



Expert Report about the Site Visits

on June 6-7, and October 18-19, 2023

External Institutional Evaluation

"Andrei Saguna" University of Constanta, Romania

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: 0761/208533-0
E-Mail: ahpgs@ahpgs.de

Table of Contents

| | | |
|-----|--|----|
| 1 | Introduction to the External Institutional Evaluation..... | 3 |
| 1.1 | Basic information on the Evaluation process..... | 3 |
| 1.2 | Expert Group..... | 11 |
| 2 | Expert Report..... | 13 |
| 2.1 | Site visits..... | 13 |
| 2.3 | Assessment Areas | 15 |
| 2.4 | Conclusion..... | 28 |
| 3 | Annex 1 Schedule first site visit on June 6-7, 2023..... | 32 |
| 4 | Annex 2 Schedule second site visit on October 18-19, 2023..... | 34 |
| 5 | Annex 3 Complete list of experts involved in the different steps of the evaluation process | 36 |

1 Introduction to the External Institutional Evaluation

1.1 Basic information on the Evaluation process

The main aim of the External Institutional Evaluation in higher education is to enhance the quality of teaching, research and services at Higher Education Institutions (HEIs). The evaluations emphasize the responsibility of the Universities for quality assurance of their study programs following the European understanding of institutional autonomy in higher education. Standardized procedures help to objectively assess the performances of the evaluated universities and facilitate international recognition of these Universities and their study programs.

The "Andrei Saguna" University of Constanta has assigned to the AHPGS the execution of an External Institutional Evaluation, in order to assess the University's internal mechanisms and quality management processes. The proceedings of this evaluation conform to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). As agreed upon in the contract between AHPGS and "Andrei Saguna" University of Constanta (signed on December 10, 2022), the proceedings for the External Institutional Evaluation are based on the "General Information on Institutional Audit and Quality Assurance Procedures" (Resolution of the Board of AHPGS of February 14, 2013).

The AHPGS is a member of international associations and networks, namely the European Association for Quality Assurance in Higher Education (ENQA), the European Consortium for Accreditation in Higher Education (ECA), the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The AHPGS is also listed in the European Quality Assurance Register (EQAR).

As an organization, the AHPGS is an independent body.

Any external evaluation criteria applied by the AHPGS are in accordance with criteria and requirements which are based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) as established by the European Association for Quality Assurance in Higher Education (ENQA).

The criteria address general areas for evaluation when implementing external quality assurance procedures at HEIs. The central focus of the external evaluation procedure is the assessment of the following areas:

Area A. Profile, objectives and strategy of the institution

Area B. Quality assurance and quality management system

Area C. Institutional management and administration

Area D. Educational activities, including study programs

Area E. Infrastructure and functional resources

The External Institutional Evaluation is divided into the following steps:

- **A self-evaluation report** was submitted by the University on December 2nd, 2022.

The following documents were provided by the University in addition to the SER:

| | |
|----------|---|
| Annex 01 | University Establishing Law |
| Annex 02 | University Charter |
| Annex 03 | Internal Regulation |
| Annex 04 | Regulation on Students' Professional Activity |
| Annex 05 | Strategic Development Plan |
| Annex 06 | Operational Plan 2022 |
| Annex 07 | Code of Ethics |
| Annex 08 | Operating Rules |
| Annex 09 | Ethics Committee Report 2021 |
| Annex 10 | Code of Rights and Student Obligations |
| Annex 11 | Rector's Report on the state of the University 2021 |

| | |
|----------|--|
| Annex 12 | List of Erasmus Partner Universities |
| Annex 13 | Regulation on Quality Assurance |
| Annex 14 | Quality Manual |
| Annex 15 | Quality Assurance Department Regulation |
| Annex 16 | ARACIS Report 2012 |
| Annex 17 | Internal Audit Plan Quality Assurance Department 2021 |
| Annex 18 | Regulation on Audit Activities |
| Annex 19 | Internal Report University Year 2021 |
| Annex 20 | Regulation on Teaching and Research Posts (Indefinite Period) |
| Annex 21 | Regulation on Teaching Assistants and Supervisor/Reader (Fixed-Term) |
| Annex 22 | Regulation on Peer Review |
| Annex 23 | Regulation on Evaluation of Teaching Activities by Students |
| Annex 24 | Regulation on Evaluation of Teachers by Institution Management |
| Annex 25 | Regulation on Teacher Self-Evaluation |
| Annex 26 | Evaluation Report Teacher Evaluation by Students (2021-2022) |
| Annex 27 | Evaluation Report of Graduates |
| Annex 28 | Regulation on Election of Academic Leadership |
| Annex 29 | Regulation on Election of Student Representatives |
| Annex 30 | Regulation on Senate Organisation and Functioning |
| Annex 31 | Regulation on Management Board Organisation and Functioning |
| Annex 32 | Regulation on Students' Professional Activity |
| Annex 33 | Regulation on the European Credit Transfer System |

| | |
|----------|---|
| Annex 34 | Regulation for the Completion of Studies |
| Annex 35 | Study Contract Form |
| Annex 36 | Regulations for Preparation, Writing and Evaluation of the Dissertation |
| Annex 37 | Regulations on the Examination and Marking of Students |
| Annex 38 | Regulation on Erasmus+ Incoming Mobility |
| Annex 39 | Regulation on Recognition of Mobility Periods |
| Annex 40 | Academic Year Structure 22-23 |
| Annex 41 | Regulations for the Study Admissions 2022 |
| Annex 42 | Regulation for the initiation, approval, monitoring and periodic evaluation of study programs |
| Annex 43 | Regulation on Curricula Development |
| Annex 44 | Regulation on Staff Reports |
| Annex 45 | Methodology for Calculating and Collecting Tuition Fees |
| Annex 46 | Regulation Organization and Functioning Cashierie |

- The AHPGS has reviewed the presented documentation and its compliance with the University's strategies and objectives. The Accreditation Commission of the AHPGS has nominated the expert group. In October 2022, the complete documentation submitted by the University was forwarded to the nominated expert group, which has reviewed the documents based on the aforementioned criteria as well as substantive aspects. In November 2022, the expert group has produced a document-based written evaluation of the Institution, to determine particular strengths and weaknesses, and to identify any open questions regarding the Higher Education Institution (HEI) in writing. The experts' statements based

on these evaluations were used for the preparation of the site visit at the University.

