

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	"Alexandru Ioan Cuza" University of Iași (UAIC)
Doctoral School:	Doctoral School of Economics and Business Administration (SDEAA)
Doctoral Domain:	International Economics and Business
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. univ. dr. NASTASE Carmen Eugenia	Expert evaluator	
2.	Prof. univ. dr. HĂMURARU Maria	International Expert	
3.	DINCĂ Laurențiu - Gabriel	PhD Student Evaluator	

I. Introduction

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

This External Evaluation Report (EER) has been drafted by the external evaluation panel appointed by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), within the procedure for maintaining accreditation of the Doctoral Study Domain Economics and International Business, organised by the "Alexandru Ioan Cuza" University of Iași (UAIC) through the Doctoral School of Economics and Business Administration (SDEAA). The evaluation covered the reference period 2021-2025 and was carried out on the basis of the Internal Evaluation Report (IER) drafted by the team comprising the active doctoral supervisors in the domain (Prof. Dr. habil. Liviu-George Maha, Prof. Dr. habil. Gabriela-Carmen Pascariu, Assoc. Prof. Dr. habil. Adrian Vasile Horodnic), together with the documents and annexes made available to the Panel.

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

The "Alexandru Ioan Cuza" University of Iași, established in 1860, is one of the oldest and most prestigious higher education institutions in Romania, comprising 15 faculties and 14 doctoral schools, with over 25,000 students and collaborations with more than 650 universities from over 70 countries. UAIC obtained the rating of "High Degree of Trust" in the institutional ARACIS evaluations of 2009, 2015 and 2021, while IOSUD-UAIC obtained the rating "Maintaining Accreditation" following the external evaluation of 2021 (ARACIS Decision of 25.11.2021, Ministerial Order no. 5,838/2021).

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

The doctoral domain International Economics and Business operates within SDEAA — the largest of UAIC's 14 doctoral schools — and has a tradition of over three decades, having started at the Faculty of Economics and Business Administration (FEAA) in 1990.

The mission adopted by the members of the Doctoral School of Economics and Business Administration in the International Economics and Business doctoral field is subordinated to that of DSEBA, i.e. to provide a rigorous and supportive research environment enabling PhD students' professional and intellectual development and to contribute to the overall progress of society.

The vision is to become an advanced research landmark in the field of International Economics and Business for the social, economic and academic environment by offering high quality university education, at the doctoral level, defined by the knowledge and values transmitted, respectively by the skills formed, so as to contribute to the professional and personal development of graduates, as well as to the economic, social and philosophical development of the institutions, structures and entities in which graduates will work.

Within the DSEBA, during the evaluated period, 4 doctoral supervisors in the field of International Economics and Business carried out their activity, one of whom is retired, no longer coordinating new doctoral students, but only completed the coordination and guidance activities in which he was involved. The other 3 supervisors meet the minimum CNATDCU standards in force at the time of submitting the self-evaluation file, necessary and mandatory for obtaining the habilitation certificate.

The number of doctoral students enrolled in the first year of doctoral field International Economics and Business over the last five years was 22, with the following evolution: 8 doctoral students in

the academic year 2021–2022, 6 doctoral students in 2022–2023, 2 doctoral students in 2023–2024, 4 doctoral students in 2024–2025, and 2 doctoral students in 2025–2026. There are some international students from Palestina, China, under prof dr. Liviu Maha.

Since the last external evaluation (2021), the domain has continued to operate with a small but high-performing core of doctoral supervisors, recording scientific activity, internationalisation and doctoral training that are continuously consolidating.

II. Methods used

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

The Panel analysed the Internal Evaluation Report (IER) and its annexes (Annexes 1-10), the regulations and methodologies of UAIC, FEAA and SDEAA, the decisions of the University Senate, the curricula and discipline syllabi, the CVs and publication lists of the doctoral supervisors, the statistical data on admission, enrolment, withdrawals and study completion, as well as previous ARACIS external evaluation reports.

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

The Panel held meetings with the IOSUD-UAIC leadership, the SDEAA leadership, the doctoral supervisors in the evaluated domain, doctoral students from different years of study, and the administrative staff of the Doctoral School, and inspected the teaching and research infrastructure (Building I, Rectorate, the doctoral students' study room, the faculty library).

The IER and its annexes were analysed: Annex - the CVs of the doctoral supervisors; Annex - the sheets on the fulfilment of the habilitation standards; Annex - the list of research projects; Annex - the results of the Doctoral Students' Satisfaction Questionnaire for the academic year 2024-2025; Annex - the Erasmus mobilities of the coordinators and doctoral students in the period 2021-2025; Annex - the 2026-2030 curriculum. The UAIC/IOSUD/SDEAA regulations, the course sheets, the documents regarding quality, the situations regarding the publications, the defended theses, the projects, the mobilities, the library resources and the public information available on the institutional portals were also taken into account (<https://doctorat.feaa.uaic.ro/Pages/Home.aspx>, <https://www.uaic.ro/studii/studii-universitare-de-doctorat/>).

The on-site visit allowed the direct verification of the data presented in the file. The following were visited: Rectorate Building, Building I, Lecture Hall, the Google Room, the research laboratories, the “Mihai Eminescu” Central University Library and the FEAA Library. During the meetings, discussions took place with the representatives of the management of the organisational component, the team that produced the IER, the teaching staff involved in the activities of the DSUD International Economics and Business, the doctoral students, the graduates, the employers, the heads of the research centres and laboratories, the representatives of the CEAC and of the quality assurance structures, as well as the members of the University Ethics Committee.

Building I, Lecture Hall, the Google Room, the research laboratories, the “Mihai Eminescu” Central University Library and the FEAA Library, the dormitory, the canteen were visited. The debates were attended by the representatives of the management of the organisational component, the team that drafted the internal evaluation report (IER), the teaching staff involved in the activities of the DSUD, the doctoral students of the International Economics and Business DSUD, graduates of the DSUD, employers of the DSUD graduates, the heads of the research centres/laboratories, representatives of the management of the organisational component/the contact person/representatives of the CEAC/representatives of the organisational structures in the field of quality assurance, members of the University Ethics Commission, representatives of the organisational structures in the field of quality assurance.

In addition to the documentary analysis and the institutional visit, the evaluation process included the correlation of the information from the IER with the annexes, the examination of the performance indicators regarding human resources, the curriculum, research, internationalisation and quality management, as well as the verification of the manner in which the institutional procedures are applied in the organisation of the International Economics and Business Doctoral domain. The evaluation takes into account the regulatory framework applicable to doctoral studies and to the external evaluation of quality in higher education, mainly Higher Education Law no. 199/2023, the Framework Regulation on doctoral university studies approved by OME no. 3020/2024, the External Evaluation Methodology approved by GD no. 962/2024, the ARACIS Guide for the procedures regarding the doctoral domains and the specific quality Standards for the doctoral university study domains approved by Decision of the ARACIS Council no. 143/H/05.06.2025. OME no. 3693/2024 is taken into account strictly for the matter of admission, and OME no. 3018/2025 for the national minimum standards necessary and mandatory for the conferral of the doctoral diploma, with the temporal application provided by the order.

