



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

Higher Education Institution/Education Provider Organization:	University "Alexandru Ioan Cuza" of Iasi / Universitatea „Alexandru Ioan Cuza” din Iași (UAIC)
Doctoral School:	Doctoral School of Economics and Business Administration / Școala Doctorală de Economie și Administrarea Afacerilor (SDEAA)
Doctoral Domain:	Marketing
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.	Prof. MICU Adrian, PhD, University "Dunărea de Jos" of Galați	Expert evaluator	
2.	Prof. ALBU Svetlana, PhD, Technical University of Moldova	International Expert	
3.	PhD Student BUHUȘ Ștefănuț-Iulian, Bucharest University of Economic Studies	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted:

The external evaluation report was prepared by the ARACIS External Quality Evaluation Commission following the external evaluation visit conducted for the purpose of maintaining the accreditation of the doctoral study field MARKETING, organized by Alexandru Ioan Cuza University of Iasi, during the period **25–26 May 2026**, at Alexandru Ioan Cuza University of Iasi.

The evaluation commission, approved by the ARACIS Council in **2026** and accepted by the requesting institution (RI), had the following composition:

Prof. MICU Adrian, PhD, University “Dunărea de Jos” of Galați Expert evaluator

Prof. ALBU Svetlana, PhD, Technical University of Moldova International Expert

PhD Student BUHUȘ Ștefănuț-Iulian, Bucharest University of Economic Studies PhD Student Evaluator

From the requesting institution, Prof. Andreia Gabriela ANDREI, PhD was appointed as the contact person.

- description of the higher education institution:

Founded on October 26, 1860, the University of Iași enabled the development of renowned academic community, leading to its current status of university of advanced research and education. The university is identified by its name, coat of arms, seal, flag, and headquarters (identity elements approved at the University Senate meeting on March 22, 2001):

✓ *The name* is Alexandru Ioan Cuza University of Iași, abbreviated to UAIC;

✓ *Its headquarters* are in Copou, 11 Carol I blvd, Iași, 700506, Romania, postal code; The website is www.uaic.ro.

Today, UAIC has 15 faculties (with 92 undergraduate and 134 master programs), 14 doctoral schools (with 30 doctoral and postdoctoral fields), over 25,000 students, and collaborates with over 660 universities in 78 countries.

UAIC has the following organisational structure: faculties, departments, the ID/IFR department, doctoral schools, centres and laboratories, branches and extensions, a research institute, libraries, a publishing house, a botanical garden, museums, an astronomical observatory, a kindergarten, a primary school, a secondary school, high school, a center for continuing education, micro-production and service units, as well as teaching and research resorts.

IOSUD (Institution Organizing Doctoral Studies) at UAIC is led by the Council for Doctoral Studies (CSUD), which has 14 doctoral schools, including the Doctoral School of Economics and Business Administration / Școala Doctorală de Economie și Administrarea Afacerilor (SDEAA)

- general description of the doctoral study domain:

The field of doctoral studies in MARKETING is organized within the Doctoral School of Economics and Business Administration – SDEAA. The field of doctoral studies in Marketing has evolved alongside SDEAA over more than 3 decades. The specific objectives of the MARKETING doctoral field of study fall within the general objectives of SDEAA (<http://doctorat.feaa.uaic.ro/>)

The mission undertaken by the members of SDEAA in the doctoral field of MARKETING is in line with that of the SDEAA - to provide a rigorous and conducive (facilitating) research environment that enables the intellectual and professional development of doctoral students and contributes to the evolution of society. The vision is to become a benchmark for advanced research in the field of Marketing for the academic, economic, and social environment (<http://doctorat.feaa.uaic.ro/>).

The strength of SDEAA's MARKETING doctoral field is reflected by the scientific and teaching results achieved with Romanian and international PhD students.

Between 2021 – 2025 a total of **25 PhD students** (13 Romanians and 12 international PhD students) defended their theses and got the title of Doctor in Marketing.

18 PhD students (14 Romanian students in stage + 3 international students in stage + 1 international student with extension for the 5th year) are currently enrolled in MARKETING doctoral field under the supervision of the **4 doctoral coordinators** activating in the field of Marketing at SDEAA.

II. Methods used

- Analysed documents:

During the external quality evaluation process of the Marketing study programme, the **internal evaluation report** submitted by the institution, together with its **annexes**, was thoroughly analysed by the evaluation commission. These documents constituted the

main source of information regarding the institutional framework, the organisation and functioning of the programme, as well as its academic and research performance.

- [On-site visit:](#)

During the evaluation visit, it was observed that the doctoral field of Marketing at SDEAA benefits from an appropriate research infrastructure at the headquarters of the SDEAA - located in Building R of UAIC, 14 Lăpuşneanu Street. There are adequately equipped spaces dedicated to teaching, research, and administrative processes, as well as services for doctoral students. Doctoral students have access to offices/individual study rooms equipped with 10 Lenovo All-In-One desktop systems, laptops, and multifunctional devices. In addition, in the same building, SDEAA carries out its activities (courses, seminars, workshops, conferences, or public doctoral thesis defenses in a 50-seat hall, as well as in two classrooms. All rooms are equipped with the latest technology: smart tables, laptops, sound systems, internet, etc. The individual study room (R411) available to doctoral students also has computers with dedicated software for marketing research (ex. NVIVO, SPSS) a mini-library for doctoral students. In addition, they also have access to the faculty's two libraries.

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:](#)

The evaluation confirmed that for delivering the study programme, UAIC possesses adequate organisational components and a sustainable management structure, an appropriate governance and administrative system, adequate material and financial resources, as well as the human resources. The structure operates efficiently through internal methodologies, regulations, and procedures that are systematically and periodically reviewed in strict compliance with legal requirements, successfully accomplishing the institution's mission and strategic objectives.

✓ [Analysis of the state of facts:](#)

The university governing structures within UAIC, according to its [Charter](#) and [organizational chart](#) are: [UAIC Senate](#), [the Board of Administration](#), the Faculty Councils, [the Council for Doctoral University Studies \(CSUD\)](#), the department councils, and the Councils of Doctoral Schools. The [Rector](#) ensures executive leadership and management based on the assumed managerial performance criteria and indicators. Within the faculties, operational leadership is ensured by the Dean, Vice-Deans, and Department Directors, and at the level of doctoral schools the Doctoral School Council and Director of Doctoral School, The duties and responsibilities of the Director of the Doctoral School and the Doctoral School Council of SDEAA (Doctoral School of Economics and Business Administration, which comprise 10 domains including Marketing domaine of doctoral studies) are well defined by [the Regulations on the organization and functioning of SDEAA](#), and [the Institutional Regulations on doctoral studies](#) approved by UAIC Senate on September 18, 2025.