- **The first site visit** took place on June 6-7, 2023 according to a previously agreed-upon schedule (*see Annex 1*). Representatives from the central office of the AHPGS accompanied the expert group during the meeting. Prior to the meeting with the University, the expert group met on June 5, 2023 for the initial discussion and briefing by the AHPGS. They discussed the submitted application documents (self-evaluation report and appendix) and the results of the written evaluations, as well as any procedure-related questions and foreseeable issues. Furthermore, the group finalized the plan for the meeting with the University members. During the on-site visit, the experts had transparent, productive and in-depth discussions with the representatives of the University management, faculty representatives, program representatives, as well as with a group of students currently enrolled at the University. Furthermore, the experts assessed the study facilities and the equipment in teaching laboratories. They discussed a comprehensive spectrum of education-related issues with representatives of the University. Moreover, the consistency of the submitted documentation was verified. Additional aspects were also reviewed, open questions were identified and additional information/documentation was requested from the University.
- Following the first visit, the University submitted the following **additional documents** by August 6, 2023:

| | |
|---------|--|
| Annex A | Charter of Andrei Saguna University |
| Annex B | Strategic plan for institutional development 2021-2025 |
| Annex C | Operational Plan 2022 |
| Annex D | Operational Plan for the academic year 2022-2023 |
| Annex E | Operational Plan for the Faculty of Economics and Administrative Science for the academic year 2022-2023 |

| | |
|---------|---|
| Annex F | University Code of Rights and Student Obligations |
| Annex G | Internal Regulation |
| Annex H | Regulation on Students' Professional Activity |
| Annex I | Service contract with the County Agency for Employment Prahova |
| Annex J | Order no. 102318/14.07.2011 and reception protocol between the City Hall of Constanta and the Centre for Socio-Human Studies and Surveys "Andrei Saguna" for carrying out an opinion survey |
| Annex K | International Autism Awareness Day |
| Annex L | ERASMUS 2022 partners |
| Annex M | Memorandum of Exchange and Cooperation with Shanghai Library |
| Annex N | Research strategy |
| Annex O | Regulation of organization and functioning of the Scientific Research Centre |
| Annex P | List of works "Andrei Saguna" University, 2022 |
| Annex Q | Digitization strategy |
| Annex R | Strategy for the stimulation and recovery of students with learning difficulties - non-traditional students and students at risk |
| Annex S | Regulation on the Organisation and Responsibilities Quality Assurance Department (DAC) |
| Annex T | Quality Manual |
| Annex U | Quality Assurance System |
| Annex V | Regulation on the initiation, approval, monitoring and periodic evaluation of study programs |
| Annex W | Questionnaire for students |
| Annex X | Questionnaire for graduates |
| Annex Y | Questionnaire for employers |

| | |
|----------|--|
| Annex Z | Staff organization chart |
| Annex AA | Organigram |
| Annex BB | Statutes of the -Andrei Saguna ~ Foundation |
| Annex CC | Protocol of collaboration between the Academy of Romanian Scientists and "Andrei Saguna" University |
| Annex DD | Certificates on the validation of qualifications |
| Annex EE | Memorandum of Understanding Among the Private Higher Education Institutions of Romania |
| Annex FF | Network of Partners Created in the Project "Personal development and internships for future psychologists" |
| Annex GG | Balance sheet |
| Annex HH | Financing Contract Operational Program Human Capital |
| Annex II | Financing Contract National Recovery and Resilience Plan |
| Annex JJ | Financing Contract for the Human Capital Operational Program |
| Annex KK | Certificate of the National Office of the Trade Register |
| Annex LL | Memorandum of Understanding - Trakya University, Turkey |
| Annex MM | Agreement of Understanding Framework for Academic Collaboration - University of Karabuk, Turkey |
| Annex NN | Table of UAS events |
| Annex OO | ZFC and NJIT |
| Annex PP | Program Association of Universities of Asia and the Pacific |
| Annex QQ | Law 116/2005 |
| Annex RR | Discipline module model |
| Annex SS | Rommega_certificat constatator |
| Annex TT | Totaldata_certificat constatator |

| | |
|----------|--------------------------------|
| Annex UU | Miorita certificat constatator |
|----------|--------------------------------|

- **The second site visit** took place on October 18-19, 2023 according to a previously agreed schedule (*see Annex 3*). Representatives from the central office of the AHPGS accompanied the expert group during the on-site visit. Prior to the meeting with the University, the expert group met on October 17, 2023 for the initial discussion and briefing by the AHPGS. They discussed the submitted additional documents and the results of the written evaluations, as well as any procedure-related questions and foreseeable issues. Furthermore, the group finalized the plan for the meeting with the University members. This second site visit sought to **finalize the External Institutional Evaluation** and to conduct the procedure of program accreditation affiliated to the Faculty of Psychology, Legal and Behavioral Sciences. In this way, the experts can **take samples from the program accreditation of Bachelor study programs** in order to get an impression of the study programs and hence the portfolio of the University. That is why the expert group consists of experts responsible for the External Institutional Evaluation (EIE) as well as experts responsible for the Program Accreditation (PA). On these grounds, the experts can also examine more closely further aspects of the institution, such as planned and current study programs, infrastructure, organizational and management structure.
- During the site visit, the experts had transparent, productive and in-depth discussions with the representatives of the University management, faculty representatives, program representatives, as well as with a group of students currently enrolled at the University – this number also includes graduates. Furthermore, the experts visited the study facilities. During the site visit, the consistency of the submitted documentation was verified. Additional aspects, which might not be covered by the written documentation, were also reviewed and remaining open questions were discussed.

- Following the second visit, the expert group has produced an **expert report**; it sums up the key aspects and preliminary outcomes of the visits and the reviewed documents. The summary concludes the **strengths and weaknesses of the institution and encompasses a list of recommendations** for further development of the University. The University has the opportunity to comment on the expert report.