- Other relevant methods or aspects.

The Panel correlated its findings with the ARACIS standards and performance indicators applicable to the procedure for maintaining accreditation, as well as with the recommendations formulated within the previous external evaluation (2021), and verified their implementation status.

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

DOMAIN A. Institutional capacity

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

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

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

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

The International Economics and Business doctoral domain is organised within the IOSUD-UAIC structure → CSUD → Doctoral School of Economics and Business Administration (SDEAA), the latter functioning as a distinct department of FEAA, with its own regulation approved through Senate Decision no. 8/27.11.2025. SDEAA is led by a Council (CSD) consisting of the director, 6 doctoral supervisors, 3 personalities from the country and abroad, and 3 doctoral student representatives. Activities are carried out based on the Institutional Regulation on Doctoral Studies (Senate Decision no. 13/18.09.2025), the UAIC Charter, and a set of periodically reviewed procedures and methodologies (admission, professional activity, study completion), in accordance with applicable legislation (Law 199/2023, Ministerial Order 3020/2024).

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

The Panel reviewed the documents made available (regulations, Senate decisions, organisational charts, minutes) and found a functional management system, with clearly defined governance structures and a recently updated regulatory framework (2025). The composition and mandate of the governing bodies (CSUD, Doctoral School Council) were assessed, as well as the conduct of the elections for these structures during the reference period. The Panel considers that the revision of institutional documents is not formal but reflects a consistent institutional practice of regulatory updating, correlated with recent legislative changes (Law 199/2023).

✓ **Aspects that constitute best practice examples**

The recent and coherent update of the institutional regulatory framework (Institutional Regulation on Doctoral Studies — September 2025; SDEAA Regulation — November 2025), reflecting the institution's capacity for rapid adaptation to new legislation.

✓ **Recommendations**

The indicator is: FULFILLED.

Standard S.A.1.2. Stakeholder engagement

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

**Indicator
I.P.A.1.2.1**

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

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

The academic community is consulted in the process of drafting and revising regulations (UAIC Charter, the University Code of Student Rights and Obligations, SDEAA regulations) through notifications and consultations at department and specialised committee level. Doctoral students may attend Doctoral School Council meetings as guests, and representatives of the socio-economic environment are asked to provide feedback on the relevance of the academic offer.

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

The Panel analysed the described decision-making path (Doctoral School Director → Doctoral School Council → CSUD Director → Senate) and found formal channels for consulting internal and external stakeholders. The mechanisms through which doctoral students' opinions are collected (questionnaires, representation on the Doctoral School Council) were also assessed, revealing a consistent institutional consultation practice, although the degree of formalisation of feedback from the business environment remains less documented than that of internal consultation.

✓ **Aspects that constitute best practice examples**

Organizational culture based on consultation and consensus.

Systematic integration of feedback into final documents.

Permanent alignment with the legislative framework and ARACIS standards.

✓ **Recommendations**

Formalising an annual dedicated procedure for consulting employers and graduates of the International Economics and Business domain, with public reporting on how their proposals were integrated.

The indicator is: FULFILLED.

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

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

Standard S.A.2.1. Material resources

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

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

SDEAA has its own premises (Building R, Lăpuşneanu Street no. 14), individual study offices/rooms equipped with 10 desktop systems, laptops and multifunctional printers, a 50-seat lecture hall and two further classrooms with modern equipment, as well as a mini-library for doctoral students. Access to scientific resources is ensured through the ANELIS Plus subscription (Web of Science, Scopus, ScienceDirect, MathSciNet, Reaxys, etc.) and, since June 2025, through the LSEG Workspace platform. UAIC allocates RON 3,000/year/doctoral student for participation in scientific events.

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

The Panel assessed the physical and digital infrastructure made available to doctoral students in the International Economics and Business domain and found it adequate for the specifics of predominantly theoretical-empirical research in economic sciences, providing access to prestigious international databases and modern documentation resources. The financial mechanisms supporting research activity (allocations for mobilities and conferences) were also analysed, revealing a genuine diversification of funding sources for doctoral students, beyond the basic doctoral grant.

✓ **Aspects that constitute best practice examples**

Institutional access, through the 2023 ANELIS Plus contract, to a broad portfolio of top international databases (Clarivate WoS, Scopus, REAXYS, ScienceDirect Freedom Collection), supplemented since 2025 by access to the LSEG Workspace platform, which constitutes a resource above the usual standard for a doctoral domain in economic sciences.

✓ **Recommendations**

The indicator is: FULFILLED.

Standard S.A.2.2. Management of material resources

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

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

Investments in material resources and research infrastructure are financed through grants, own revenues and other sources, and are reported annually in the Rector's Report (with a dedicated section on investments, since 2024). The development of material resources is set out in the 2025 Institutional Development Operational Plan and in the 2024-2029 Multiannual Strategic Plan.

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

The Panel analysed the annual investment reporting mechanism (Rector's Report) and the multiannual strategic planning, finding an institutional process for monitoring and planning the maintenance and development of material resources. The assessment was carried out at the level of centralised institutional management, since SDEAA does not directly administer a separate estate but uses the FEAA/UAIC infrastructure.

- ✓ Aspects that constitute best practice examples

Dedicated spaces for management, doctoral students and courses, equipped with modern technology

Infrastructure accessible to people with disabilities (ramps, elevator, adapted bathrooms, special parking spaces).

- ✓ Recommendations

The indicator is: **FULFILLED.**

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

Standard S.A.3.1. Human resources

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

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

The International Economics and Business doctoral domain has 4 doctoral supervisors, 3 of whom are active (Prof. Dr. Gabriela Carmen Pascariu, Prof. Dr. habil. Liviu-George Maha, Assoc. Prof. Dr. habil. Adrian Vasile Horodnic), all meeting the CNATDCU minimum standards, with total scores (S) ranging between 43.14 and 77.45 — substantially above the minimum required for habilitation. Over the last 5 years, the three have published 22 articles in red- and yellow-zone journals, with a cumulative total of over 350 Web of Science citations. The total number of doctoral supervisors affiliated with SDEAA increased from 51 to 59 active supervisors during the evaluated period.