The academic structures, decision-making competencies, and the procedures for electing the governing bodies within UAIC are described in publicly available documents such as UAIC [Charter](#), [UAIC Regulations](#), the [official documents of the university](#), the



organization, [technical and administrative structure](#), [regulations for the organization of the Faculty of Economics and Business Administration](#), the [doctoral studies and structure](#), [documents of the Doctoral School of Economics and Business Administration \(SDEAA\)](#)

All these documents are periodically reviewed in accordance with legislative changes and the recommendations of ARACIS and CNATDCU. The organizational structure and management mechanisms ensure clarity of responsibilities, decision-making transparency, and coherence of administrative and academic processes. The periodic review of these documents contributes to the continuous updating of the regulatory framework, and their approval by the University Senate guarantees the legality and legitimacy of the decision-making process.

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

- Transparent and well-structured university governance, optimizing institutional management and the delivery of study domain.
- Comprehensive regulatory framework for institutional management characterized by the systematic and periodic review of internal methodologies, regulations, and procedures in strict compliance with legal requirements.

✓ [Recommendations](#)

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

Standard S.A.1.2. Stakeholder engagement

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

Indicator
I.P.A.1.2.1

The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ [Presentation of the state of facts:](#)

Within doctoral field of Marketing at SDEAA, the process of adopting and revising regulations, methodologies and procedures involves a transparent collaborative mechanism that includes faculty members, doctoral students, and socio-economic partners. Consultations are conducted through public stages, email communications, and specialized committee meetings. This participatory flow is formally structured under explicit system procedures for documented information development.

✓ [Analysis of the state of facts:](#)

[The regulations, methodologies, and procedures](#) are developed and revised in accordance with the provisions of the [Procedure for the development of documented information](#) and [the Procedure for the development of procedures](#).

Ensuring alignment with national and international regulatory requirements, the mechanisms of engagement indicate that the opinions of academic staff, doctoral students and other stakeholders are integrated into the process of updating methodologies and regulations. The initiation, approval and approval circuit creates sufficient institutional traceability, and the publication of documents provides access to the applicable procedural framework. This collaborative approach contributes to maintaining a coherent and regularly updated regulatory framework relevant to the academic and professional environment.

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

- Participatory mechanism in the development and revision of regulations, including the Involvement of PhD students in the development of the University Code of Student Rights and Obligations.
- Institutional cooperation ensuring regulatory coherence,

✓ [Recommendations](#)

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

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

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

Standard S.A.2.1. Material resources

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

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

Dedicated spaces for SDEAA activities such as administration (room R424), teaching and research - including a 50-seat hall and specialized laboratories (i.e. room R412), study rooms (i.e. R411) equipped with modern IT systems and specialized software - all are located in Building R of UAIC (14 Alexandru Lăpuşneanu Street, Iaşi) at the headquarters of the Doctoral School. Bibliographic resources are provided through the FEAA Library, located in Building B of UAIC, Bd. Carol I no. 22A, with 29,758 volumes, 23,313 titles, 240 study places and 86 workstations, as well as through access to international electronic databases Web of Science, Scopus, ScienceDirect and EBSCO. SDEAA also provides specialized research software such as NVIVO and SPSS in R411 study room, as well as financial resources for doctoral students participation in international conferences.

✓ Analysis of the state of facts:

UAIC provides modern and adequate facilities for teaching, research and administrative activities, contributing to a supportive and inclusive academic environment. The material base is adequate for the development of advanced training, research, documentation and administrative support activities for the 18 doctoral students in the field. The spaces R411, R412 and R424 and the library resources cover the needs for individual work, academic interaction and access to scientific resources. UAIC also offers complementary services, such as psychological counseling, support for international mobility and cultural activities, which contribute to the development of PhD students. The institution promotes inclusion and accessibility, providing also facilities for people with disabilities (i.e. adapted building access and appropriate infrastructure).

✓ Aspects that constitute best practice examples:

- Integrated academic support environment for doctoral students, with a concentration of dedicated spaces for PhD activities in Building R, facilitates doctoral students' access to administrative and academic support.
- Comprehensive support services and inclusive infrastructure

✓ Recommendations

Upgrade specialized data-bases research equipment within laboratories and study rooms to stay at the technological forefront.

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:

The spaces and facilities used by SDEAA are managed through the patrimonial and technical structures of UAIC/FEAA. Immovable and movable assets are maintained through research grants, infrastructure grants, and UAIC's own revenues. Maintenance and modernization efforts are publicly detailed in the Rector's annual reports.

✓ Analysis of the state of facts:

The management and maintenance of material assets are carried out in accordance with institutional regulations and applicable legislation, ensuring appropriate conditions for teaching, research and administrative activities. Movable assets, including research equipment and teaching resources, are systematically monitored and maintained through institutional procedures and technical support services, ensuring their efficient use and the continuous functioning of the educational and research infrastructure. The management of the resources is guided by the Multi-Annual Strategic Plan (2024-2029), ensuring optimal

conditions for academic life and research. This planning allows for the sustainable expansion of the material base in line with institutional growth.

✓ Aspects that constitute best practice examples:

- Public transparency regarding infrastructure investments through accessible annual reporting.
- Use of an Institutional Development Operational Plan to prioritize research environment upgrades.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

Within SDEAA, the human resources assigned to the Marketing doctoral field is supported by 4 highly qualified active doctoral supervisors holding the rank of full university professor. Every supervisor fully exceeds the minimum national standards set by CNATDCU for conducting advanced doctoral supervision. Their expertise covers multiple subfields of marketing, such as consumer behaviour, brand management, digital marketing, market research and sustainability, ensuring a comprehensive and up-to-date doctoral training. In addition, staff members are actively involved in research projects, international conferences and collaborations with the socio-economic environment, contributing to the development of doctoral students' research and analytical competences and to maintaining a high-quality academic environment. Administrative support is provided by dedicated doctoral school secretaries and faculty-level financial and IT staff.

✓ Analysis of the state of facts:

SDEAA's doctoral supervisors in the field of Marketing demonstrate high scientific performance, with research scores significantly exceeding minimum national requirements. Bibliometric indicators highlight notable scientific productivity, with numerous articles indexed in major international databases and a fifth habilitated professor prepared for future affiliation. The academic qualifications and extensive experience of the staff ensure a high standard of doctoral education and research within SDEAA's doctoral field of Marketing, while also supporting the integration of doctoral students into the international scientific community. SDEAA UAIC's commitment to quality human resources is further validated by the "HR Excellence in Research" logo awarded by the European Commission. Distribution of students per coordinator, ranges from 2 to 7 PhD students.

