation framework.

- ✓ 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 evidence demonstrates a well-developed and multi-dimensional international cooperation strategy, implemented at both institutional and operational levels. The diversity of mobility formats, the active involvement of doctoral students and supervisors in international scientific events and research projects, and the documented scientific output confirm effective integration into the international academic community. The combination of incoming and outgoing mobility, co-tutelle arrangements, and participation in prestigious academic alliances reflects a sustained commitment to internationalisation.

- ✓ Aspects that constitute best practice examples

The submission of a COST Action project in partnership with 14 foreign institutions, involving both doctoral supervisors and a first-year doctoral student, exemplifies best practice in integrating early-stage researchers into international collaborative research networks.

- ✓ Recommendations

To further strengthen the internationalisation process and to increase the international visibility of the doctoral field Economics.

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)

The doctoral programme in Economics is structured around inquiry-based learning, with research as the fundamental component of competence development at EQF/NQF Level 8. The programme comprises two integrated components: the Advanced University Studies Training Programme (PPUA) and the Individual Scientific Research Programme (PCS), both designed to develop doctoral students' capacity to formulate research problems, apply advanced methodologies, and produce original scientific results. Research outcomes are directly integrated into the educational process through research reports, doctoral seminars, workshops, training programmes, and the publication of scientific articles and conference

papers. Assessment is aligned with research progress and the quality of results obtained, ensuring coherence between research activities and intended learning outcomes.

- ✓ 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 programme demonstrates a systematic and well-documented integration of research into the learning process. The combination of the PPUA and PCS components ensures that inquiry-based learning is embedded throughout the entire doctoral pathway, from foundational methodological training to independent original research. The direct capitalisation of research results through publications, conference participation, and doctoral seminars confirms that scientific investigation is not only a learning method but also a measurable outcome of the programme. The alignment between formative and summative assessment and research progress further ensures that learning outcomes are effectively achieved.

- ✓ Aspects that constitute best practice examples

Relevant and significant scientific activity of the doctoral students in the field of Economics.

- ✓ Recommendations

Increase the number of events in the field of Economics, special sessions at conferences, dedicated to doctoral students.

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

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

Doctoral students in Economics produce and disseminate scientific results at both national and international level through publications in Web of Science-indexed journals, journals indexed in international databases, conference proceedings, and participation in prestigious scientific conferences and workshops. Scientific contributions are achieved both individually and in collaboration with doctoral supervisors and members of the Guidance and Academic Integrity Committees. The growing number of interdisciplinary collaborations, spanning cybernetics and statistics, international economics and business, and management further reflects an expanding research perspective. Academic awards and recognitions additionally attest to the quality and visibility of doctoral research outputs.

- ✓ 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 documented scientific output confirms that research results in the Economics field are effectively valorised and visible at national and international level, in alignment with the standards of the academic community. The diversity of dissemination channels, from internationally indexed journals to scientific conferences and interdisciplinary collaborations, demonstrates a comprehensive and systematic approach to capitalising on research results. The involvement of doctoral students as single authors or co-authors alongside experienced researchers further supports the progressive development of independent research competences.

- ✓ Aspects that constitute best practice examples

Interdisciplinarity (between Economics and other fields – cybernetics and statistics, international business and economics, management, etc., for academic guidance and integrity committees, respectively for public defence committees) which expands research perspective.

✓ **Recommendations**

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

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

DSEBA consistently implements quality assurance actions and procedures through a structured institutional framework. At university level, the Quality Manual establishes the principles and mechanisms for continuous improvement, operationalised through the Procedure for the Development of Documented Procedures and the System Procedure for the Management of Documented Information. Quality assurance objectives are embedded in the Strategic Plan and Operational Plan 2024 and implemented at doctoral school level through three principal actions: 1. Periodic evaluation of disciplines and monitoring of teaching and research activities, resulting in updated study plans and improved course syllabi; 2. Analysis of doctoral students' learning outcomes and performance, leading to alignment with national and European standards; 3. Oversight by the Doctoral School Quality Evaluation and Assurance Commission (CEAC-SD), functioning under the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission, which monitors procedure implementation and proposes improvement measures. Ethical standards governing the entire academic process are regulated through the Code of University Ethics and Deontology.