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

The Panel reviewed the list of doctoral supervisors, their CVs and publication lists (Annex 3), as well as the scores related to the minimum standards (Annexes 2 and 4), finding that the core human resource of the domain is numerically limited (3 active supervisors for an annual intake of 2-8 doctoral students) but of high scientific quality, with publication and citation performance well above the minimum requirements. The international visibility (membership of editorial and scientific committees, European research projects — Jean Monnet, SHARE-ERIC, PCCF) and the involvement of associated researchers (Senior Researcher Dr. Ramona Țigănașu, Senior Researcher Dr. Cristian Încălțărău) were also assessed as premises for expanding the supervisor base.

- ✓ Aspects that constitute best practice examples

The scientific performance of the three active doctoral supervisors, who significantly exceed the CNATDCU minimum standards (scores of 43-77 against the regulated minimum) and have solid

international visibility (members of ISI/Scopus editorial committees, coordinators/members of Horizon, Jean Monnet and SHARE-ERIC projects). High standard of teaching and research process within DSUD EAI, standard that evolves positively from year to year.

Recognition of the value of the doctoral school and the full integration of doctoral students into the international scientific community.

✓ **Recommendations**

Genuinely diversifying and expanding the number of habilitated doctoral supervisors in the International Economics and Business domain, capitalising on researchers with habilitation potential already involved in supervising doctoral students (Senior Researcher Dr. Ramona Țigănașu, Senior Researcher Dr. Cristian Încălțărău), in order to reduce the concentration of supervision among a small number of individuals.

The indicator is: FULFILLED.

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

UAIC has a coherent institutional framework for continuing training: the Methodology for Promotion in the Academic Career (2024), the Centre for Personal Development and Professional Training, and the status of "HR Excellence in Research" obtained in 2014 and maintained since, following adherence to the European Charter for Researchers. The doctoral supervisors affiliated with the evaluated domain carried out 32 mobilities during 2021-2025 (Annex 5).

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

The Panel assessed the evidence of professional development of staff affiliated with the domain (mobilities, conference participation, involvement in European research projects) and found a high and consistent level of continuing development activity, institutionally supported by the European "HR Excellence in Research" logo, which confirms alignment of UAIC's human resources policies with the European Charter and Code for Researchers.

✓ **Aspects that constitute best practice examples**

The continued holding of the European "HR Excellence in Research" distinction (obtained in 2014), attesting to UAIC's ongoing alignment of its researcher career development policies with European Commission standards.

Participation in international conferences, publication in indexed journals and involvement in editorial teams facilitate the dissemination of research results, academic collaboration and the strengthening of the reputation of DSUD International and Economic Business at national and international levels.

✓ **Recommendations**

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

The recruitment of teaching and research staff is ensured by the Human Resources and Professional Development Department, based on the national framework methodology and on UAIC's competition methodology (updated in 2025), with information on vacant posts and competition results published on the institutional website.

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

The Panel reviewed the competition methodology and found the procedures to comply with the legal framework (Law 199/2023) and with the transparency requirement, recruitment information being publicly available. No procedures specific to the International Economics and Business domain that differ from the general institutional framework were identified, which is to be expected for this type of procedure.

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

The procedures for filling positions and affiliation of doctoral supervisors comply with the legislation in force

The affiliation of doctoral supervisors is carried out through transparent procedures, involving multiple successive approvals, at levels of competence (SDC Council, CSUD, Board of Directors, Senate), which confers legitimacy to decisions and strengthens academic governance.

- ✓ [Recommendations](#)

The indicator is: FULFILLED.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

The management of doctoral students' academic records is carried out through the eSIMS platform, integrated with the Unique Student Register (FDI projects coordinated by Prof. Dr. habil. Liviu-George Maha in 2016-2017). The originality of theses is verified through the Turnitin platform. The PNRR eUAIC project is currently developing integrated applications for the institutional portal and academic records management.

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

The Panel found a consistent level of digitalisation of the administrative processes pertaining to the doctoral pathway (enrolment, credit records, originality checks), supported by a relevant institutional history of digitalisation projects (Unique Student Register) and by ongoing projects (eUAIC, PNRR) that will further extend the digitalisation of administrative workflows.

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

The integration of the doctoral student records into the institutional IT systems reduces the risk of data inconsistency and facilitates the auditing of the academic flows.

- ✓ [Recommendations](#)

Completing and extending the integration between the eSIMS platform and the doctoral file management tools (annual reports, supervision committees), in order to further reduce the manual administrative workload, in line with the objectives of the ongoing eUAIC project.

Digitalization of the process for internal circuits of the document.

The indicator is: **FULFILLED**.

Criterion B.1. Content and relevance of study programmes

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

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

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

The doctoral programme is structured according to EQF/NQF level 8 (Ministerial Order 3020/2024) and comprises an advanced university studies training programme (30 ECTS, one semester) and an individual scientific research programme, totalling 240 credits over the entire doctoral cycle, with one credit equivalent to 25 hours of activity. The curriculum includes compulsory disciplines (80 hours) and elective disciplines (60 hours), including Ethics and Academic Integrity, Epistemology, Academic Writing I/II, and Research Methodology.

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

The Panel reviewed the curriculum and the discipline syllabus and found a rigorous structure, correlated with the European transferable credit system and with the requirements of EQF level 8. In particular, the balance between methodological training and individual research components was assessed, finding a proportion appropriate to the doctoral specificity (predominance of individual research, underpinned by a solid methodological foundation provided through the compulsory disciplines).

The structure of the doctoral programs ensures coherence between learning outcomes, training activities and research. The use of ECTS credits, the existence of updated course documentation and the Individual Doctoral Plan support transparency and monitoring of doctoral training.

- ✓ Aspects that constitute best practice examples
IOSUD-UAIC has created mechanisms to ensure that the training program based on advanced university studies, related to the field of International Economics and Business, aims at "learning outcomes", specifying the competencies, skills and attitudes that doctoral students should acquire after completing each discipline or through research activities.

- ✓ Recommendations

The indicator is: **FULFILLED**.

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

* The term "programmes" concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term "programme" shall be used hereinafter.