✓ Aspects that constitute best practice examples:

- Outstanding academic profile of PhD supervisors, who actively participate in global research networks
- Compliance with national academic qualification standards

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

UAIC ensures continuous professional development of its staff through a coherent framework of activities. These activities aim to update professional competencies, facilitate participation in national and international training programmes, experience exchanges, thematic workshops, research internships and provide access to specialization opportunities through European projects such as Erasmus+ and POCU. Staff in the Marketing field participated in over 20 international mobilities and 40

conferences between 2021 and 2025 (<https://portal.feaa.uaic.ro/professori/erasmus/Pages/default.aspx>). Professional development initiatives may be undertaken both at the institutional level and at the initiative of staff members, with the possibility of full or partial funding from UAIC.

✓ Analysis of the state of facts:

UAIC adopts a strategic and coherent approach to the professional development of its staff. Institutional support includes funding for participation in specialized training and publication in international journals. Within SDEAA, the reported mechanisms support the professional and personal development of staff, with a focus on internationalization, research skills and digital competences. Participation in mobilities and research projects contributes to the continuous updating of staff's skills. Membership in national and international professional networks and associations (SAMRO, APEC, Business Systems Laboratory, International Association for Knowledge Management) facilitates the exchange of best practices and increases academic visibility. Overall, these initiatives contribute to the continuous professional development of staff and to maintaining a high-quality academic and research environment.

✓ Aspects that constitute best practice examples:

- Institutional support for continuous professional development aligned with individual research interests.
- Active promotion of staff engagement in global research networks to strengthen regional expertise.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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.
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✓ Presentation of the state of facts:

The recruitment and promotion process is carried out through the specialized structures of UAIC, based on the [legal framework applicable to the university career](#) and the published [institutional methodologies](#). Recruitment and promotion are conducted through a transparent process managed by the [Personnel and Professional Development Service](#), and follow a set of transparent procedures regarding competitions, committees and evaluation criteria. The recruitment procedures are consistent with the requirements of legality, transparency and professional competence. The staffing of teaching and research positions is carried out in accordance with the [National Framework Methodology for Competitions](#) and all vacant positions and competition methodologies are published on the university's main website – www.uaic.ro – ensuring that candidates who meet the legal requirements can participate in a non-discriminatory manner.

✓ Analysis of the state of facts:

The recruitment procedures are consistent with the requirements of legality, transparency and professional competence, ensuring that candidates are evaluated non-discriminatorily based on professional competence. Teaching and research positions are filled at the UAIC level through competition or promotion, in accordance with [the framework methodology for filling vacant teaching and research positions in higher education](#) and [the competition methodology for filling teaching positions](#) at UAIC. Recruitment and promotion are carried out through transparent policies, based on professional competence criteria to ensure excellence in teaching and research, in accordance with the legislation in force and the criteria established at UAIC level through [the methodology for filling teaching positions - indefinite period](#), with subsequent additions and amendments. All information regarding recruitment is posted on [the University's website](#),

✓ Aspects that constitute best practice examples:

- Transparent and regulated procedures for all academic positions, ensuring multi-level institutional validation.
- Public access to all recruitment stages and criteria via official university channels.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

UAIC utilizes digital tools like Turnitin for ensuring research integrity, the eSIMS information system for managing academic progress and related institutional applications — SCHOLARSHIPS, TEACHING DEGREES, STUDENTS, WebLic, RNO — to manage administrative and academic processes. Digitization efforts are further supported by projects like the eUAIC framework – a tool for institutional digital transformation developed between 2022-2025 through a PNRR funded project.

✓ Analysis of the state of facts:

Digital transformation has reduced bureaucracy, and the IT tools contributed to administrative simplification and increased traceability of academic data. The integration of eSims with related applications allows for a more coherent record of the doctoral journey, and the eUAIC project creates premises for the transition from fragmented records to a more complete digital flow, from admission to the public defense of the thesis. All these information systems ensure real-time access to grades, fees, and academic status for both students and staff.

✓ Aspects that constitute best practice examples:

- Digitalization of administrative services for students
- Robust digital infrastructure supporting online education and administrative simplification.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

The Marketing doctoral program is organized in the full-time form (IF), on 240 ECTS, according to the 2026-2030 curriculum attached to the REI, with 30 ECTS for the advanced university studies (PPUA) and 210 ECTS for the individual scientific research program (PCS). The duration of the doctoral studies is reported to art. 18 para. (3) of the Framework Regulation approved by OME no. 3020/2024, which establishes the duration of the doctoral program at 4 years. Periodic reviews involving doctoral students and the professional community maintain the program's academic relevance. The number of credits, targeted competences, types of activities, and assessment methods are detailed in the study plans and [discipline sheets](#). Educational experiences include advanced courses, thematic seminars, methodological training activities, research internships, participation in scientific conferences, the development and dissemination of research results, as well as

* 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.

continuous assessment of the doctoral progress—all of which lead to the attainment of a doctoral-level university qualification in the field of Marketing.

✓ Analysis of the state of facts:

The doctoral programme is coherently organized, and the curriculum structure integrates advanced training with a personalized research path, ensuring the learning outcomes and the specific competencies at level 8 of qualification. The integration of teaching, learning, and research activities into a unified pathway facilitates the gradual development of the doctoral candidates' scientific and methodological competencies. The individual research plan, conducted under the supervision of the doctoral supervisor and the guidance committee, ensures the personalization of the doctoral journey and its alignment with training and research objectives. The curriculum structure, credit system, and assessment mechanisms support the attainment of learning outcomes and culminate in a recognized university qualification at both national and international levels. Periodic reviews involving doctoral students and the professional community maintain the program's academic relevance.

✓ Aspects that constitute best practice examples

- Coherent integration of teaching, research, and assessment activities into a unified path.
- Use of a credit system that accurately mirrors the workload required for original scientific contributions.

✓ Recommendations

Regularly update the curriculum to incorporate evolving global marketing research trends.

The indicator is: Fulfilled

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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✓ Presentation of the state of facts:

Marketing curriculum aims to achieve a university qualification of CNC/EQF level 8, according to the definitions in the Framework Regulation approved by OME no. 3020/2024, and is correlated with the expected learning outcomes, professional and transversal skills specific to relevant occupations in ESCO, including occupations in academia, consultancy, and high-level research.