1.2 Expert Group

The following experts who participated in the site visit were appointed by the accreditation commission of the AHPGS for the External Institutional Evaluation process:

Silvio Christoffel

University of Konstanz, Germany

Student of Politics and Public Administration

Prof. Dr. Dr. Ralf Evers

Fliehdner University of Applied Sciences Düsseldorf, Germany

Rector and managing director of the Fliehdner University of Applied Sciences Düsseldorf

Interim Head of the bachelor program Childhood Education at Fliehdner University of Applied Sciences Düsseldorf

Former Professor for Practical Theology and Religious Education

Prof. Dr. Günter Friesenhahn

Koblenz University of Applied Sciences, Germany

Senior Professor at the Faculty of Social Sciences

Part time lecturer in the Faculté des Lettres, des Sciences Humaines, des Arts et des Sciences de l'Éducation of the University of Luxembourg

Visiting Professor im Dipartimento di Filosofia e Beni Culturali der Università Ca' Foscari, Venedig

Prof. Dr. Marion Halfmann

Niederrhein University of Applied Sciences, Moenchengladbach, Germany

Professor of Business Administration Marketing and Sales Internationalization Officer

Formerly: Rhine-Waal University of Applied Sciences, Kleve, Germany

Vice President for Teaching, Learning and Further Education

Prof. Dr. Edgar Köster

Catholic University of Applied Science Freiburg, Germany

Formerly: Professor for Management and Education

Formerly: Rector and managing director of the Catholic University of Applied Science Freiburg

Prof. Dr. Björn Maier

Baden-Wuerttemberg Cooperative State University Mannheim, Germany

Professor of Business Administration and Health Management

Head of study program and dean of studies in the faculty of business administration

Teaching: General Business Administration, (Strategic) Corporate Management (Integrative) Management Systems, Controlling, (Decision-oriented) Accounting, Service and Production, Health economics/management of health care enterprises

Prof. Dr. Jana Wolf Sussman

Aalen University, Germany

Professor at Aalen University, Department of Healthcare Management

Research in the field change management, international healthcare management, leadership in healthcare

Healthcare Economics fellow position with focus on pharmaceuticals (valuation, cost effectiveness studies)

For a complete list of all experts involved in the different steps of the evaluation process, please see annex 4.

2 Expert Report

2.1 Site visits

The site visit took place at “Andrei Saguna” University of Constanta, Romania. It is a private university, which was founded in 1992.

The first site visit took place on June 6-7, 2023 according to a previously agreed-upon schedule. Representatives from the central office of the AHPGS accompanied the expert group during the meeting. Prior to the meeting with the University, the expert group met for the initial discussion and briefing by the AHPGS. They discussed the submitted application documents (self-evaluation report and appendix) and the results of the written evaluations, as well as any procedure-related questions and foreseeable issues. Furthermore, the group finalized the plan for the meeting with the University members. During the on-site visit, the experts discussed a comprehensive spectrum of education-related issues with representatives of the University. Moreover, the consistency of the submitted documentation was discussed. Additional aspects were also reviewed, open questions were identified and additional information/documentation was requested from the University.

During the first site visit, the expert group had talks with the management of the University, the dean and head of the Faculties and the teaching staff.

Topics were the governance of the University; its profile, strategy, staff, resources of the departments and faculties, the study programs, and support offers. Further topics were the strategy of the Faculty, leadership and organizational culture, conditions and resources for teaching as well as research and working conditions at the Faculty.

Additionally, the expert group interviewed student representatives of both faculties.

Topics were the experience of the students at the University, at the Faculty and in the study programs. Additionally, they were asked about the academic demands, professional qualifications and personal development, availability of resources, means of support (tutorials, mentoring programs, advisory service, etc.) and their personal experiences with quality assurance procedures.

The expert group was given a tour of the faculties, e.g. working premises of students and staff, library, offices etc.

During the second on-site visit on October 18-19, 2023 the expert group held talks with the management of the University regarding the finalization of the External Institutional Evaluation. Furthermore, the expert group talked with faculty representatives, program representatives, as well as with a group of students and graduates regarding the program accreditation process.

During the site visit, the experts also gained an understanding of programs at the Faculty of Psychology, Legal and Behavioral Sciences.

2.2. General information about the HEI

The "Andrei Saguna" University of Constanta (ASU), Romania is a private institution of higher education and accredited as a legal entity of private law and public utility, part of the National Education System, by Law 116/2005. The University acquired legal status on May 15th, 1992.

Currently, the University has two faculties: the Faculty of Economic and Administrative Sciences and the Faculty of Psychology, Legal and Behavioral Sciences.

The University offers six Bachelor programs, which include "Finance and Banks", "Accounting and Management Informatics", "Management", "Public Administration", "Law", and "Psychology".

Moreover, five Master's programs are offered: "Finance-Banking Management", "Financing and Business Management in Tourism Services", "Deviance and Delinquency", "Media Communication, Public Opinion and Information Management" and "Clinical Psychology".

In the academic year 2021/2022, the total number of enrolled students at the University is 843, of which 686 are at Bachelor level and 157 at Masters level. The overall number of students is increasing.

2.3 Assessment Areas

Area A. Profile, objectives and strategy of the institution

The HEI has established a clear profile and its mission and strategy are congruent to it. It developed a corresponding strategic plan and formulated short, medium and long-term development plans. It set future-oriented goals and developed feasible strategies for implementing these. The objectives formulated by the HEI can be traced back to its overall strategy and development plans, which are internally and externally oriented. All personnel – teaching and non-teaching – and groups of students are actively involved in the HEI's strategy. They are aware of and work towards achieving the goals established by the HEI. External stakeholders also participate in the HEI's strategy. Institutional autonomy is a key value within the HEI. Academic freedom, diversity, research, teaching and corporate responsibility are encouraged within the institution.

Evaluation

The "Andrei Saguna" University of Constanta (ASU), Romania is a private institution of higher education and accredited as a legal entity of private law and public utility, part of the National Education System, by Law 116/2005. The university acquired legal status on May 15th, 1992.

According to the University Charter, "Andrei Saguna" University of Constanta assumes "the mission of preparing the necessary staff for society, through teaching activities, scientific and applied research, lifelong education, inter-university cooperation, development and modernization of the material base".

The strategy of ASU is described in the Strategic Development Plan 2020-2025 and in the annual Operational Plans. The Strategic Development Plan (Annex 05) analyzes the objectives and strategic directions in the following areas: educational process, scientific research, university management and quality assurance, human resources policy, student relations and student services, internationalization, digitalization, relationship with the socio-economic environment and alumni, asset management, investments and financing and communication and institutional image. The long-term strategic goals are

connected to operational objectives. The short-term strategic goals are described in the annual Operational Plan (Annex 06). Short-term goals in the field of educational activity are, for example the organization of meetings with representatives of companies or institutions, or the use of mechanisms for monitoring the labor market integration of graduates. A long-term strategic objective in the field of educational process is, for example, the promotion of a formative educational process focused on learning outcomes and the creation of transversal competences, personal development capacity and entrepreneurship.