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The curriculum explicitly defines specific professional competences (advanced research in Economics and International Business, research project management, scientific writing) and transversal competences (scientific communication, digital and AI competences, career management, critical thinking, intellectual property), correlated with learning outcomes structured around knowledge, skills and responsibility/autonomy, in line with Ministerial Order 3020/2024.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The Panel reviewed the competence and learning outcomes matrix presented in the IER and found a clear and operational formulation, appropriate for a level 8 qualification. The compulsory discipline Ethics and Academic Integrity, supplemented by ethics modules integrated transversally into other disciplines (Epistemology, Research Methodology, Academic Writing), ensures solid coverage of the deontological dimension of the intended competences.
- ✓ **Aspects that constitute best practice examples**
The reference to ESCO and to level 8 CNC/EQF contributes to making the qualification compatible with the European benchmarks and to clarifying the graduate's profile.
- ✓ **Recommendations**

The indicator is: FULFILLED.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The curriculum allows for personalisation of the pathway through elective disciplines (Advanced Research in EIB, Categorical Data Analysis, Data Management, Visualisation and Analysis using R, Mixed Methods Research, etc.), and teaching methods are predominantly interactive (critical analysis of articles, case studies, individual projects, debates). The teaching of compulsory and elective disciplines specific to the domain is provided directly by doctoral supervisors (Prof. Dr. habil. Liviu-George Maha, Assoc. Prof. Dr. habil. Adrian Vasile Horodnic).
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The programme combines a strong methodological core with specialised elective courses, supported by interactive, research-oriented teaching methods and outcome-based assessment. Doctoral students are actively engaged in independent research, critical thinking and academic

development, while teaching is delivered predominantly by experienced professors, associate professors and doctoral supervisors, ensuring a high-quality learning environment.

The Panel reviewed the discipline syllabi and the manner of personalising the doctoral pathway and found consistent implementation of the principles of student-centred learning, supported by the direct involvement of doctoral supervisors in teaching the specialised disciplines, which ensures coherence between methodological training and each doctoral student's research topic.

✓ **Aspects that constitute best practice examples**

The doctoral programme in International Economics and Business is fully aligned with the student-centred learning approach, offering a flexible curriculum that allows doctoral candidates to personalise their study path according to their research interests.

The guidance and academic integrity committee provides individualised support and integrates the ethics component into the doctoral journey.

✓ **Recommendations**

The indicator is: FULFILLED.

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

Doctoral students in International Economics and Business actively participate in international research mobilities, conferences and scientific events at prestigious European universities and academic institutions. These opportunities are complemented by virtual training, workshops and webinars provided by leading academic publishers and research organizations, strengthening doctoral students' research competences, international collaboration, academic visibility and integration into the international scientific community.

During 2021-2025, 13 in-person mobilities of doctoral students from the evaluated domain were recorded (Paris, Athens, Vilnius, Aberystwyth, Prague, Sofia, etc.), supplemented by virtual mobilities and training (Springer Nature, Wiley, Clarivate) and by training programmes in university pedagogy (UNIQUALITAS) and the use of scientific databases.

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

The Panel reviewed the nominal list of mobilities (Table 13 of the IER) and found a steady and relevant volume of in-person and virtual mobilities throughout the evaluated period, with an increasing concentration in 2024-2025, indicating an intensifying trend in the internationalisation of the doctoral pathway, supported by Erasmus+ programmes and academic networks (Coimbra Group).

✓ **Aspects that constitute best practice examples**

The consistent participation in international scientific events and the existence of the framework for the European Doctorate consolidate the visibility of the International Economics and Business domain.

✓ **Recommendations**

Maintaining the efforts regarding the extension of the doctoral students' participation in the Erasmus+ programmes, in the BIP programmes and in the virtual exchanges.

The indicator is: FULFILLED.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
Equitable access is regulated through the UAIC Charter, the University Code of Student Rights and Obligations (CUDOS) and UAIC's Gender Equality Plan (2022-2025 and 2026-2030, respectively). Doctoral students benefit from equal access to scientific databases and to LSEG/Refinitiv, while the individual research pathway is negotiated between the doctoral student and the supervisor and endorsed by the Doctoral School Council.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The Panel assessed the regulatory framework for equity (CUDOS, Gender Equality Plans) and the manner of individualising the doctoral pathway (Doctoral Studies Contract) and found functional mechanisms for adapting the pathway to individual needs, without identifying indications of inequitable treatment within the evaluated domain.
- ✓ Aspects that constitute best practice examples
The integration of academic ethics and integrity into doctoral training supports a culture of equity and academic responsibility.
- ✓ Recommendations

The indicator is: **FULFILLED.**

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
Doctoral students have access to the Central University Library, the faculty libraries, the Moodle, Microsoft Teams and Microsoft 365 platforms, as well as to the services of the Learning Centre, the Learn & Connect Centre and the Student and Alumni Support Service (academic, professional and psychological counselling). The infrastructure is equipped with ramps, lifts and adapted signage for persons with disabilities.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The Panel reviewed the range of resources and support services available to doctoral students and found adequate coverage of advanced research needs (digital access, specialised counselling), as

well as concrete physical accessibility measures for persons with disabilities, without identifying significant deficiencies at the level of the evaluated domain.

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

The financing of participation in conferences with 3,000 lei/year/doctoral student, the existence of the ME and UAIC doctoral scholarships and the access to international databases are important elements for developing research competences and increasing scientific visibility.

✓ [Recommendations](#)

The indicator is: **FULFILLED.**

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

Learning outcomes are explicitly formulated in the discipline syllabi, correlated with the competences set out in Ministerial Order 3020/2024, and are periodically reviewed at Doctoral School level based on feedback from doctoral students (satisfaction questionnaire, Annex 7) and on reports from doctoral supervisors.

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

The Panel reviewed the discipline syllabi and the mechanism for periodically reviewing learning outcomes, finding a clear formulation, consistent with level 8 qualification requirements and supported by a structured feedback process that allows content to be adjusted based on findings regarding doctoral student satisfaction.

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

The publication of the course syllabi and the integration of the learning outcomes into the curricular documents increase the transparency of the doctoral journey.

The transparency of evaluation requirements, covering written examinations, scientific publications and conference participation, reflecting a multi-dimensional assessment framework aligned with international doctoral standards.

✓ [Recommendations](#)

The indicator is: **FULFILLED.**

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

Ongoing assessment includes examinations, colloquia and evaluations by the Supervision and Academic Integrity Committee, while final assessment consists of the examination of the thesis by the Doctoral Committee and its public defence, in accordance with Ministerial Orders 7479/2024 and 3020/2024. Over the past 5 years, 8 doctoral students from the evaluated domain have publicly defended their doctoral theses.

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

The Panel reviewed the formative and summative assessment mechanisms described, as well as the completion trajectory (Table 9 of the IER), finding a structured, transparent assessment procedure, compliant with the regulatory framework and capable of producing actual thesis completions in the evaluated domain throughout the reference period.

- ✓ Aspects that constitute best practice examples

The progress reports and the monitoring by the guidance committee provide a coherent mechanism for the periodic verification of the learning outcomes obtained through doctoral research.

A doctoral completion process structured in logical and regulated steps, with institutional plagiarism checking and mandatory public pre-defence — concrete guarantees of the quality and integrity of doctoral theses

- ✓ Recommendations

The indicator is: **FULFILLED**.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

Admission is carried out in accordance with Ministerial Order no. 3693/2024 and the IOSUD-UAIC Admission Regulation, with public information on the calendar, selection criteria, committees and research topics proposed by doctoral supervisors. During 2021-2026, the number of candidates registered for the evaluated domain ranged between 2 and 8 per year, with a high admission rate.