✓ Analysis of the state of facts:

The curriculum targets both professional skills, such as advanced data analysis, and transversal skills like academic leadership and ethics. Alignment with ESCO standards ensures the international comparability of the Marketing qualification. The curriculum structure and research activities support the development of relevant professional and transversal skills, such as critical thinking, scientific communication, academic leadership, and professional ethics. The correlation with ESCO contributes to ensuring the international comparability of the qualification and to increasing the professional relevance of the programme.

✓ Aspects that constitute best practice examples

- Utilization of ESCO references to delineate the graduate's competency profile.
- Strong focus on developing skills

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

The curriculum of the doctoral study programme in Marketing is designed based on student-centred principles, to stimulate the autonomy of doctoral candidates and their active involvement in the training and research process. The programme structure allows for the adaptation of the doctoral pathway according to the interests and research topics of each candidate through the Individual Doctoral Plan. Student-centered learning is implemented through a flexible curriculum that allows candidates to enrich their study path in a personal manner via optional subjects like Advanced Research in Marketing. The list of optional subjects allows the adaptation of the course to the research topic and direction. Customization of study path is possible through the customization of PCS by the doctoral supervisor in consultation with the doctoral student, approval by the SDEAA Council and monitoring by the academic guidance and integrity committee.

✓ Analysis of the state of facts:

The analysis indicates a coherent implementation of student-centred principles. Customization of PCS, curricular optionalities and progress monitoring create real conditions for student-centered learning. PhD student feedback, collected through questionnaires and progress reports, supports the adjustment of activities. Teaching strategies emphasize mentoring and interactive methods, such as critical analysis of scientific articles and presentation of research results. Formative assessments allow the program to adapt to the individual learning styles and research needs of each doctoral student.

✓ Aspects that constitute best practice examples

- Flexible study paths enabled by a diverse range of elective methodological courses.
- Systematic incorporation of ongoing feedback from the guidance committee into the training process..

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

SDEAA supports doctoral students to pursue academic mobilities in both physical and virtual formats through various programs and opportunities. These opportunities are offered through institutional initiatives like Erasmus+ program, summer and winter schools, research internships, international scientific conferences, interinstitutional agreements, as well as mobilities facilitated by academic partnerships and research networks. Doctoral students are systematically informed about available opportunities and benefit from transparent selection procedures, as well as financial and logistical support. Information on these opportunities is publicly accessible via the school's portal and tutoring groups:

<https://portal.feaa.uaic.ro/international/Studii/Lists/Anunuri/AllItems.aspx>,

<https://doctorat.feaa.uaic.ro/secretariat/Lists/AnunuriEvenimente/AllItems.aspx>

✓ Analysis of the state of facts:

SDEAA offers authentic opportunities for the academic mobility of doctoral students, both via formal exchange programmes and through engagement in international scientific activities. SDEAA provides opportunities for Erasmus+ mobility, summer schools, and international scientific conferences in both physical and virtual formats. Participation in mobility is supported by institutional funding and is integrated into the Individual Doctoral Plan to enhance research skills and international collaboration. Information on these opportunities is publicly accessible via the school's portal and tutoring groups.

✓ Aspects that constitute best practice examples

- Strong financial support for participating in international scientific events, with over 50 Marketing student participations funded.
- Integration of international training into the individual research progress tracking.

✓ Recommendations

Diversify international partnerships to increase the variety of programs available.

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:

The program ensures fair opportunities through transparent procedures for admission, annual assessment, and monitoring of academic progress. Access to scientific databases and research grants is provided to all students in a non-discriminatory manner. Equity is supported by the UAIC Charter, the University Code of Student Rights and Obligations (CUDOS), approved by the Decision of the UAIC Senate of July 18, 2024, internal regulations and procedures regarding access to resources and support. Art. 11 para. 2 CUDOS provides for adaptations for doctoral students with special educational needs, without affecting academic standards. REI indicates the access of doctoral students to academic and administrative resources, regardless of the form of funding.

✓ Analysis of the state of facts:

UAIC ensures equitable opportunities for doctoral students, including through PCS flexibility, access to electronic resources, accommodation measures for PhD students with special needs (or belonging to vulnerable groups), administrative support and transparent rules. Institutional framework and mechanisms effectively promote equitable and balanced opportunities for doctoral candidates by customizing the doctoral pathway according to individual needs and aspirations. Individualized mentoring and the Individual Doctoral Plan accommodate diverse learning styles and specific research goals. Regular assessments of progress coupled with continuous communication between doctoral students and supervisors facilitate the identification of specific support requirements and the adjustment of training and research activities. These practices bolster the development of academic autonomy and mitigate the risk of inequality within the doctoral training process.

✓ Aspects that constitute best practice examples

- Transparent and equitable framework for doctoral studies
- Individualised doctoral training through the Individual Doctoral Plan

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

PhD students in the field of Marketing have access to dedicated spaces, to the FEAA Library, to the Mihai Eminescu Central University Library, to electronic databases (i.e. Web of Science, Scopus, ScienceDirect and EBSCO), to administrative services, support for mobility and funding for conference participation, under the conditions of institutional regulations. According to the REI, the FEAA Library has 29,758 volumes, 23,313 titles, 240 study places and 86 workstations. Doctoral funding includes 51 PhD students with ME scholarships in the amount of 3,700 lei per month, 63 PhD students with UAIC scholarships in the amount of 1,850 lei per month and additional institutional funding of 3,000 lei per year per PhD student for conference participation.

✓ Analysis of the state of facts:

The analysis reveals the existence of an institutional framework that guarantees equitable access to the educational and research resources essential for conducting doctoral studies.

Resources and support services are adequate to the needs of the Marketing field and the IF form. Access to the library, databases, dedicated spaces, scholarships and dissemination funding support the doctoral learning and research process. Support services include career guidance and training in research ethics and academic writing. University infrastructure is equipped with ramps and adapted signage, ensuring accessibility for students with disabilities.

✓ Aspects that constitute best practice examples:

- Inclusive student support services and equal access measures
- Extensive digital access to multiple international scientific resources via Anelis-Plus.

✓ Recommendations

Expand digital training workshops to ensure doctoral students maximize the use of specialized databases.

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:

Well articulated and defined in accordance with the doctoral standards the learning outcomes are explicitly described in course descriptions and aligned with the professional competencies targeted by OM 3020/2024. The learning outcomes are described in the subject sheets of the PPUA and are developed through PCS, progress reports, scientific participations and thesis development. The curricular documents include objectives, competencies, contents and assessment methods, and the 2026-2030 curriculum is annexed to the REI.