In its current strategy, the University places an emphasis on qualitative improvement and expansion. The participation of internal and external stakeholders, as described in the strategy, is noticeable. The University pursues a participatory approach in which all personnel (teaching, non-teaching, students) are aware of and work towards achieving the goals established by the University.

In general, the experts acknowledge the University's research plan. However, they urge the University to ensure the implementation of the research strategies. From the experts' point of view, improving the national and international visibility is a necessary step as stipulated in the research strategy. At this stage, a prioritization of research is required in the general objectives of the University.

"Andrei Saguna" University of Constanta does not have a strong focus on one particular field of study. Even though, six out of eleven study programs are based in the Faculty of Economic and Administrative Science and focus on the broad field of economics. After discussions with the University, it became clear for the experts that this profile is connected to national and regional/local interests. Staff, students and external stakeholders, such as potential employers for graduates, are actively involved in the current strategic developments. The University has established a hierarchical system that guarantees systematic planning both on the level of the faculties as well as on the institutional level as a whole. Still, the experts find that the range of study programs is very divers. The experts recommend thinking about the target groups for each study program and making it more visible in the University's profile. Possible new target groups like international students can then be developed on a long-term. Additionally, it is recommended to sharpen the profile of the University to attract students to particular fields of study.

Internationalization should be enhanced further in order to increase the attractiveness of Andrei Saguna University of Constanta for an audience outside Romania. Internationalization is discussed in Assessment Area D more deeply.

Furthermore, the University should prepare for a decrease in numbers of students in the next years due to demographic changes in Romania. The number of university entrance qualification holders in Romania declines year by year. The experts recommend developing a strategic plan to manage the declining number of students and the financial loss that might result.

Andrei Saguna University of Constanta complies with national regulations but also assures compatibility with the European Bologna area (e.g. ECTS, Diploma supplement, nomenclature of degrees, learning outcome-driven curricula, etc.). The University recognizes studies undertaken at other universities under the ECTS equivalence procedure. Periods of temporary mobility under the Erasmus+ program are fully recognized in accordance with the Erasmus Regulation and the Study Recognition Regulation. The experts commend the University for providing credit at competence level. From the experts' point of view, institutional autonomy is a key value within this higher education institution.

The aspect of diversity and students' rights regarding disabilities and chronic illnesses are regulated in the “University Charter” and in the “Regulation on Students' Professional Activity”. The University states that it supports students with disabilities and chronic illnesses. Individual strategies for each particular case are adopted so that the implementation of student-centered learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.

Area B. Quality assurance and quality management system

The HEI develops a quality management system and has clearly defined objectives. It implements policies and procedures for quality assurance and promotes a quality assurance culture. This follows a quality control loop (PDCA Cycle). Tasks are responsibly divided among the bodies and personnel at the HEI. The quality assurance mechanisms are designed to accomplish the set objectives. Effectiveness is

constantly monitored and enhancement is sought. Internal quality assurance includes evaluation mechanisms that are run regularly and cover all areas of activity within the HEI. The evaluation results are documented and made public. Internal steering processes are identifiable and aim at sustained improvement. The HEI continuously develops plans for improving the quality management system, which is integrated into the HEI's strategic plan. It works at different organizational levels and involves all the HEI's staff.

Evaluation

The University has built a complex, structurally differentiated quality assurance and quality management system. The system has been implemented; structures, responsibilities and procedures are in place. The internationally recognized quality management system according to ISO 9001:2015 also fulfills national requirements and includes a quality control loop (PDCA cycle).

The concept of the system is elaborately described in the Quality Manual. Quality objectives alongside with indicators and time perspectives for implementation are defined for the enhancement of the University's performance as well as efficiency in teaching, research and quality management. The University has developed a working quality management system based on policy, strategic objectives, quality criteria, and standards of educational and related services.

The University established the Quality Assessment and Assurance Commission (QAC) at UAS in 2005. The University has a Quality Assurance Regulation and a Quality Manual to ensure the quality of teaching, research, and administrative-financial activities. The Faculty Quality Assessment and Assurance Committee oversees the implementation of quality activities at the faculty level.

The rector is directly responsible for the quality management system of the University. The rector appoints a Director General for Quality as his/her representative for the system. The QAC is confirmed by the Senate and is composed of three to nine members in approximately equal numbers: faculty representatives, representatives of the best

performing students, representatives of the best graduates and employer representatives.

The experts noticed that the internal quality system of the Andrei Saguna University of Constanta is based on ISO norms. DIN EN ISO is only one component of a Total-Quality-Management approach (TQM). Therefore the experts recommend using the possibilities of the ISO system to further develop the university's quality management in the direction of a Total-Quality-Management approach.

On the longer run, this may result in a disadvantage as it tends to lead to a quite bureaucratic system of internal control and regulation, thus reducing flexibility. The experts emphasize the importance of an Internal Quality Assurance System that is as lean as possible to ensure long-term acceptance and sustainability. With this viewpoint, the IQS System should be periodically reviewed and improved.

Furthermore, the experts recommend the University to systematically close the Quality Assurance feedback-loops in order to inform all stakeholders about the results, to publish the evaluation results, to build up an encompassing Management Information System and to use this information not merely to control but also to steer the University. In this regard, the University should also consistently use the results when adjusting the strategy. As a second step, the adjustment of the structure should follow.

Regarding the transparency of the quality assurance policies and developments, the University issues an annual report on internal quality evaluation. The reports of the commission are published on the official website of the University.

The experts want to draw the University's attention to the development of key figures. Otherwise, the analysis of trends is hardly possible. As far as the experts can discern, there is need for action regarding several programs due to small numbers of students. The University should take action in case the number of enrolled students in a study program remains continuously low, or in case the dropout rate in a study program is continuously high. A minimum number of students for the functioning of the Bachelor's and Master's degree programs should be established.

Area C. Institutional management and administration

The HEI's organizational structure demonstrates a clear and transparent division of responsibilities, duties and authorities. External stakeholders, students and other relevant parties are involved in the administrative and decision-making processes and the organizational structure responds to the strategy and objectives set by the HEI. The HEI regulates the division of tasks and responsibilities, which are unambiguous and transparent. Members of the HEI are aware of their tasks and responsibilities. Information systems are developed for monitoring and evaluating the effective management of the study programs and all other activities within the HEI. The qualification and experience of the personnel are adequate to ensure the proper operation of the HEI and the appropriateness of HEI employees.