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

The Panel reviewed the admission methodology and the nominal list of candidates (Table 4 of the IER) and found a standardised, transparent procedure, consistently carried out at each annual admission session, with prompt publication of relevant information.

- ✓ Aspects that constitute best practice examples

The admission procedures are public, predictable and applied at SDEAA level, with rules accessible to candidates. The publication of the complete set of admission documents on the SDEAA portal (<https://doctorat.feaa.uaic.ro/admitere/Pages/default.aspx>), regulations, registration form, fees, admission criteria, list of supervisors, research topics, methodologies for Romanians from everywhere, number of funded places and interview schedule, ensures the transparency and the equality of access to information.

The annual publication of the methodology, calendar, topics and available places ensures the transparency of access to doctoral studies.

- ✓ Recommendations

The admission portal in English for international candidates

The indicator is: **FULFILLED**.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The admission methodology includes distinct provisions for Romanians living abroad, foreign citizens from third countries, and other special categories of candidates (Roma), as well as measures for adapting the academic pathway for candidates with special educational needs or disabilities.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The Panel reviewed the specific provisions of the 2025-2026 Admission Regulation regarding equity and vulnerable groups and found concrete and differentiated measures in place, applicable also within the evaluated domain, given the unitary institutional character of the doctoral admission methodology. The procedural framework ensures transparent and non-discriminatory access to doctoral studies. The publication of the admission conditions allows the candidates to know, equally, the requirements, the stages of the competition and the necessary documents.
- ✓ **Aspects that constitute best practice examples**
The online accessibility of the admission documents reduces the risk of differential treatment and consolidates the transparency of the procedure.
- ✓ **Recommendations**

T The indicator is: FULFILLED.

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

- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral pathway is regulated through the Doctoral Studies Contract, structured into the Advanced University Studies Training Programme and the Individual Scientific Research Programme, monitored by the doctoral supervisor and by the Supervision and Academic Integrity Committee. Doctoral students in the evaluated domain benefit from doctoral grants, research grants and mobilities, as set out in Table 6 of the IER.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The Panel reviewed the contractual structure of the doctoral pathway and the situation of withdrawals (Table 8 of the IER), finding consistent application of the regulations and active monitoring of doctoral students' progress; the number of withdrawals recorded during the evaluated period reflects a rigorous selection process rather than a systemic deficiency in the support provided.
- ✓ **Aspects that constitute best practice examples**
The institutional regulations clearly establish the procedures related to the organization, interruption, extension and completion of doctoral studies, ensuring transparency and consistency in the management of doctoral students' academic activities. These provisions support the

continuity of doctoral training, protect students' rights and ensure equal access to a flexible and structured academic pathway.

✓ **Recommendations**

The indicator is: FULFILLED.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

SDEAA develops international cooperation through mobility agreements, Jean Monnet projects (DO RE BIZ), participation in SHARE-ERIC and PCCF projects coordinated alongside Prof. Peter Nijkamp (Vrije Universiteit Amsterdam), membership of AUF-CODFREURCOR, the Coimbra Group and the EC2U Alliance. Doctoral students in the evaluated domain partly come from third countries (Austria, Palestine, China, Israel, Germany), and internationally renowned professors (Andrés Rodríguez-Pose — London School of Economics, Sébastien Bourdin — IESEG) coordinate research projects in which doctoral students from the domain are involved.

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

The Panel assessed the actual impact of internationalisation — not merely the existence of agreements, but the concrete results (47 participations of doctoral students in international and national scientific events, coordination of projects by world-class researchers, recruitment of international doctoral students) — and found a high and well-documented level of internationalisation, exceeding usual practice for a medium-sized doctoral domain.

✓ **Aspects that constitute best practice examples**

The involvement of doctoral students from the evaluated domain in research teams coordinated by leading international scholars (Prof. Peter Nijkamp — Vrije Universiteit Amsterdam, Prof. Andrés Rodríguez-Pose — London School of Economics, Prof. Sébastien Bourdin — IESEG School of Management) through CF/PNRR projects (SAGES, CITY-FOCUS), as well as the steady recruitment of doctoral students from third countries (Palestine, China, Israel, Austria, Germany). The membership in the Coimbra Network and in EC2U, the participation in the “Doctoral Studies” group and the organisation of the GEBA, EURINT and EUFIRE conferences create an institutional framework favourable to the extension of doctoral cooperation and to the increase of the visibility of the International and Economic Business domain.

✓ **Recommendations**

Extended the international agreements, capitalizing upon the Coimbra Network, the EC2U alliance and the Methodology on the European Doctorate at UAIC.

The development of international co-tutela arrangements as a means of deepening bilateral cooperation with universities partner, supported by dedicated administrative assistance

The indicator is: FULFILLED.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
Research results are integrated directly into the educational process through research reports, doctoral seminars (working papers sessions, thematic seminars such as the one held on 12 July 2024 on sustainability), and through the publication of articles and conference papers (Annex 6).
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The Panel found that doctoral training in the evaluated domain is structured around the principle of learning through scientific investigation, and the formative/summative assessment of doctoral students is directly correlated with the progress of their research activity, which confirms genuine — not merely declarative — integration of research into the educational process.
- ✓ [Aspects that constitute best practice examples](#)
Research activities are closely integrated into the doctoral training process and support the achievement of learning outcomes through participation in conferences, publication of scientific articles and collaboration with doctoral supervisors. The results demonstrate strong research engagement and international visibility.
- ✓ [Recommendations](#)

The indicator is: FULFILLED.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
During 2021-2025, doctoral students in the evaluated domain published 4 articles in Web of Science-indexed journals with impact factor, 5 in indexed journals without impact factor, 11 in BDI-indexed journals, 21 in conference proceedings, 7 book chapters, and recorded 47 participations in national and international scientific events (Table 14 of the IER). Doctoral supervisors coordinated or were members of large-scale European projects (PCCF — EUR 1.3 million, SHARE-ERIC — over EUR 2 million, Jean Monnet Chair DO RE BIZ).
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The Panel reviewed the bibliometric indicators and the volume of dissemination activity of doctoral students and supervisors and found genuine international scientific visibility, supported both by publications in prestigious journals (Regional Studies, Journal of Rural Studies, Annals of Regional Science — all Q1/Q2) and by the active participation of doctoral students in competitively funded research projects, which exceeds the mere minimal visibility required by the indicator.
- ✓ [Aspects that constitute best practice examples](#)

The research results are visible at national and international level and are capitalised upon in the doctoral activity. The correlation between the performance of the supervisors, the publications of the doctoral students, the international participations and the awards obtained supports the quality of the research pertaining to the International and Economic Business domain.