✓ Analysis of the state of facts:

The learning outcomes are described in an appropriate and transparent manner, allows understanding of expectations by doctoral students and teaching staff. Clear descriptions of objectives and targeted skills help students understand performance expectations from the beginning of the program. These outcomes are periodically reviewed based on feedback from doctoral students and supervisors. Structuring the learning outcomes across specific dimensions of the doctoral level supports the monitoring of academic progress and the assessment of acquired competencies. Additionally, their correlation with disciplinary content and performance standards ensures the coherence and relevance of the curriculum.

✓ Aspects that constitute best practice examples

- Corroboration of learning outcomes with specific disciplinary content and assessment modalities.
- Transparent communication of outcomes through institutional platforms and discipline sheets.

✓ Recommendations

Systematically review the outcomes to maintain consistency.

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:

Achievement of learning outcomes is verified through a multi-stage system of exams, colloquiums, annual progress reports, and the final thesis defense. For cohorts enrolled starting with the 2025-2026 academic year, the minimum standards for the award of the doctoral degree are reported in OME no. 3018/2025, according to the temporal application provided for by the order.

✓ Analysis of the state of facts:

The analysis indicates a coherent, unified, and transparent assessment system, which allows for the progressive and final verification of the achievement of learning outcomes. The evaluation system covers both the advanced training component

and the research component, allowing for the progressive verification of learning outcomes. Continuous assessment by the Academic Guidance and Integrity Committee ensures doctoral students meet progressive milestones. The final public defense confirms the comprehensive acquisition of doctoral-level competencies and original contribution. Correlating assessments with learning outcomes contributes to ensuring the quality and relevance of the qualification obtained.

✓ Aspects that constitute best practice examples

- Alignment of assessment methods with learning outcomes and competencies
- Progress reports and monitoring through **Academic Guidance and Integrity Committee** provide a coherent mechanism for periodic assessment of doctoral progress

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

Admission to doctoral studies is organized based on OME no. 3693/2024 regarding the admission framework methodology and the UAIC/SDEAA methodologies. Admission to the doctoral studies in Marketing field is conducted according to institutional methodologies published annually on the SDEAA website, including also the publication of topics, calendar, fees, number of places and content of the application file.

SDEAA website has a section dedicated to admission to the doctoral school, which includes the methodology for organizing and conducting admissions to doctoral studies for the 2025-2026 academic year:

<https://doctorat.feaa.uaic.ro/admitere/Pages/default.aspx>:

[HS_Regulament admitere doctorat 2025 \(1\).pdf](#), [FISA INSCRIERE SDEAA.docx](#), [Informare_2025.docx](#), [Acord de confidentialitate_2025.docx](#), [Taxe RO și UE.doc](#),

[D5 admission criteria.docx](#), [Doctoral supervisors.docx](#), [Research topics for admission 2025 \(1\).xlsx](#), [Admission methodology for Romanians everywhere.PDF](#), [Number of places funded for Romanians everywhere.pdf](#), [Budget places approved by the Board of Directors - 2025-2026.pdf](#), [Interview schedule for doctoral admission.docx](#). The research topics for each vacant PhD position are proposed by the doctoral supervisors and approved by the Doctoral School Council.

Analysis of the state of facts:

Admission process is transparent, featuring clear eligibility criteria, interview schedules, and research topics proposed by supervisors. Publicly available information ensures predictability and fairness for all candidates.

Aspects that constitute best practice examples

- Clearly structured and uniformly applied admission criteria
- Transparent and publicly accessible admission procedures with dedicated online admission webpage providing all necessary documentation and criteria in one place.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Indicator
I.P.B.7.1.2

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

✓ Presentation of the state of facts:

Admission to the doctoral university study programme in Marketing is conducted in accordance with institutional procedures that uphold the principles of fairness, transparency, and equal opportunities. The admission criteria, selection process stages, and related scheduling are determined through methodologies approved at the institutional level and are publicly communicated to all applicants. The application of admission procedures is consistent and non-discriminatory, ensuring equal access to eligible candidates regardless of social background, gender, disability, or other personal characteristics. Additionally, the institution has established provisions and support mechanisms designed to facilitate access to studies for candidates from vulnerable groups or those experiencing social and educational risks, including individuals with special educational needs and/or disabilities

✓ Analysis of the state of facts:

Analysis indicates that the admission process follows principles of fairness and equal opportunities, with specific place allocations for The existence of clear procedures and institutional support measures contributes to ensuring fair access to doctoral studies. Furthermore, the institutional framework allows for the adaptation of admission conditions and the evaluation process, where necessary, to meet the specific needs of candidates with disabilities or special educational requirements, without compromising the academic standards of the programme.

Admission. UAIC ensures adapted access and assessment for candidates with disabilities starting from the enrollment phase. Pre-admission consultations between candidates and supervisors help align student aspirations with institutional expertise.

✓ Aspects that constitute best practice examples

- Transparent and non-discriminatory doctoral admission process
- Institutional measures supporting access for vulnerable groups

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

The organisational component of the doctoral programme in Marketing applies SDEAA UAIC regulations. These regulations pertain to the organisation and administration of doctoral studies, the annual assessment of doctoral students' progress, their rights and obligations, and the prerequisites for completing their studies. The doctoral journey is governed by the Doctoral Studies Contract and is divided into an advanced training program and an individual scientific research program. Progress is monitored through annual evaluations by supervisors and guidance committees. The workload is tracked via ECTS credits, with one credit equaling 25–30 hours of activity based on quantifiable performance criteria like article publication, progress reports and evaluations conducted by PhD supervisors and guidance committees, based on criteria established at the institutional level. All Information regarding doctoral studies are communicated via official documents and SDEAA website <https://doctorat.feaa.uaic.ro/documente/Pages/default.aspx>.

✓ Analysis of the state of facts:

The analysis of the available documents indicates a consistent application of regulations concerning the activity of PhD students. The regulation of the PhD academic journey is coherent and covers rights, obligations, training activities, research, evaluation, interruption, extension, expulsion and completion. The 25 completed theses in Marketing with public defence and the documentary management of the 2 expulsions indicate the effective application of the procedures throughout the doctoral cycle. Institutional mechanisms allow for the tracking of the professional and academic development of doctoral students and enable early intervention in situations that may affect the doctoral journey. The procedures for monitoring and evaluating academic progress ensures compliance with quality standards.