✓ **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 evidence demonstrates that quality assurance at doctoral school level is a consistently applied cycle with measurable outcomes. The alignment of institutional procedures with both the Strategic and Operational Plans ensures that quality actions are planned, monitored, and evaluated against defined objectives. The CEAC-SD provides the organisational mechanism through which procedure implementation is tracked and corrective measures are proposed, while the two-tier commission structure (CEAC at faculty level and CEAC-SD at doctoral school level) ensures accountability at every organisational layer. The demonstrable impact on the programme quality is reflected in the continuous updating of study plans, the improvement of course syllabi, and the alignment of learning outcomes with national (ARACIS) and European (Bologna, EQF) standards. The recent revision of the Code of Ethics (January 2025) further evidences that foundational normative documents are subject to ongoing review driven by quality improvement needs.

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

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

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

DSEBA integrates stakeholder opinions into the quality procedure implementation process through three mechanisms: 1. Feedback from doctoral students collected through standardised questionnaires (Annex 7), complemented by representation in governance structures; 2. Periodic consultation of external stakeholders — employers and socio-economic specialists — contributing to the alignment of the me with labour market requirements; 3. Processing of stakeholder input by the Doctoral School Quality Evaluation and Assurance Commission (CEAC-SD), operating under the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission, which channels feedback into concrete improvement proposals.

- ✓ 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 three identified mechanisms collectively address distinct stakeholder categories, academic staff, doctoral students, and external partners, ensuring a diverse and institutionally grounded feedback base. The procedural endorsement cycle guarantees that community input is embedded at the point of document creation, not merely post-adoption. The two-tier commission structure (CEAC at faculty level and CEAC-SD at doctoral school level) provides clear organisational accountability for translating stakeholder opinions into concrete improvement actions. The explicit linkage between stakeholder feedback and documented outcomes, i.e., updated syllabi, revised study plans, and alignment with European frameworks demonstrates that the engagement process is action-oriented.

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

Further consolidate the stakeholder consultation process by strengthening collaboration with employers and research institutions, to enhance the relevance of the doctoral training environment. Also, the continued promotion of active participation of PhD students in institutional decision-making processes related to quality assurance.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation
Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

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

The Ethics Commission of "Alexandru Ioan Cuza" University of Iași operates in accordance with its own regulations, approved by the University Senate, ensuring full institutional independence from other structures or individuals within the university, in compliance with applicable legal provisions. Annual activity reports are made publicly available on the university's official website, ensuring transparency and accountability in the exercise of its responsibilities.

- ✓ 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 Ethics Commission fulfils the requirements of this indicator on all three dimensions: it operates under a Senate-approved regulation, it functions independently from any other institutional structure or individual, and its actions are compliant with applicable legal provisions. The public availability of annual reports further demonstrates institutional transparency and the consistent exercise of its mandate.

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

"Alexandru Ioan Cuza" University of Iași rigorously applies the Regulation on the Initiation, Approval and Evaluation of Bachelor's and Master's Study Programmes and Master's and Doctoral Fields.

At institutional level, the processes of initiation, monitoring and periodic review of programmes are based on a clearly defined set of documented procedures detailed in the Quality Manual. These procedures establish the responsibilities and modalities for drafting, endorsing, approving, disseminating and archiving documents, thereby ensuring the coherence and transparency of the quality management system.

The main documents supporting these processes include: The Procedure for the Development of Documented Procedures; The System Procedure for the Management of Documented Information; The Code of University Ethics and Deontology.

In addition, quality evaluation and assurance policies and plans are strategically integrated through the University's Strategic Plan (SP) and Operational Plan (OP), thus guaranteeing a coherent approach oriented towards continuous improvement.

This procedural framework is applied and adapted at the level of faculties and doctoral schools, actively involving students, employers and other stakeholders in the decision-making process regarding the updating and development of educational programmes.

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

The systematic and consistent implementation of the general study program procedures indicates the existence of a well-established institutional quality culture. An important element of this framework is the development of a distinct procedure dedicated specifically to the evaluation and monitoring of doctoral

schools and doctoral fields at IOSUD level. The presence of a monitoring mechanism tailored to doctoral education reflects the institution's awareness of the specific characteristics of doctoral studies and demonstrates its commitment to applying quality assurance processes appropriately adapted to the doctoral context.

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

The indicator is: fulfilled.

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

The "Alexandru Ioan Cuza" University of Iași maintains a structured and permanent dialogue with students, teaching staff, alumni and representatives of the socio-economic environment to ensure an efficient and relevant review process of study programs.