Evaluation

The "Andrei Saguna" University of Constanta has a coherent, integrated and transparent system of academic management which relies on an effective management committed to fulfil the mission and objectives of the University. The University's leading structures and position, the duration of the mandates, the way of functioning, as well as other considerations related to their statute are established in the University Charter, certified by the founding members, certified accordingly by the Board of Directors and approved by the University Senate (outlined in the "University Charter").

According to the legal regulations in force and the Charter, the management structure of the University is:

The **University Senate** represents the academic community and is the highest advisory and decision-making body of the University in the fields of education, scientific research and relations with national and international higher education institutions. The Senate organizes and coordinates all teaching and scientific research activities in the University carried out in the faculties, departments and research units. The University Senate is composed of 75% teaching and research staff, and 25% student representatives. The Senate consists of 13 members (nine teaching and research staff and four students -

1st and 2nd cycle undergraduate). The president of the Senate is directly and secretly elected for four years.

The **Board of Directors** is the University's management structure with attributions in the field of the University's functioning (organizational, economic-financial, training and resource allocation and asset management tasks), strategic planning, guidance, coordination, supervision and control. It is appointed by the president of the University and consists of five members.

The **Faculty Council** is the decision-making and advisory body of the Faculty. The number of members is determined by the number of teaching and research staff, and enrolled students. The **Department Council** is the academic leadership structure of a department.

The **Rector** legally represents, together with the President of the Board of Directors, the University. He or she carries out the executive management of the institution in terms of education and scientific research on the basis of an institutional contract concluded with the Board of Directors and a management contract concluded with the University Senate. The Rector is either appointed based on public competition or by universal, direct and secret election of all tenured teaching and research staff in the University and student representatives in the University senate and faculty councils.

From the experts' point of view, the collaboration with other universities in Romania and abroad can be enhanced. The documentation provided by the University gave sufficient insight into existing cooperations. During the site visit, the experts explored the desirability and feasibility of establishing intra-university cooperations (e.g., interdisciplinary modules and study programs). The interaction between the two faculties is strong and fruitful. Many modules are offered across study programs of both faculties.

An evaluation and controlling system has been established. A particular department coordinates international cooperation based on the Erasmus programs and implements strategic objectives. Duties, responsibilities and authorities are clearly structured and documented. On the whole, the University has transparent organizational structures and well documented regulations.

Area D. Educational activities, including study programs

The HEI defines clear goals for each of its study programs, which correspond and relate to the HEI's profile and mission, thus corresponding to the desired qualification level and being thereto comparable on an educational level. Nevertheless, the study programs offered are recognized as unitary due to their particularities. The HEI develops quality management procedures for the planning of teaching and learning processes and the implementation of study programs. The results achieved are continuously monitored and documented. The HEI also provides additional educational programs to cover the continuous training of its personnel and the enhancement of student training in the form of workshops, conferences, internal training or further educational programs. The HEI provides adequate premises for implementing its study programs. The HEI has a library providing adequate learning resources for its study programs. Should the profiles of the study programs require it, the HEI holds additional premises available for practical activities (e.g. laboratories or computer rooms). Admission requirements and student evaluation methods are clear, manageable and publicized. The HEI has established mechanisms relating to student support and advice. The HEI promotes exchange programs and international mobility among its students and teaching personnel. The HEI promotes research and scientific activity. It has developed a strategy which sets corresponding goals. The study programs encompass research-related components, depending on the profile and final qualification. The HEI has sufficient material, spatial and financial resources to develop its current and planned research activities.

Evaluation

The goals of the various study programs are clearly defined and learning outcomes and performance indicators for the assessment of achieved learning outcomes are in place. The HEI develops quality management procedures for the planning of teaching and learning processes and the implementation of study programs. The achieved results are continuously monitored and documented. The students have expressed their

satisfaction with the study programs and the general learning environment in the discussions with the experts.

The University has two faculties (Economic and Administrative Science and Psychology, Legal and Behavioral Sciences) currently offering six Bachelor ("Finance and Banks", "Accounting and Management Informatics", "Management", "Public Administration", "Law", and "Psychology") and five Master study programs ("Finance-Banking Management", "Financing and Business Management in Tourism Services", "Deviance and Delinquency", "Media Communication, Public Opinion and Information Management" and "Clinical Psychology"). All programs have either already been accredited or are in the process of accreditation.

On the basis of additional documentation, the study programs were assessed according to the national regulations as well as the European Standard Guidelines. The programs are set up comparably with those in the European Higher Education Area (ECTS, Diploma supplement etc.). They also include research-related components, depending on the profile and final qualification of the respective study program. A research strategy is described. However, the experts recommend that the research conducted by the teaching staff is integrated more thoroughly into the study programs.

During the site visit, the staff situation as well as the use of continuous education programs for the staff were discussed. Within the UAS there is a Methodological and Human Resources Training Centre whose main aim is to develop innovative and effective pedagogical technologies which are presented to teachers during annual professional training courses. The University states that it organizes post-graduate training and ongoing professional development programs according to the law. The University itself does not offer doctoral studies but encourages their best students to continue their education and return to Andrei Saguna University after their graduation in order to teach.

The University has a library that provides learning resources for the study programs. Currently, the library provides resources for learning through the purchase of textbooks, subscriptions to national and inter-national journals, and access to scientific databases such as CEEOL and SpringerLink. The library's catalog is available online, allowing users to search for books, check availability, and reserve titles. As a possible improvement,

the experts suggest the expansion of the electronic library. Furthermore, more international literature should be offered.

Various support mechanisms for students are in place. Student satisfaction appears to be very high, as the students highlight the "family atmosphere" at the University. Admission requirements and student evaluation methods are clear, the information is publicly available.

The Andrei Saguna University of Constanta applies a transparent policy of recruiting and admitting students, publicly announced at least six months before the application. For the admission to Bachelor's and Master's programs, the University applies the "Regulations for the Organization of admission to the study programs offered by the University 2022", which is updated annually, approved by the University Senate and published.

The own admission procedures assume that no discriminatory admission criteria are applied and all candidates have an equal chance of being admitted to the program they opt for.

Only high school graduates with a baccalaureate diploma or the equivalent diploma, regardless of the year of high school graduation, have the right to participate in the admission competition for undergraduate university studies.