The employment of 7 doctoral students from the domain on European/PNRR research project contracts (SAGES, CITY-FOCUS, ResEast, PCCF), which ensures genuine integration of doctoral students into competitively funded research teams, beyond mere participation in dissemination.

✓ Recommendations

The indicator is: FULFILLED.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

At the level of "UAIC" a Quality Management System is implemented and coordinated by the Quality Management Department ([Compartimentul Managementul Calității](#), qualitas@uaic.ro), a specialised executive unit that supports the Commission for Quality Management as a subordinated office to the Administrative Council in planning quality actions, drafting self-evaluation reports, training staff and conducting internal and external evaluations. The system is built on the institutional [Quality Manual](#), which sets out the principles, responsibilities and mechanisms for assuring and continuously improving academic processes, and on the regulation governing the functioning of the quality commission ([ROF-CMC](#)). Quality policies are anchored in the University Charter and the Code of University Ethics and Deontology ([UAIC Charter & Ethics Code](#)). At faculty level, a Subcommission / Commission for Quality Evaluation and Assurance (CEAC) operates within the Faculty of Economics and Business Administration, monitoring study programmes, drafting the annual internal evaluation report and assisting external evaluations. These institutional policies also apply at doctoral level, through the [Institutional Regulation on the organisation of doctoral studies \(2025\)](#) and the [Regulation of the Doctoral School of Economics and Business Administration – SDEAA \(2025\)](#), which define the mission, objectives and quality strategy of the school. The evaluated domain, International Economics and Business, operates within SDEAA, whose published strategy explicitly commits to continuous curricular adaptation, the encouragement of national and international research mobilities, and the promotion of high standards of research integrity ([SDEAA self-evaluation page](#)).

The consistent application of these procedures, in addition to the periodic monitoring of teaching and research, evaluation of disciplines, and analysis of learning outcomes and doctoral students' performance is publicly verifiable through the annual doctoral activity [reporting workflow](#), the register of [public thesis defences](#), the published [final assessment reports](#) and the [discipline sheets](#). The effects are traceable in the updating of study plans, the improvement of course syllabi and the alignment of learning outcomes with national and European standards.

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

The Panel reviewed the architecture of the quality management system (Quality Manual, document management procedures, the CEAC/CEAC-SD structure) and found consistent application of the procedures, with observable impact on the updating of curricula and discipline syllabi. The Panel notes, however, that the quantified "before/after" impact of the review cycles is documented in less granular detail at the specific level of the Economics and International Business domain than at Doctoral School level.

✓ **Aspects that constitute best practice examples**

The centralized [SDEAA portal](#) consolidates the entire quality cycle of the doctoral domain in a single public access point: methodologies, regulations, online activity-reporting forms, public theses and final assessment reports, making the impact of the applied procedures verifiable by any external party.

✓ **Recommendations**

Drafting, at domain level, a concise annual "before/after" report highlighting specifically how CEAC-SD recommendations have translated into concrete changes to the curriculum or procedures specific to the Economics and International Business domain.

The indicator is: FULFILLED.

Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

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

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

Doctoral students participate through feedback questionnaires (Annex 7), consultations, and representation on governing structures; external parties (employers, socio-economic specialists) are also periodically consulted.

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

The Panel reviewed the feedback collection mechanisms and found a functional participatory process within the internal academic community, with a lower degree of formalisation of external consultation, an observation consistent with that made under indicator I.P.A.1.2.1.

✓ **Aspects that constitute best practice examples**

✓ **Doctoral students hold seats in both the Doctoral School Council (CSD-SDEAA) and its Quality Evaluation and Assurance Commission (CEAC-SDEAA), so that the learner voice reaches both the governance and the quality-assurance structures of the domain directly.**

✓ **Recommendations**

Publish anonymized summaries of doctoral-student feedback together with the resulting measures, in order to close the feedback loop transparently.

The indicator is: FULFILLED.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
The Ethics Commission of UAIC operates on the basis of its own regulation, approved by the University Senate, and acts independently of any other structure or person within the institution, in compliance with the applicable legal provisions. The Code of University Ethics and Deontology is covering academic freedom, professional competence, integrity, intellectual honesty, collegiality, fairness, non-discrimination and responsibility and is published together with the [University Charter](#). The procedure for referring matters to the Commission is public and protective of the author: motivated, signed complaints are submitted in a sealed envelope to the University Registry, the Registry staff do not record the name of the person submitting it, and the Commission keeps the author's identity confidential, including by anonymising it throughout its correspondence and documents, as described on the faculty's [ethics and regulations page](#). The annual activity reports of the Ethics Commission are made public among the [University's public documents](#). At doctoral level, research integrity is reinforced through the anti-plagiarism / similarity checks embedded in the thesis-defence procedures.
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The Panel verified the existence and publication of the operating regulation, as well as the availability of annual reports, finding compliance with the requirement for institutional independence of the Ethics Commission, as required by law. No complaints specific to the International Economics and Business domain were reported in the documents made available.
- ✓ [Aspects that constitute best practice examples](#)
A confidential complaint procedure in which the University Registry does not record the submitter's name and the Ethics Commission anonymises the author's identity throughout all subsequent correspondence and documents.
- ✓ [Recommendations](#)

The indicator is: FULFILLED.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
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Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
UAIC applies the Regulation on the initiation, approval and evaluation of study programmes and the Procedure for internal evaluation and monitoring of doctoral schools, documented in the Quality Manual, with annual internal evaluation reports made publicly available.
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The Panel reviewed the procedures for initiation, monitoring and periodic review and found systematic application thereof, integrated into the university's Strategic Plan and Operational Plan,

with periodic publication of internal evaluation reports, which confirms the consistent nature of the institutional practice.

- ✓ Aspects that constitute best practice examples
- ✓ Public posting of the annual internal evaluation reports of the doctoral domain on the school's self-evaluation page, alongside the projected curriculum for the next programming cycle.
- ✓ Recommendations

The indicator is: **FULFILLED**.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
✓	Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) CEAC-UAIC includes student and business community representatives, alongside CEAC-SD members, the CSUD Director, the Doctoral School Director, and the Doctoral School Council, all actively involved in monitoring the procedures.
✓	Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled The Panel found a balanced representation of stakeholders within the quality assurance structures, with documented participation of doctoral students and business community representatives at institutional level, supporting the participatory nature of the decision-making process.
✓	Aspects that constitute best practice examples Cross-membership between the Doctoral School Council and the quality-assurance commission of the school, which guarantees coherence between governance decisions and quality-assurance actions.
✓	Recommendations

The indicator is: **FULFILLED**.