The UAIC Commission for Quality Evaluation and Assurance includes, alongside academic staff, representatives of students and the business environment, ensuring diverse and balanced stakeholder representation.

At institutional level, CEAC members, together with faculty quality assurance commissions, the Director of the Doctoral University Studies Council (CSUD), the Director of the Doctoral School, the Doctoral School Council and program coordinators are actively involved in monitoring and implementing procedures related to the initiation, continuous evaluation and periodic review of educational programs.

This involvement ensures transparency and efficiency of the quality assurance process, as well as the adaptation of study programs to the real needs of students and the socio-economic environment.

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

The active representation of doctoral students in the CSUD, the Doctoral School Council, the University Senate, the Board of Directors and the CEAC is particularly significant, as it positions students not merely as passive survey respondents but as formal participants in institutional governance at multiple levels. This structural integration of student voice into decision-making bodies provides a stronger guarantee of influence than consultative mechanisms alone.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations: -

The indicator is: fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

DSEBA systematically and consistently analyses the results of the semester-based evaluation of teaching activities carried out by academic staff, as assessed by students.

The evaluation is conducted through standardized questionnaires completed anonymously by doctoral students, providing feedback on teaching quality, communication, availability and professional competences. Results are centralized and periodically analysed by the Doctoral School management, in collaboration with the Faculty's Commission for Quality Evaluation and Assurance (CEAC), in order to identify strengths and areas requiring improvement.

Based on these evaluations, concrete recommendations are formulated for the professional development of academic staff, including participation in training programs, workshops or other professional development activities. Feedback is also used to optimize the educational process and enhance the quality of learning and doctoral students' academic experience.

The procedure for evaluating teaching staff is carried out in accordance with the Regulation on the Recruitment, Evaluation and Promotion of Teaching and Research Staff, as well as with the institutional policies regarding quality assurance in education at "Alexandru Ioan Cuza" University of Iași.

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

The doctoral student satisfaction questionnaire represents a well-structured and institutionally anchored mechanism for capturing doctoral student perspectives on both the educational and administrative dimensions of the doctoral program. The broad thematic scope of the questionnaire ensures that feedback is collected across all major dimensions of the doctoral student experience, rather than being limited to academic content alone. Questionnaire results are processed and analysed by the Doctoral School management, in collaboration with the Faculty's Quality Evaluation and Assurance Commission (CEAC), in order to identify strengths and areas requiring improvement.

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

The organizational component of the Doctoral School systematically collects and analyzes data relevant to the internal quality assurance of doctoral education, covering the following dimensions of doctoral program activity: doctoral students' academic progress; formative and summative assessment results; feedback from doctoral students and academic staff; scientific and research activities of doctoral students and doctoral supervisors; and the monitoring of educational and administrative processes.

To support these processes, the Doctoral School uses the integrated IT platforms provided by Alexandru Ioan Cuza University of Iași, including applications dedicated to student management, academic records, scholarships, admissions, quality management, career guidance, institutional resource management, and monitoring of academic activities. These digital tools ensure centralized access to updated information, facilitate real-time monitoring of performance indicators, and support evidence-based decision-making for the continuous improvement of doctoral study programs.

The collected data are regularly analysed within the meetings of the Doctoral School Council and the Commission for Evaluation and Quality Assurance and are used for the preparation of evaluation reports, as well as for the implementation of measures aimed at enhancing the academic and professional development of doctoral students and optimizing the quality of educational and administrative 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 described framework for data collection and analysis demonstrates a comprehensive and systematically coordinated approach to quality management. A particularly important aspect is the integration of the annual doctoral student satisfaction questionnaires into the overall evaluation process, as this combines quantitative institutional indicators with students' experiential feedback, offering a more nuanced and complete assessment of program quality. Furthermore, the centralization of data within the institutional quality assurance system ensures coherence, comparability across reporting cycles, and alignment with the university's broader quality assurance architecture.

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

This information is periodically updated and available on the University's website (www.uaic.ro) and on the faculty web pages, with free access for students, candidates and other stakeholders.

Relevant documents and sources: Study Regulations (Bachelor's, Master's, Doctoral); University Study Contracts; Study plans and program descriptions; Admission and graduation methodologies; the ECTS system and credit accumulation methodology; Certificates, diplomas and university qualifications issued in accordance with national and European standards. Official websites are: [UAIC main page](#); [FEAA Doctoral School webpage](#).