Citizens of other member states of the European Union, of the states belonging to the European Economic Area and the Swiss Confederation, who are high school graduates with a baccalaureate diploma or equivalent obtained in the mentioned states, can participate in the admission, under the same conditions provided by law for Romanian citizens, recognized by higher education institutions, according to lists and methodologies approved by order of the Minister of Education.

The University presented its strategy and measure for internationalization during the site visit. The University achieves mobility of its students by means of the European Credit Transfer System (ECTS) as well as taking part in Erasmus exchange programs. Furthermore, the University is part of the Black Sea Universities Network together with 81 other universities from Armenia, Azerbaijan, Bulgaria, Greece, Moldova, Russia, Ukraine and Romania. According to the University, UAS also has strong ties to China

since 1998 as part of the “Window of Shanghai” project. The documentation provided by the University gave sufficient insight into existing cooperations. Unfortunately, international mobility has been severely restricted in recent years due to the Covid pandemic. Between 2020 and 2023, there were no outgoing students and only three incoming students in total. During the pandemic, student mobility has decreased worldwide. The University and its students further explain that financial issues, part-time jobs and family prevent a stay at a university abroad. From the experts’ point of view, the University should think about alternative ways of financing a stay abroad. Shorter periods abroad could be more attractive to students, for example summer schools or internships. Furthermore, the experts recommend finding creative ways of internationalization, for example, internationalization from home or online conferences to include their students in the international scientific community.

Furthermore, the University should further invest in recruitment efforts, both nationally and internationally. This can be done, for instance, by building up more English courses as well as by supporting and assisting the mobility of students and teachers. The visibility of the study programs should be improved by underlining unique features, for example, the good student-teacher-ratio or certain contents of the study programs, which are described as a crucial reason for students to enroll at the University. For future development and better visibility of the study programs, the experts deem it indispensable to create an English website with information about the study programs and the possibilities to join the University.

During the site visit, the experts and the University discussed the recognition of externally achieved credit points. From the experts’ point of view, the recognition of credits transferred from other universities (domestic and abroad) is regulated according to the requirements of the Lisbon Recognition Conventions. The University provides credit at competence level.

The study contract specifies the study program, the duration of the studies, the tuition fee, the conditions for promotion of the academic year and/or the study cycle, the rights and obligations of the students and the University. Based on these documents, the candidate is enrolled as a student.

The transfer of students to and from the Andrei Saguna University of Constanta is carried out in compliance with the legal provisions included in the Ministry of Education Order no. 651/2014 for the approval of the Methodology regarding the academic mobility of students and the Ministry of Education Order no. 5140/2019 for the approval of the Methodology regarding the academic mobility of students. The transfer of students (definitive academic mobility) is carried out in compliance with the legal provisions regarding the maximum tuition capacity approved by Government Decision.

An elaborated research strategy as well as a comprehensive quality management system is described. The quality management includes processes for the evaluation and development of study plans, learning processes, learning outcomes and the creation as well as closure of new study programs.

Area E. Infrastructure and functional resources

The HEI provides evidence that it has sufficient spatial, material and functional resources available to ensure the proper functioning of all teaching, learning, research and administrative activities. They are adequate in relation to the number of students enrolled and the number of teaching and administrative personnel. The HEI develops plans for constantly enhancing its resources. The HEI has a mechanism for recruiting personnel. There are corresponding regulations in force for recruiting teaching and administrative personnel, which are clear and transparent and promote equality and recognition based on qualification and experience. The duties and responsibilities of the personnel correspond to their qualifications and experience. The personnel is aware of their tasks and contribute to enhancing the HEI's strategy and activities. The number of personnel employed is adequate for developing all the HEI's current and planned activities. The HEI secures sufficient revenue and its budget is clearly and transparently planned and covers all incurred costs.

Evaluation

The University is financed on a private basis. Tuition fees cover a substantial part of the budget. In addition to tuition fees, the University also has other sources of income,

such as rent from apartments owned by the University. The university provided the experts with comprehensive insights into the financing of the institution. The university has a well-structured annual budget, as well as short- and medium-term financial policies with reference to financial sustainability.

Annually, at the University level, a budget approved by the Board of Directors is drawn up. At the University level, tuition fees are calculated in accordance with the average tuition costs per academic year for similar Bachelor's or Master's fields and are made known to students by being posted on the University's website.

As part of the site visit, the buildings and premises of the University campus were inspected. During the tour around the library, seminar and lecture halls and employees' offices, the expert group was shown available material and premises of the University. Based on the Self-Evaluation Report, provided by the University, and the tour, the experts established that the University currently has sufficient material and spatial resources to develop its present and future activities. The experts compliment the investment in the modern equipment.

Due to the demographic changes in Romania, the number of students will probably decrease further in the next years. To compensate the lower number of students and therefore the financial losses, the University sought for new means of funding. The University, for example, offers paid services like the preparation of business plans, the creation of marketing campaigns or the offering of legal services.

The University's infrastructure and equipment is qualitatively heterogeneous. The University has a library providing learning resources for the offered study programs. Both human and financial resources are adequate for reaching the intended objectives of the University.

Furthermore, the student-to-teacher ratio is excellent. The students' satisfaction regarding the services offered was visible. Students report a family atmosphere and great support in different matters at the University.

The University has a structured mechanism for recruiting personnel. There are clear and rigorous rules on the selection of staff, and there are good procedures in place when vacancies occur. There are corresponding regulations in force for recruiting teaching

and administrative personnel which are clear and transparent and promote equality as well as recognition based on qualification and experience. The duties and responsibilities of the personnel correspond to their qualifications and experience.

2.4 Conclusion

In short, as a first step, this expert report gives a preliminary evaluation of the self-evaluation report submitted by the University and the talks between the University representatives and the experts with regard to pre-agreed upon assessment areas. The first site visit was aimed at pointing out strengths and weaknesses, and to reach a common level of discussion for further enhancement of the quality of teaching, learning and research within the University. The meeting was also organized with the objective of expediting the external evaluation process and clarifying open questions in order to be able to make a preliminary statement regarding strengths and weaknesses of the Higher Education Institution and to formulate recommendations for the next meeting.