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

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
✓	Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) Biannual evaluation is carried out through standardised, anonymous questionnaires completed by doctoral students; results are aggregated and analysed by the SDEAA leadership together with CEAC, generating recommendations for the professional development of teaching staff.
✓	Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled The Panel reviewed the biannual evaluation mechanism and the manner in which results are used (training recommendations, optimisation of the educational process) and found a functional, systematic practice, although it could not directly verify response rates specific to the evaluated domain, as these are reported in aggregate at Doctoral School level.
✓	Aspects that constitute best practice examples

The direct, documented linkage between the outcomes of the doctoral-student evaluation and concrete staff professional-development actions (targeted training and workshops).

✓ Recommendations

The indicator is: FULFILLED.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School uses an extensive set of institutional IT platforms (eSIMS, BURSE, STUDENȚI, RNO, GS, the Student and Graduate Service, the Quality Management Platform) for the systematic collection of data on doctoral students' progress, scientific performance and resource use.

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

The Panel reviewed the architecture of the data collection platforms and found a high level of systematisation of information relevant to quality assurance, the data being actually used in Doctoral School Council and Quality Assurance Commission meetings to substantiate decisions.

Data on doctoral progress, assessments, feedback and research output are collected in a structured, digital and centralised manner, and are demonstrably used to substantiate academic and administrative decisions. The integration of the digital platforms increases both the efficiency of collection and the level of access to information. The indicator is met.

✓ Aspects that constitute best practice examples

A dedicated online reporting form for doctoral students without scientific activity in a given year, which ensures complete annual data capture and feeds directly into the report of the domain.

✓ Recommendations

The indicator is: FULFILLED.

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UAIC ensures the transparency of information of public interest by making available all relevant documents and data on the study programmes and fields offered, as well as on the related certificates, diplomas and qualifications. This information is periodically updated and available, with free access, on the University website and the faculty web pages.

The institutional [doctoral studies page](#) and the [SDEAA portal](#) make available the regulations, the admission methodology, the [discipline sheets](#), the [International Economics and Business research domain and its supervisors](#), the register of [public thesis defences](#) and the [final assessment reports](#). Statutory University documents: the Charter, the annual rector's reports, the activity and evaluation

reports. All of them are public among the [University's documents](#). The transparency system is not limited to displaying information but also guides candidates, with particular regard to the clarity of the competences acquired (correlated with the National Qualifications Framework) and the research trajectory.

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

The Panel verified the information structure published on the Doctoral School's page and found adequate transparency, with complete, updated and accessible information, correlated with the National Qualifications Framework requirements for clarity of the competences acquired.

- ✓ [Aspects that constitute best practice examples](#)
- ✓ The SDEAA portal functions as a comprehensive public information hub that also publishes advance announcements of public thesis defences and a dedicated International Students section in English.
- ✓ [Recommendations](#)

Expand the English-language content for the International Economics and Business domain (programme description, supervisors' profiles, procedures) to better serve international candidates, given the high degree of internationalisation of the field.

The indicator is: FULFILLED.

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

Senate decisions, regulations and activity reports are published on the institutional website; doctoral student representatives on the Doctoral School Council are periodically consulted, and decisions regarding the allocation of state-funded places are based on publicly available performance criteria.

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

The Panel reviewed the decision-making path and the communication mechanisms towards the community and found satisfactory decision-making transparency, with timely publication of relevant decisions and with publicly accessible criteria for the allocation of resources (state-funded places).

- ✓ [Aspects that constitute best practice examples](#)
- Allocation of state-funded places and approval of supervision committees on the basis of public, quantifiable performance criteria, which reduces arbitrariness in sensitive decisions.

- ✓ [Recommendations](#)
- Review the rules on the composition of the Administrative Council, including the relevant provisions of the University Charter and of the student-representation framework / Student Statute published among the University's regulations in order to include a student representative on the Administrative Council, extending the transparency of decision-making to the University's main decision-making body, in line with the student representation already ensured in the Senate and in the doctoral-school structures.

The indicator is: FULFILLED.

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

Standard S.C.8.1. Compliance with the external evaluation obligation
The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
IOSUD-UAIC underwent the periodic external evaluation in 2021 (ARACIS Decision of 25.11.2021, maintaining of accreditation, formalised through Ministerial Order no. 5,838/2021). The recommendation regarding the financial support of doctoral students (indicator A.1.3.3, partially fulfilled in 2021) has been implemented, according to the ARACIS progress evaluation report of 2025. The bachelor's and master's programmes related to the domain obtained the "Trust" rating in the evaluations of 2020 and 2024, respectively.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The Panel reviewed the history of IOSUD-UAIC's external evaluations and the manner in which the previous recommendation regarding doctoral student funding was implemented and found that the institution consistently complies with its legal obligation regarding external evaluation and demonstrates a genuine capacity to respond to recommendations made by previous ARACIS panels, the single recommendation from the previous cycle having been fully implemented.
- ✓ **Aspects that constitute best practice examples**
The full implementation, confirmed by the 2025 ARACIS progress report, of the only recommendation remaining partially fulfilled from the previous evaluation (increasing the financial support of doctoral students), demonstrating a genuine institutional capacity for monitoring and closing the quality loop.
Continuity of high ARACIS qualifications across the bachelor, master and doctoral cycles within the same field, evidencing a coherent quality culture along the whole study path.
- ✓ **Recommendations**

The indicator is: **FULFILLED**.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The scientific performance of the doctoral supervisors, who significantly exceed the CNATDCU minimum standards and have solid international visibility (editorial committees, Horizon/Jean Monnet/SHARE-ERIC projects); ✓ A high level of internationalisation of the domain, supported by the recruitment of doctoral	INTERNAL FACTORS 	✓ A limited number of active doctoral supervisors (3) relative to the annual intake of doctoral students, resulting in a high degree of supervision concentration; ✓ Limited financial resources for mobilities and participation in international conferences, beyond the standard institutional funds; ✓ A relatively low degree of formalisation of periodic

students from third countries and by the coordination of research projects by world-class scholars (Vrije Universiteit Amsterdam, London School of Economics, IESEG); ✓ Institutional access to prestigious international scientific databases (ANELIS Plus, LSEG Workspace) and to digital infrastructure for managing the doctoral pathway; ✓ Continuous involvement of doctoral students in competitively funded research projects, including through employment contracts on European/PNRR projects; ✓ High thesis completion rate and consistent scientific dissemination activity (47 participations in scientific events during the evaluated period).		consultation with employers and graduates of the domain, compared with internal consultation mechanisms; ✓ The absence of formal joint (co-tutelle) supervision agreements specific to the domain, which could further strengthen doctoral supervision standards.
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SWOT analysis