The transparency system is not limited to information displayed but also serves as guidance for candidates. Within the Doctoral Study Domain in Economics, transparency specifically concerns the clarity of the competences acquired (correlated with the National Qualifications Framework) and the research trajectory (from the selection of the research topic to the validation of results in relevant academic journals).

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

The publicly available information comprehensively covers the entire doctoral study cycle, including admission procedures, contractual arrangements, program structure and content, supervisory frameworks, doctoral thesis preparation requirements, and final thesis defense procedures. In this way, doctoral students as well as external stakeholders are provided with all the necessary information to understand, access, navigate and assess the doctoral program effectively.

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

Expand the public information available in English on the IOSUD and DSEBA websites, to increase the doctoral school's international visibility.

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)

Within the Doctoral School of Economics and Business Administration (DSEBA), quality management procedures are implemented in accordance with the institutional framework of Alexandru Ioan Cuza University of Iași and with the provisions of the Institutional Regulation on Doctoral University Studies, the Regulation on the Organisation and Functioning of DSEBA, and the internal quality assurance procedures approved by the University Senate. The decision-making process is documented and disseminated to all stakeholders, including students, academic staff, employers and other relevant entities. This ensures clarity, accountability and the possibility of feedback. Relevant documents and sources are Decisions and resolutions of the University Senate; Regulations regarding the organization of doctoral studies; The Code of University Ethics and Deontology; Activity reports and self-evaluation reports of study programmes; Public announcements and official communications available on the University's and faculties' websites.

For the Doctoral School of Economics and Business Administration, all this information is systematized and made available on the official webpage dedicated to doctoral studies: <https://doctorat.feaa.uaic.ro>.

The quality assurance process involves: 1. doctoral students periodically evaluate teaching staff and study disciplines through institutional evaluation procedures and standardized feedback instruments applied at university level; 2. quality-related issues are regularly discussed within the Doctoral School Council (CSD) and the Council for Doctoral University Studies (CSUD), where doctoral student representatives, doctoral supervisors and external members participate in consultative and decision-making processes regarding doctoral education, academic ethics, supervision quality and research development; 3. Doctoral School systematically consults representatives of the socio-economic environment, academic partners and external collaborators regarding the relevance of the doctoral programme, research topics and expected competences; 4. DSEBA ensures transparency of quality assurance activities through the publication of regulations, methodologies, procedures, self-evaluation reports and public information on the doctoral school 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 documented procedures indicate that DSEBA applies a transparent and participatory quality management system integrated within the institutional framework of UAIC. The involvement of doctoral students, academic staff and external stakeholders ensures diversified feedback and supports the continuous improvement of doctoral education and research activities.

The existence of formally regulated evaluation mechanisms, together with the public availability of regulations and governance structures, demonstrates institutional transparency and accountability. In addition, the positive outcomes of ARACIS evaluations and the maintenance of accreditation status confirm that quality assurance procedures are operational and effectively implemented. Therefore, the analysed performance indicator can be considered fulfilled to a high degree.

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

The indicator is: fulfilled.

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

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



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

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

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

The organizational component of “Alexandru Ioan Cuza” University of Iași, through the Doctoral School of Economics and Business Administration, carried out all the steps prescribed by the ARACIS methodology regarding external quality assessment. At IOSUD level: in 2021, IOSUD UAIC underwent the periodic external evaluation process, finalized by the ARACIS Council Decision of 25 November 2021, through which institutional accreditation was maintained. This result was formalized by Order of the Minister of Education no. 5,838/2021, published in the Official Gazette no. 55/19.01.2022.

The entire process was coordinated by the Doctoral School Council (CSD) and the CSUD, in collaboration with the quality assurance structure of the “Alexandru Ioan Cuza” University of Iași, in full compliance with applicable legislation and national standards. Through these actions, the institution demonstrates its capacity to organize the doctoral program in Economics under legal and qualitative conditions, in accordance with the requirements in force.

- ✓ 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 successful completion of all ARACIS-required stages for the evaluation of the doctoral program in Economics reflects the institution’s adherence to national quality assurance standards. The consistent preparation and submission of supporting documentation, with a strong focus on transparency and traceability, indicate that the external quality evaluation exercise was treated not only as a formal obligation, but also as an opportunity to validate the quality claims presented in the Internal Evaluation Report through clear and verifiable evidence. The coordinated involvement of both the Doctoral School Council (CSD) and the Council for Doctoral University Studies (CSUD) further demonstrates that the evaluation process was considered a collective institutional endeavour, supported by governance mechanisms functioning at both doctoral school and institutional levels. Moreover, the cooperation with the university’s quality assurance structures ensured access to specialized expertise and maintained consistency with the broader institutional framework for quality management.