✓ Aspects that constitute best practice examples

- Clear regulatory framework defining rights and obligations within a formalized contract
- Structured monitoring of progress and scientific dissemination as a mandatory requirement for study completion.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

✓ Presentation of the state of facts:

SDEAA and the doctoral field of marketing conducts international cooperation activities that support PhD coordination of international students (16 PhD students in Marketing from Israel, Germany, Egypt enrolled between 2021-2025, and a successful co-supervision with Alicante University, Spain), as well as academic mobilities and collaboration among members of the academic community in teaching and These activities are implemented through institutional partnerships (i.e. partnerships networks like Coimbra Group and EC2U Alliance), international mobility programmes (Erasmus+), participation in scientific conferences, and involvement in other international academic projects and networks (i.e. Erasmus network project Citeuropass) . PhD students and teaching staff are encouraged to engage in research stages, Erasmus+ mobilities, summer schools, and international scientific events; these activities are integrated into the academic pathway and supported by institutional regulations and procedures. The international cooperation is reflected in the results of the scientific activity of doctoral students in the field of Marketing: participation in international scientific events, participation in international academic network projects (e.g., three doctoral students involved in the Erasmus network project Citeuropass), as well as the publication of over 100 articles in the last 5 years in leading international journals and in international conference proceedings.

✓ Analysis of the state of facts:

The analysis indicates an institutional framework supportive of international cooperation, that offers opportunities for mobility and academic collaboration among community members. SDEAA engages in international cooperation through Erasmus+ mobility, joint research projects, and partnerships with networks like the Coimbra Group and EC2U Alliance. Internationalization is evidenced by the enrollment of 16 foreign doctoral students and successful co-supervision programs. Marketing doctoral students published over 100 articles in the last five years in international journals. SDEAA engages in international cooperation through Erasmus+ mobility, joint research projects, and partnerships with networks like the Coimbra Group and EC2U Alliance. Analysis of the state of facts: Internationalization is evidenced by the enrollment of 16 foreign doctoral students and successful co-supervision programs.

Aspects that constitute best practice examples:

- Active use of guest professors from international partner universities in seminars and defense committees.
- Diverse international student body from countries including Israel, Germany, and Egypt.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator
I.P.B.9.1.1

Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

✓ Presentation of the state of facts:

SDEAA's PhD in Marketing programme is centered on learning through scientific investigation, supported by high student publication rates and original research dissemination. The research outcomes are employed in the educational process, contributing to the enhancement of theoretical and methodological knowledge as well as the development of advanced research skills. The main learning outcomes of the programme are:

Knowledge: The graduate of this course within the doctoral program possesses advanced knowledge regarding the epistemological and methodological foundations of the field, understands complex economic and social phenomena, and is capable of critically evaluating existing theories, identifying the limits of current knowledge and opportunities for developing new research directions.

Skills: The graduate is capable of designing and conducting independent research, utilizing complex and interdisciplinary methodologies, formulating original research problems, developing new theories, models, or methodologies, and communicating results through academic writing, publication, and dissemination within national and international scientific communities.

Autonomy and responsibility: The graduate demonstrates intellectual autonomy and scientific responsibility by leading their own research direction, managing complex projects, adhering to the principles of academic ethics and integrity, and capitalizing on research results through innovation, knowledge transfer, and contributions with social and economic impact.

✓ Analysis of the state of facts:

The analysis demonstrates the integration of research-based learning within the structure of the doctoral programme. Investigative learning is integrated into both the advanced training courses and the individual research programs supervised by the guidance committee. Students are assessed on their ability to produce original results that contribute to the theoretical and practical field of marketing. Research activities directly facilitate the attainment of learning outcomes while scientific dissemination efforts enhances academic communication skills and elevates the relevance of the Marketing doctoral programme.

✓ Aspects that constitute best practice examples:

- Integration of research as the core component of doctoral training
- High student engagement in international scientific dissemination activities.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

The outcomes of scientific research activities are disseminated at both national and international levels through article publication in well ranked journals, participation in academic conferences, and involvement in research projects. PhD students and their supervisors consistently contribute to scientific production, with research findings being incorporated into academic activities. Research results are highly visible, through publication of articles in Web of Science-rated journals and journals indexed in other international databases, in conference proceedings and collective volumes, through presentations at scientific conferences, webinars, workshops, as well as through the achievement of 6 international and national academic awards by doctoral students in the field of Marketing between 2021-2025. The four PhD supervisors in the field of Marketing have numerous and valuable publications (more than 30 articles published in Web of Science and/or Scopus -rated journals between 2021-2025). Also, between 2021-2025 the PhD supervisors in the field of Marketing involved the PhD students in the 8 national and international projects they have carried out (as coordinators or members). The visibility of research outcomes is enhanced by the mandatory participation of PhD students in international scientific events and the publication in journals recognized at both national and international levels. These activities are supported through institutional procedures pertaining to the dissemination and valorization of research.

✓ Analysis of the state of facts:

The analysis indicate that the outcomes of scientific investigations contribute to enhancing the academic prominence of the Marketing PhD field of study. Research results are highly visible, with publications in Web of Science-listed journals and multiple international academic awards won by Marketing students. Marketing supervisors maintain strong visibility in highly ranked international journals. These contributions align the program with global academic standards and enhance UAIC's

international prominence. Incorporating research findings into the educational curriculum and doctoral training initiatives further reinforces the research skills of PhD student and aligns Marketing doctoral program with global academic standards.

✓ Aspects that constitute best practice examples:

- Institutional support for the international dissemination of student research results.
- Strong track record of articles published in high-impact international journals by PhD coordinators.

✓ Recommendations

Intensify the support for publication in high impact factor journals and the international research collaboration via research networks to maximize global scientific reach.

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

SDEAA and its doctoral field of Marketing operates based on a comprehensive regulatory framework including institutional regulations governing doctoral studies, admission procedures, doctoral thesis defense procedures, mobility regulations, and other operational norms. These regulations are approved by the University Senate and are periodically updated in accordance with national legislation and recommendations. Moreover, UAIC implements a Quality Management System based on a Quality Manual and managed by the Quality Assessment and Assurance Committee (CEAC), using therefore strategic and operational plans, annual self-evaluation reports and mechanisms for monitoring recommendations.

✓ Analysis of the state of facts

The existence of a clearly defined regulatory framework and periodic revision mechanisms indicates a systematic application of institutional procedures related to doctoral education management and quality assurance. Quality policies are integrated into the strategic and operational plans, ensuring consistent improvements in curricula and teaching activities. Institutional procedures for document control ensure the traceability and updating of all quality-related guidelines. The correlation between self-assessment, strategic planning and improvement measures is adequate.

✓ Aspects that constitute best practice examples

- Quality assurance culture is embedded into the organizational framework via strategic planning.
- Systematic monitoring of learning outcomes using documented procedures.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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

Stakeholders including members of academic community, PhD students, alumni, and representatives of the socio-economic environment participate in consultations regarding regulations and procedures. Their feedback is collected through consultations, meetings and feedback questionnaires.