As a second step, this expert report concludes the External Institutional Evaluation after a second site visit. It shows the collection of answers to the open questions and completion of all the information necessary in order to evaluate the University's internal mechanisms and quality management processes, coming to a final result in this expert report. As agreed upon, the proceedings of the External Institutional Evaluation conform to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and "The Guide of the Activities of Quality Evaluation for University Study Programs and Higher Education Institutions: Part I Evaluation Guide for Externally Accredited Study Programs" and "External Assessment Methodology, Standards, Reference Standards, and List of Indicators performance of the Romanian Agency for Quality Assurance in Higher Education" and the procedure is based on the "General Information on Institutional Audit and Quality Assurance Procedures" (Resolution of the Board of AHPGS of February 14th, 2013).

Accordingly, the expert report sums up the key aspects and preliminary outcomes of the visits and reviewed documents. The summary concludes the strengths and weaknesses of the institution. The central focus of the External Institutional Evaluation procedure is the assessment of the areas: A. Profile, objectives and strategy of the institution / Area B. Quality assurance and quality management system / Area C. Institutional management and administration / Area D. Educational activities, including study programs / Area E. Infrastructure and functional resources. The experts were able to assure themselves that the University fulfills the criteria as stipulated in the assessment areas A to E, thus, verifying the quality standards of the Higher Education Institution. The criteria address general areas for evaluation when implementing external quality assurance procedures at Higher Education Institutions. However, the assessment of the experts examines, aside from infrastructure and organizational/management structure, further aspects of the institution, such as planned and current study programs.

To sum up the External Institutional Evaluation, the experts render a positive judgment regarding the institutional component of the University. The experts appreciate the development of the University between the two visits. There is coherence between vision, mission strategy and action plans of the University.

The experts recommend further sharpening of the University's profile in order to highlight the University's unique characteristics, like the connection to the local community. UAS clearly contributes to the development of the Romanian society through education and scientific research, with the purpose of generating and transferring knowledge to the society.

Furthermore, the experts can confirm the positive overall impression they had during the site visits, both from the University's quality assurance system as well as from the people involved in the quality assurance process. Again, students and graduates have expressed their satisfaction with the study programs and learning environment.

Both the institutional management and administration are transparently depicted in the University Charter. The experts also welcome the participation of students in the process.

Furthermore, as a competitive forward-looking institution, it is imperative for the University to streamline its profile, to determine its unique selling points and to cluster education and research around these topics and domains.

The University presented its strategy and measures for internationalization during the site visits. The University continues to expand its activities and the number of collaborations is steadily increasing. The documentation provided by the University gave sufficient insight into existing cooperations. The experts perceive the development of the University very positively. Due to financial difficulties of the students, the number of students going abroad is relatively low. Shorter periods abroad could be more attractive to students, for example summer schools or internships. Finding creative ways of internationalization, for example internationalization from home or online conferences, to include their students in the international scientific community, is recommended.

The following recommendations are thus strongly proposed for the University’s consideration in order to strengthen and make use of its existing assets, as well as to further enhance the quality of teaching, learning and research, and to emphasize the responsibility of the University for quality assurance of its study programs following the European understanding of institutional autonomy in higher education:

Area A

- The University should prioritize the research activities in its strategy.
- The internationalization strategy of the University should be strengthened further and collaboration with universities should be fostered and enhanced.
- The experts recommend developing a strategic plan to manage the possible declining student numbers and the financial loss that might result thereof.

Area B

- The experts recommend monitoring the number of students and defining a critical number of students for each program.
- The University should use the possibilities of the ISO system to further develop the university's quality system in the direction of the total quality management approach (TQM).

Area D

- A research strategy is described by the University. However, the experts recommend that the research conducted by the teaching staff is integrated more thoroughly into the study programs.
- As a possible improvement to the library, the expansion of the electronic library is suggested. Also, more international literature should be offered.
- The University should think about alternative ways of financing a stay abroad. Shorter periods abroad could be more attractive to students, for example summer schools or internships. Furthermore, creative ways of internationalization, for example internationalization from home or online conferences, to include their students in the international scientific community could be an option.
- For future development and better visibility of the study programs, an English website should be created with information about the study programs and the possibilities to join the University.

3 Annex 1 Schedule first site visit on June 6-7, 2023

| June, 5th | Agenda | Responsibility / Participants (please mention function) |
|-------------|---|---|
| 14:40 | Arrival at Henri Coanda International Airport / Transfer to the hotel | To be organized by University |
| 19:00 | Internal discussion of the expert group / dinner Topics: Getting to know the expert group, explanation of the procedure, preparation of discussions | Expert group and representatives of the AHPGS |
| June, 6th | Agenda | Responsibility / Participants (please mention function) |
| 09:00 | Transfer to the University / Welcome | To be organized by University |
| 09:30-11:00 | Interview with the management of the University Topics: Governance of the University, profile and strategy of the University staff, resources of the departments and faculties and the study programs, support offers, gender equality, concerns of disabled students | Aurel PAPARI, president of UAS George Daniel PAPARI, Rector Andra SECELEANU, vice-rector Gabriela MUNTEANU, vicerector George TICAL, dean Faculty of Psychology and Legal and Behavioral Sciences Oana PĂUN, DEAN Faculty of Economic and Administrative Sciences Doinita Bentu, Head of Psychology Department Andreea Ilincuta, Head of Law Department Irina SUNDA, Head of Economics Department Adrian PAPARI, Director of Research Center Bianca GARABET, Head of Professional counselling and guidance Department |
| 11:00-11:15 | Break / Internal discussion | Expert group and representatives of the AHPGS |
| 11:15-12:30 | Interview with representatives of the bachelor study programs (Dean, Head of respective department) Topics: Strategy of the Faculty, leadership and organizational culture, conditions and resources for teaching, conditions and resources for research, working conditions at the Faculty; experience with gender equality and disabled students | Oana PĂUN, DEAN Faculty of Economic and Administrative Sciences Irina SUNDA, Head of Economics Department Cezar Peta, responsible with internal audit |

| | | |
|--|--|--|
| 12:30-13:30 | Lunch / internal discussion | Expert group and representatives of the AHPGS |
| 13:30-15:00 (30 min each study program) | Interview with teaching staff Topics: Strategy of the University, working conditions at the University, resources for teaching and research activities, facilities, staff development, leadership and organizational culture | Accounting: Mitea Neluta, Corbu Ioan, Marcean Dana, Munteanu Iuliana Management: Peta Cezar, Paun Oana, Papari Daniel, Nicorescu Elisabeta, Mircica Nela Public Administration: Staiculescu Rodica, Tical George, Popa Tache Cristina, Pavelescu Tiberiu, Ilincuta Darius |
| 15:00-15:15 | Break / Internal discussion | Expert group and representatives of the AHPGS |
| 15:15-16:15 | Interview with students Topics: Experience of the students at the University and in the study programs, academic demands, professional qualifications, and personal development; availability of resources; support (tutorials, mentoring programs, advisory service, etc.); experience with gender equality and disabled | Accounting: 5 students Management: 5 students Public Administration 5 students |
| 16:15-17:00 | Internal discussion | Expert group and representatives of the AHPGS |
| 17:00 | Debriefing with the University | Aurel PAPARI , president of UAS George Daniel PAPARI , Rector Andra SECELEANU , vice-rector Gabriela MUNTEANU , vicerector |
| 19:00 | Dinner | <i>To be organized by University</i> |
| June, 7th | Agenda | Responsibility / Participants <i>(please mention function)</i> |
| | Transfer to Henri Coanda International Airport | <i>To be organized by University</i> |