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

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The Alexandru Ioan Cuza University of Iași holds a reconfirmed “High Degree of Confidence” ARACIS rating (2022) and benefits from strong institutional credibility and academic tradition. ✓ The Doctoral School of Economics and Business Administration (DSEBA) is the largest doctoral school within IOSUD-UAIC, covering 10 doctoral fields.	INTERNAL FACTORS 📍	✓ International visibility of DSUD Economics remains moderate compared to leading European doctoral schools in economics, despite increasing participation in international research networks and conferences. ✓ A relatively low proportion of doctoral theses are developed and defended in internationally circulated languages, which may reduce international

✓ DSUD Economics benefits from experienced and fully habilitated doctoral supervisors, all meeting CNATDCU standards and demonstrating strong scientific visibility through ISI/WoS-indexed publications, research projects and international academic participation. ✓ Strong international research visibility through publications in indexed journals, participation in international conferences, editorial boards, and international research networks. ✓ Access to extensive research infrastructure and international scientific databases. ✓ Modern material base and digital infrastructure: dedicated doctoral spaces, smart classrooms, digital equipment, access to LSEG Workspace and online academic resources. ✓ Strong institutional support for doctoral students through scholarships, conference funding, mobility opportunities, workshops and participation in international projects. ✓ Active integration into national and international academic and socio-economic networks, including partnerships with universities, research centers and the business environment. ✓ Clear governance structures, transparent regulations and strong alignment with national legislation and ARACIS quality assurance standards. ✓ Strong orientation toward interdisciplinary, societally relevant and policy-oriented research ("Pragmatic Science" approach). ✓ Positive development trend reflected in the increasing number of doctoral supervisors, stable doctoral enrolment and growing attractiveness of doctoral studies in recent years. ✓ Institutional openness toward innovation, digitalization and ethical integration of generative artificial intelligence tools in research and doctoral education.		academic impact and visibility. ✓ The number of doctoral students enrolled annually in the Economics field remains relatively small, which may affect long-term critical mass and research diversification. ✓ Limited financial resources compared to larger European university centers, especially regarding doctoral grants, international research mobility and participation in high-impact scientific events. ✓ Administrative and educational digitalization processes are still under continuous development and not yet fully integrated across all doctoral activities.
SWOT		

analysis		
Opportunities:		Threats:
✓ DSUD Economics benefits from strong institutional reputation and strategic positioning of Alexandru Ioan Cuza University of Iași within the North-Eastern region of Romania and from its expanding international academic collaborations. ✓ Participation in European university alliances and international academic networks (e.g., EC2U, Coimbra Group and Erasmus+ partnerships) creates opportunities for joint research, mobility and international doctoral supervision. ✓ Growing employer demand for specialists with advanced research competences, interdisciplinary expertise and evidence-based analytical skills increases the relevance of doctoral studies in Economics. ✓ Increasing interest in topics such as sustainable development, digital transformation, economic resilience, ESG policies, green transition and artificial intelligence creates significant opportunities for impactful doctoral research. ✓ Access to European funding programs such as Horizon Europe, Erasmus+, Digital Europe, PNRR and structural funds may support research infrastructure development, international mobility and doctoral scholarships. ✓ Existing collaborations with local authorities, research institutes, businesses and socio-economic partners can facilitate applied research projects and knowledge transfer. ✓ The recent accreditation of new doctoral fields within DSEBA creates opportunities for interdisciplinary doctoral research and cross-field cooperation. ✓ Expansion of international publication opportunities and open-access scientific dissemination may enhance the visibility and impact of doctoral research outputs. ✓ The increasing digitalization of	EXTERNAL FACTORS	✓ Demographic decline and the decreasing number of graduates interested in doctoral studies may negatively affect future enrolment and the sustainability of the doctoral field. ✓ Increasing competition among Romanian and international universities for attracting high-performing doctoral candidates, researchers and research funding may reduce DSUD Economics' competitiveness. ✓ Insufficient public funding for doctoral education and research remains a significant constraint for infrastructure development, internationalization and research mobility. ✓ Brain drains toward the private sector or to foreign universities may reduce the capacity to attract and retain talented doctoral students and academic staff. ✓ Frequent legislative and regulatory changes in doctoral education and quality assurance frameworks create administrative pressure and institutional uncertainty. ✓ Economic instability, inflation and fluctuations in national research funding policies may affect long-term strategic planning and research continuity. ✓ Rapid technological changes and the growing need for advanced digital competences may generate adaptation challenges for both staff and doctoral students. ✓ The increasing pressure for publication in high-impact international journals may create difficulties for early-stage researchers and doctoral candidates. ✓ Geopolitical instability and broader socio-economic crises may negatively affect international mobility, research cooperation and access to external funding opportunities. ✓ Climate change, sustainability challenges and global economic uncertainty may redirect funding priorities and increase institutional