✓ **Analysis of the state of facts**

The presence of stakeholder participation mechanisms and external members in decision-making structures demonstrates an inclusive governance model supporting quality assurance.

✓ **Aspects that constitute best practice examples**

- Inclusive governance model involving both internal and external stakeholders
- Use of structured annual questionnaires to capture student satisfaction levels

✓ **Recommendations**

Organize formal annual stakeholder consultation processes, particularly involving alumni.

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**

Academic integrity and ethics are ensured through the Ethics Committee of UAIC which operates on the basis of the regulation approved by the University Senate, pursuant to art. 122 of the Higher Education Law no. 199/2023, and acts independently of other structures or persons within the institution, under the terms of the law. UAIC website www.uaic.ro publishes annual reports of the Ethics Committee.

✓ **Analysis of the state of facts**

The existence of an institutional ethics structure with clear legal and regulatory foundations demonstrates compliance with ethical standards in higher education.

Ethics Committee of UAIC ensures that academic work, including PhD theses, complies with the Code of Ethics and Academic Conduct. The zero-case record of Marketing students before the committee reflects high institutional integrity standards.

✓ **Aspects that constitute best practice examples**

- Transparency in ethical oversight through public annual reporting.
- Turnitin anti-plagiarism software across all academic publications.

✓ **Recommendations**

Promote more research integrity workshops on topics such as ethical use of AI in research, to keep the pace with LLM evolution.

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**

Procedures governing the organization and functioning of doctoral studies, program implementation, and monitoring are regulated at institutional level and periodically reviewed according to legislative changes and quality assurance recommendations. At the institutional level, annual self-assessments are taking place and improvement measures are reported.

✓ **Analysis of the state of facts**

Institutional procedures and regular reviews allows a systematic monitoring and a continuous application of improvement mechanisms that supports an increased quality of doctoral activities.

✓ **Aspects that constitute best practice examples**

- Rigor in complying with institutional regulations, procedures, and internal rules.
- Transparency and consistency in program management institutional-wide.

✓ **Recommendations**

At this stage, the evaluation panel does not consider additional recommendations necessary.

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**

- ✓ Community members and external stakeholders are involved in the program review process through governance structures like CEAC SDEAA. CEAC members, faculty-level quality assurance committees, CSUD, SDEAA director, SDEAA Council and doctoral student representatives are involved in monitoring and implementing quality procedures.

Analysis of the state of facts

The involvement of internal and external stakeholders in governance structures supports participatory quality management. Participation ensures that educational programs remain relevant to real-world socio-economic challenges.

Aspects that constitute best practice examples –

- Participation of PhD students in the quality structures of SDEAA
- Active involvement of external stakeholders in the monitoring and review cycles.

✓ **Recommendations**

At this stage, the evaluation panel does not consider additional recommendations necessary.

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.	
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Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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✓ **Presentation of the state of facts**

The evaluation of teaching staff by PhD students is institutionally regulated, and doctoral coordinators in the field of Marketing are evaluated through the annual student satisfaction questionnaires, through the progress reports that comprise a section for providing feedback regarding scientific collaboration with the PhD coordinator.

✓ **Analysis of the state of facts**

Evaluation mechanisms allow direct feedback of PhD students to be collected and used to monitor the quality of PhD supervision.

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

- Existence of structured student feedback mechanisms for the evaluation of teaching activities
- Use of student evaluations as a basis for enhancing the quality of teaching and learning processes

✓ **Recommendations**

At this stage, the evaluation panel does not consider additional recommendations necessary.

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

UAIC uses institutional information systems and databases supporting management and quality assurance processes. These systems collect relevant data related to education, research, and administration via integrated IT systems like eSIMS and specialized databases for student, scholarship, and graduation tracking.

✓ Analysis of the state of facts

The use of digital platforms and institutional databases supports systematic monitoring of academic activities and quality indicators.

✓ Aspects that constitute best practice examples

- Integrated IT tools accessible to both students and staff.
- Centralized technical assistance provided by the Digital Communications and IT Department

✓ Recommendations

Ensure the permanent development of information systems to keep pace with rapid technological advancements.

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

Public information regarding admission, curricula, study program, regulations, procedures, and institutional documents are published on the UAIC website www.uaic.ro and SDEAA website <https://doctorat.feaa.uaic.ro>, ensuring transparency and access to information for all stakeholders.

✓ Analysis of the state of facts

The availability of institutional documentation and information through official channels demonstrates compliance with transparency requirements.

✓ Aspects that constitute best practice examples

- Centralized document organization facilitating easy stakeholder access to information of public interest.
- Maintaining high levels of transparency as a permanent priority for the doctoral school.

✓ Recommendations

Ensure that all newly approved decision-making criteria are updated on the website in real-time.

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

Decision-making processes are conducted through formal governance structures such as the University Senate, the Board of Administration, and the Doctoral School Council. Regulations and decisions are publicly available. Also, UAIC publishes information on admission criteria, study contract, regulations on student activity, ECTS system, completion methodologies, University Charter, code of ethics, quality documents, activity reports, evaluation reports and self-evaluation reports.

✓ **Analysis of the state of facts**

The governance framework ensures transparency, participation, and accountability in institutional decision-making.

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

- Conducting decision-making processes through formal governance structures, with publicly available regulations and decisions, ensuring institutional transparency
- Ensuring a governance framework characterized by transparency, participation, and accountability in institutional decision-making

✓ **Recommendations**

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

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

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

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

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

SDEAA and UAIC carry out the procedures related to the external quality assessment, with the support of the administrative structures dedicated to quality assurance and CEAC. According to the presentation of the actual situation, the doctoral field of Marketing participates in the external quality evaluation process organized by ARACIS. The internal evaluation report itself was prepared for maintaining accreditation.

✓ **Analysis of the state of facts**

Participation in the national quality assurance framework demonstrates compliance with external evaluation requirements.