Opportunities: ✓ UAIC's participation in European university networks and alliances (Coimbra Group, EC2U Alliance, AUF-CODFREURCOR), facilitating mobilities and research collaborations; ✓ The implementation of the European Doctorate at UAIC level (2026), an	 EXTERNAL FACTORS	Threats: ✓ The instability of public funding for research and of the number of doctoral grants at national level; ✓ Labour market pressure on master's graduates, which may reduce the attractiveness of the doctoral pathway in favour of rapid professional integration;
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instrument that can further strengthen the internationalisation of the domain; ✓ The existence of a core of researchers with habilitation potential who could expand the domain's supervision capacity.		✓ The volatility of the national legislative framework applicable to doctoral studies.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	Formalising an annual dedicated procedure for consulting employers and graduates of the Economics and International Business domain, with public reporting on how their proposals were integrated.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
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	F	Genuinely diversifying and expanding the number of habilitated doctoral supervisors in the International Economics and Business domain, capitalising on researchers with habilitation potential already involved in

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and professional competences to teach the subject matters assigned to them in the job list.		supervising doctoral students (Senior Researcher Dr. Ramona Țigănașu, Senior Researcher Dr. Cristian Încălțărău), in order to reduce the concentration of supervision among a small number of individuals.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Completing and extending the integration between the eSIMS platform and the doctoral file management tools (annual reports, supervision committees), in order to further reduce the manual administrative workload, in line with the objectives of the ongoing eUAIC project.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Maintaining the efforts regarding the extension of the doctoral students' participation in the Erasmus+ programmes, in the BIP programmes and in the virtual exchanges.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning needs, the study domain, the study cycle, and the form of organisation of the study programme.		
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Continuing the efforts to extend the international agreements, capitalising upon the Coimbra Network, the EC2U alliance and the Methodology on the European Doctorate at UAIC
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	-
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	-
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	Drafting, at domain level, a concise annual "before/after" report highlighting specifically how CEAC-SD recommendations have translated into concrete changes to the curriculum or procedures specific to the International Economics and Business domain.
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	Publish anonymized summaries of doctoral-student feedback together with the resulting measures, in order to close the feedback loop transparently.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.		
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	-
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Expand the English-language content for the International Economics and Business domain (programme description, supervisors' profiles, procedures) to better serve international candidates, given the high degree of internationalisation of the field.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	-
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

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

- ✓ Genuinely expanding the number of habilitated doctoral supervisors in the International Economics and Business domain, in order to reduce the concentration of doctoral supervision;
- ✓ Formalising an annual procedure for consulting employers and graduates of the domain, with public reporting of its results;

- ✓ Initiating domain-specific international co-tutelle agreements, capitalising on the existing network of scientific collaborations (Vrije Universiteit Amsterdam, London School of Economics, IESEG School of Management).

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

Out of a total of 32 performance indicators analysed for the doctoral study domain International Economics and Business, 32 indicators were assessed as fulfilled, 0 as partially fulfilled, and 0 as unfulfilled.

VI. Conclusions

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

The external evaluation panel finds that the doctoral study domain International Economics and Business, organised by the “Alexandru Ioan Cuza” University of Iași through the Doctoral School of Economics and Business Administration, has an adequate institutional, regulatory and human resources framework for carrying out doctoral activity at EQF/NQF level 8. The domain demonstrates a high degree of internationalisation, scientific activity of doctoral supervisors and doctoral students well above minimum standards, as well as a demonstrated institutional capacity to respond to recommendations formulated in previous external evaluation cycles.

The Internal Evaluation Report demonstrates that the Doctoral Study Domain International Economics and Business, within the Doctoral School of Economics and Business Administration of “Alexandru Ioan Cuza” University of Iași, fully complies with the legal and quality assurance requirements governing doctoral education in Romania and the European Higher Education Area. The evidence presented confirms the existence of a mature academic environment characterized by sound governance, transparent management, high academic standards and a strong commitment to continuous quality enhancement.

The doctoral programme benefits from an experienced and internationally recognized academic staff, whose scientific achievements, research performance and supervision experience ensure a high-quality doctoral training process. The programme is supported by adequate human, material and digital resources, modern research infrastructure and efficient administrative services that provide doctoral students with an appropriate environment for advanced learning and scientific research.

The curriculum is coherent, flexible and fully aligned with the principles of student-centred learning. It combines a solid methodological foundation with specialized elective courses, allowing doctoral students to personalize their learning pathways according to their research interests and career objectives. Teaching, learning and assessment methods are research-oriented, promoting critical thinking, academic integrity, methodological rigor and the development of independent research competences.

Particular attention is devoted to the international dimension of doctoral education. Doctoral students actively participate in international conferences, research mobilities, scientific networks and training activities organized by prestigious universities, publishers and research organizations. These opportunities significantly contribute to the internationalization of the doctoral experience, the visibility of research outcomes and the integration of doctoral students into the international scientific community.

The International and Economic Business demonstrate a strong research performance of doctoral supervisors and doctoral students, reflected in publications in internationally indexed journals, participation in competitive research projects and active collaboration with academic, institutional and socio-economic partners. The programme successfully combines scientific excellence with societal relevance, encouraging research that addresses contemporary economic and business challenges while maintaining high methodological standards.

Overall, the self-evaluation provides convincing evidence that the Doctoral Study Domain International Economics and Business possesses the institutional capacity, educational effectiveness and quality management mechanisms required for maintaining accreditation. At the same time, the programme demonstrates a clear strategic vision focused on strengthening international cooperation, expanding interdisciplinary research, increasing research visibility and further enhancing the quality and impact of doctoral education. These achievements provide a solid foundation for the sustainable development of the

doctoral field and support its continued recognition as a competitive doctoral programme within both the national and European higher education and research landscape.

The main vulnerability identified consists in the limited number of active doctoral supervisors relative to the intake of doctoral students, an aspect which, during the evaluated period, did not affect the quality or completion of doctoral programmes, but which requires continued institutional attention to ensure the medium-term sustainability of the domain.

Propose and substantiate a decision.

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

- a) **accreditation*** (AC)/**maintaining accreditation** (MAC);
- b) **conditional maintaining of the provisional authorisation to operate*** (CMPA)/**conditional maintaining of accreditation** (CMAC);
- c) **non-accreditation*** (NAC)/**withdrawal of the accreditation** (WAC).

Considering the above findings, the external evaluation panel proposes and supports the following decision: **MAINTAINING ACCREDITATION (MAC)** of the doctoral study domain International Economics and Business, organised by the “Alexandru Ioan Cuza” University of Iași.

VII. Annexes

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

The following are enclosed with this Report: the schedule of the on-site evaluation visit; the list of documents reviewed (the Internal Evaluation Report and Annexes 1-10); as well as any other documents relevant to the evaluation procedure, referred to in this Report, which cannot be accessed through links.

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

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