research, education and access to international databases creates favourable conditions for improving research productivity and international competitiveness. ✓ Development of excellence centres, innovation hubs and partnerships with the private sector could strengthen applied economic research and attract additional funding resources.		adaptation pressures.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Continuous acquisition of new research software.
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff have the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Continue to expand the supervisory team with new habilitated supervisors in the field of Economics.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Provide further systematic financial support for staff participation in continuing education programs, mobilities, and conference events, in order to take advantage of the professional and personal training opportunities offered by UAIC and its partners.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	To further strengthen the internationalisation process and to increase the international visibility of the doctoral field Economics.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Increase the number of events in the field of Economics, special sessions at conferences, dedicated to doctoral students.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Increasing the visibility of doctoral research results by expanding participation in conferences and publishing in journals indexed in international databases, in particular WoS and Scopus.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Further consolidate the stakeholder consultation process by strengthening collaboration with employers and research institutions, to enhance the relevance of the doctoral training environment. Also, the continued promotion of active participation of PhD students in institutional decision-making processes related to quality assurance.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
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	Expand the public information available in English on the IOSUD and DSEBA websites, to increase the doctoral school's international visibility.
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
<i>Domain A. Institutional capacity</i>	8	0	0
<i>Domain B. Educational efficacy</i>	14	0	0
<i>Domain C. Quality management</i>	10	0	0
<i>Total</i>	32	0	0

VI. Conclusions

The doctoral study domain - Economics from the Doctoral School of Economics and Business Administration (DSEBA) of Alexandru Ioan Cuza University of Iași is aligned with the institutional strategic objectives, national quality assurance requirements and the evolving demands of the academic, socio-economic and research environment. The programme provides doctoral students with advanced scientific training focused on the development of research competences, critical thinking, interdisciplinary approaches and the ability to generate original scientific contributions in the field of Economics.

The doctoral programme benefits from a solid institutional and academic framework, supported by clear governance structures, transparent regulations and a well-established quality assurance system. The activity of the doctoral supervisors demonstrates strong scientific visibility through publications indexed in international databases, participation in research projects and involvement in national and international academic networks. At the same time, doctoral students benefit from individualized scientific supervision, access to modern research infrastructure, international scientific databases and opportunities for participation in conferences, mobility programmes and collaborative research activities.

The structure of the doctoral programme combines advanced training activities, research planning, periodic evaluation procedures and scientific dissemination, ensuring a coherent and student-centred academic pathway. The programme also demonstrates openness toward internationalisation, digitalisation and interdisciplinary research, while maintaining active collaboration with socio-economic stakeholders, public institutions and academic partners. These collaborations contribute to strengthening the practical relevance and societal impact of doctoral research.

The Internal Evaluation Report highlights the existence of functional quality management mechanisms integrated within the institutional framework of UAIC. Transparent procedures, stakeholder involvement, periodic evaluations and the systematic collection of feedback support the continuous improvement of doctoral education and research activities. The programme further benefits from the university's participation in international academic networks and European cooperation initiatives, which create favourable conditions for increasing international visibility and research competitiveness.

At the same time, the report identifies several development directions related to the enhancement of internationalisation, the increase of international mobility opportunities, the attraction of foreign doctoral students and the continued digitalisation of administrative and academic processes. Nevertheless, these aspects do not affect the overall fulfilment of ARACIS quality standards and performance indicators.

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

No.	Doctoral	Location	Form of education	Number of credits (ECTS)
1	<i>Economics</i>	<i>Iași</i>	<i>Full-time education / Part-time education</i>	240

VII. Annexes

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