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

- Active participation in national external quality assurance processes (ARACIS), supporting the continuous maintenance of accreditation
- Alignment with external evaluation requirements through the systematic preparation of internal evaluation reports

✓ **Recommendations**

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

IV. SWOT Analysis

Strengths:		Weaknesses:
Area A. Institutional Capacity ✓ Integration within a university with strong reputation, offering diverse academic infrastructure and resources ✓ Academic staff with recognized expertise in marketing and interdisciplinary research based on highly relevant publications ✓ Experienced academic staff within national and international research projects as well as projects carried out with the business community. ✓ A high number of international PhD graduates, and international PhD students. Area B. Educational Effectiveness ✓ Well-structured doctoral curriculum, with emphasis on empirical research and interdisciplinary approaches ✓ UAIC involvement in the Doctoral Studies working	INTERNAL FACTORS 	Area A. Institutional Capacity ✓ Limited number of research projects in partnership with local business representatives ✓ Lack of institutional grants dedicated exclusively to doctoral research. Area B. Educational Effectiveness ✓ Limited number of doctoral coordinators in Marketing affiliated at SDEAA (4 PhD coordinators).

group of Coimbra Group of Universities - the oldest association of universities in the EU. ✓ Extensive opportunities to participate in international projects, international cooperation networks, Erasmus+ mobility programmes, conferences, workshops. ✓ High level of programme completion rate among PhD students in Marketing field. ✓ High level of success rate in disseminating PhD students' research results through international conferences and publications indexed in WOS and other well known BDI. Area C. Quality Management ✓ Implementation of an internal quality assurance system within UAIC with clear procedures for doctoral studies. ✓ Procedural transparency and online access to information, guidelines and documents. ✓ Standardized process for admission, annual evaluation and thesis defence.		✓ A high number of doctoral students do not make full use of the funding available for participation in training internships or international conferences. ✓ Significant differences among doctoral candidates in terms of prior academic training. Area C. Quality Management ✓ Certain bureaucratic procedures may be perceived as rigid or time- consuming. ✓ Occasional insufficient monitoring of actual research progress, relying more on formal reporting than on research performance. ✓ Incomplete digitalization of administrative processes (approvals, document submission, institutional communication).
SWOT analysis		
Opportunities: Area A. Institutional Capacity ✓ Opportunities to access EU grants to expand digital capabilities, institutional research, and internationalization. ✓ UAIC's participation in EC2U - European Campus of City Universities alliance - allows PhD coordinators and students to participate in experience exchanges that might improve the quality of doctoral training and research. ✓ Awareness at EU and national level of the need for interdisciplinarity and cross-sectoral collaboration, leading to the emergence of interdisciplinary and inter-branch research projects ✓ Slightly increasing openness of the Iasi economic environment to support collaborative activities at the doctoral level Area B. Educational Effectiveness ✓ Increasing demand for interdisciplinarity and specialists in data analytics - areas that can promoted in doctoral research themes. ✓ Development of online platforms and open-source educational resources for methodological training. ✓ Visible scientific participation and membership in relevant academic networks.	 EXTERNAL FACTORS	Threats: Area A. Institutional Capacity ✓ Underfunding of higher education in general, and doctoral education in particular, relative to specific needs — especially access to secondary databases available only for a fee, or expensive specialized software ✓ General deterioration of the atmosphere in the field of university education in the EU and worldwide, given the economic crises, wars, and political interventions ✓ Demographic decline in Romania. ✓ Decreasing interest in academic careers among younger generations. Area B. Educational Effectiveness ✓ Financial constraints delaying graduation: PhD students balancing full-time work alongside their research increased timelines for completing their doctorates. ✓ Shifting macroeconomic trends may diminish the applied value and occupational relevance of specific doctoral research topics. ✓ Potential constraints on mobility, international travel

Area C. Quality Management ✓ The Adoption of end-to-end digital infrastructure to improve administrative efficiency and student tracking throughout the PhD lifecycle. ✓ Expansion of external evaluation practices and international benchmarking to improve quality standards. ✓ operationalization of the methodology regarding the European Doctorate at UAIC;		and collaboration risk decoupling the program from global research trends, Area C. Quality Management ✓ Increased volatility of legislation, with frequent changes that raise issues of predictability ✓ Risk of non-compliance with international standards if the process for updating criteria is not continuous. ✓ Recent high-profile ethical violations in PhD research at the national level have damaged public's perception of PhD programs, which may affect the institution's image in the absence of strict monitoring mechanisms.
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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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Upgrade specialized data-bases research equipment within laboratories and study rooms to stay at the technological forefront.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	At this stage evaluation panel does not consider additional recommendations necessary.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Regularly update the curriculum to incorporate evolving global marketing research trends.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Diversify international partnerships to increase the variety of programs available.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Expand digital training workshops to ensure doctoral students maximize the use of specialized databases.
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	Systematically review the outcomes to maintain consistency.
16.	I.P.B.5.1.2 Achievement of learning outcomes is checked in ongoing examinations and study completion exams.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Intensify the support for publication in high impact factor journals and the international research collaboration via research networks to maximize global scientific reach.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	Organize formal annual stakeholder consultation processes, particularly involving alumni.
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	Promote more research integrity workshops on topics such as ethical use of AI in research, to keep the pace with LLM evolution.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in procedure implementation process.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Ensure the permanent development of information systems to keep pace with rapid technological advancements.
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	Ensure that all newly approved decision-making criteria are updated on the website in real-time.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	At this stage, the evaluation panel does not consider additional recommendations necessary.
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	At this stage, the evaluation panel does not consider additional recommendations necessary.

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

Overall, the evaluation findings confirm that **Doctoral Studies Domain in Marketing** within Doctoral School of Economics And Business Administration of Alexandru Ioan Cuza University of Iasi (SDEAA UAIC) demonstrates a strong and well-consolidated institutional capacity. **DOMAIN A – Institutional capacity** highlights a robust organizational framework, adequate administrative support, and access to high-quality research infrastructure and international databases. The institutional environment is conducive to advanced research, ensuring that doctoral students benefit from both academic rigor and operational efficiency.

With regard to **DOMAIN B – Educational Efficacy**, the analysis indicates that the doctoral programs are coherently structured, relevant, and aligned with current developments in the field of Marketing. The curriculum design, supervision process, and research outcomes reflect a high level of academic quality and relevance. Doctoral students are actively engaged in scientific research, participate in national and international conferences, and are supported in publishing in recognized journals, contributing to their professional and academic development.

DOMAIN C – Quality Management further confirms the existence of a functional and transparent quality assurance system. The mechanisms for monitoring academic progress, ensuring ethical standards, and collecting feedback from students and stakeholders are consistently applied and continuously improved. The institution demonstrates a strong commitment to maintaining and enhancing quality standards, in line with national and international best practices.

In conclusion, considering that all evaluated criteria and performance indicators are fully met, the evaluation panel recommends the **maintenance of accreditation for the Doctoral Studies Domain in Marketing** within Doctoral School of Economics and Business Administration of Alexandru Ioan Cuza University of Iasi. The assessed program reflects a mature, high-performing academic environment, with clear potential for continued development and increased international visibility.

VII. Annexes

- *the schedule of the on-site visit*
- *the minutes of the visit*

Prof. univ. dr. Adrian MICU