4 Annex 2 Schedule second site visit on October 18-19, 2023

| October, 18th | Agenda | Responsibility / Participants (please mention function) |
|---|---|--|
| 14:40 | Arrival at Henri Coanda International Airport / Transfer to the hotel | To be organized by University |
| 19:00 | Internal discussion of the expert group / dinner Topics: Getting to know the expert group, explanation of the procedure, preparation of discussions | Expert group and representatives of the AHPGS |
| October, 19th | Agenda | Responsibility / Participants (please mention function) |
| 08:30-10:00 | Internal discussion of the expert group | Expert group and representatives of the AHPGS |
| 10:00 | Transfer to the University / Welcome | To be organized by University |
| 10:30-11:30 | Interview with the management of the University Topics: Governance of the University, profile and strategy of the University staff, resources of the departments and faculties and the study programs, support offers, gender equality, concerns of disabled students | Aurel PAPARI, president of UAS George Daniel PAPARI, Rector Andra SECELEANU, vice-rector Gabriela MUNTEANU, vicerector |
| 11:30-11:45 | Break / Internal discussion | Expert group and representatives of the AHPGS |
| 11:45-12:30 | Interview with representatives of the Faculty of Psychology, Legal and Behavioural Sciences (Dean, Head of department) and the Faculty of Economics and Administrative Science (Dean, Head of department) Topics: Strategy of the Faculty, leadership and organizational culture, conditions and resources for teaching, conditions and resources for research, working conditions at the Faculty; experience with gender equality and disabled students | Oana PĂUN, DEAN Faculty of Economic and Administrative Sciences Irina SUNDA, Head of Economics Department George Tical, dean Doinita Bentu, head of department Tiberiu Pavelescu, Head of department |
| parallel meeting institutional evaluation 11:45 – 12:30 | Interview with the Board of Directors Topics: strategy and governance structure of the University, financing | Papari Aurel, president Papari George Daniel, rector Andra Seceleanu, prorector Gabriela Munteanu, prorector |
| 12:30-13:30 | Light Lunch / internal discussion | Expert group and representatives of the AHPGS |

| | | |
|--|--|--|
| 13:30-15:00 (30 min each study program) | Interview with teaching staff Topics: Qualification objectives of the study programs (academic qualifications, professional qualifications, etc.); Study program concept (coherent overall concept; conveyance of disciplinary knowledge and interdisciplinary knowledge; conveyance of methodological and generic skills; pedagogical and didactic concept; coherent structure of the study program; defined education goals; feasibility of the study program with regard to the workload, examination system; support offers; design of practically oriented components; situation of the labour market; rules for recognition of credits from other study programs etc.); rights to participate in civic action, potential for personality development; implementation of evaluation outcomes and results, etc. <ul style="list-style-type: none"> • "Law" • "Psychology" • "Clinical Psychology" | Andreea Ilincuta, Law Denis Ghervase, Law Adrian Papari, Clinical Psychology Livia Fratiman, Clinical Psychology Laura Hanza, Psychology Ana Rodica Staiculescu, Psychology |
| 15:00 | Tour of the premises | |
| 16:00 | Transfer to the hotel | |
| 16:30-18:00 | Internal discussion | Expert group and representatives of the AHPGS |
| 19:00 | Dinner | |
| October, 20th | Agenda | Responsibility / Participants <i>(please mention function)</i> |
| 09:00-10:00 | Interview with students Topics: Experience of the students at the University and in the study programs, academic demands, professional qualifications, and personal development; availability of resources; support (tutorials, mentoring programs, advisory service, etc.); experience with gender equality and disabled | Students of Law, Psychology and Clinical Psychology |
| 10:00-10:45 | Internal discussion | Expert group and representatives of the AHPGS |
| 11:00 | Debriefing with the University | |
| 12:00 | Transfer to Henri Coanda International Airport | <i>To be organized by University</i> |

5 Annex 3 Complete list of experts involved in the different steps of the evaluation process

First visit at “Andrei Saguna” University of Constanta: External Institutional Evaluation and program accreditation

- Silvio Christoffel, University of Konstanz, Germany
- Prof. Dr. Ralf Evers, Fliedner University of Applied Sciences Düsseldorf, Germany
- Prof. Dr. Günter Friesenhahn, Koblenz University of Applied Sciences, Germany
- Prof. Dr. Marion Halfmann, Niederrhein University of Applied Sciences, Germany
- Prof. Dr. Edgar Köster, Catholic University Freiburg, Germany
- Prof. Dr. Björn Maier, Dual University Baden-Württemberg, Germany
- Prof. Dr. Jana Wolf Sussman, Aalen University, Germany

Second visit at “Andrei Saguna” University of Constanta: External Institutional Evaluation and program accreditation

- Prof. Dr. Ralf Evers, Fliedner University of Applied Sciences Düsseldorf, Germany
- Prof. Dr. Ursula Fasselt, Frankfurt University of Applied Sciences, Germany
- Prof. Dr. Günter Friesenhahn, Koblenz University of Applied Sciences, Germany
- Prof. Dr. Dr. Thomas Gergen, Institut Supérieur de l'Économie, ISEC Univ. Luxembourg
- Prof. Dr. Marion Halfmann, Niederrhein University of Applied Sciences, Germany
- Prof. Dr. Edgar Köster, Catholic University Freiburg, Germany
- Melanie Raschke, University of Kassel, Germany
- Prof. Dr. Silke Wiegand-Grefe, Medical School Hamburg – University of Applied Sciences and Medical University, Germany
- Prof. Dr. Jana Wolf Sussman, Aalen University, Germany