



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

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| Higher Education Institution/Education Provider Organization: | "LUCIAN BLAGA" UNIVERSITY IN SIBIU (LBUS) |
| Doctoral School: | of Social Sciences |
| Doctoral Field: | Economics |
| The objective of the external evaluation: | Maintaining Accreditation (MAC) |

Members of the ARACIS Evaluation Panel

| No. | Last Name and First Name | Team role | Signature |
|-----|--------------------------------|-----------------------|-----------|
| 1. | <i>DOBRIN Cosmin Octavian</i> | Expert evaluator | |
| 2. | <i>CRUDU Rodica</i> | International Expert | |
| 3. | <i>SPULBĂR Andrei Cristian</i> | PhD Student Evaluator | |

I. Introduction

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

The external evaluation report was prepared by the ARACIS Commission of experts in external quality assessment during the visit held from April 27, 2026, to April 28, 2026, for the periodic evaluation of the doctoral study program in Economics at Lucian Blaga University of Sibiu.

- Description of the higher education institution;

Lucian Blaga University of Sibiu (LBUS) is a state-run public higher education institution with non-profit legal status, established by Romanian Government Decision No. 225/1990. Today, it operates as a university of advanced research and education, offering bachelor's, master's, doctoral, and postdoctoral programs, conducting scientific research, and accessing national and European funding.

The university is headquartered in Sibiu, 10 Victoriei Boulevard, Romania; official website: www.ulbsibiu.ro. LBUS communicates relevant information to students, graduates, and employers through social media platforms such as LinkedIn, Facebook, and Instagram.

LBUS operates under its University Charter, approved by the University Senate and endorsed by the Ministry of Education and Research, in compliance with national legislation and aligned with European higher education policies.

LBUS operates in accordance with the Romanian Constitution, national legislation, and internal regulations, based on principles such as university autonomy, academic freedom, transparency, quality assurance, and institutional independence. Its mission is pursued through four main pillars: a) Education, b) Advanced Research, c) Collaboration with the socio-economic environment, d) Internationalization.

The university comprises 9 faculties, 16 doctoral programs, and several research centers, offering a full range of academic and professional development programs. It undergoes regular external quality evaluations to ensure the authorization and accreditation of its study programs and compliance with legal standards.

- General description of the doctoral study program (reasons for its establishment—in the case of provisional authorization to operate; evolution and/or changes since the last external quality evaluation—in the case of procedures for accreditation or maintaining accreditation, as applicable).

Since 1990, “Lucian Blaga” University of Sibiu has offered doctoral programs across six fields (humanities, engineering, economics, law, medical sciences, and theology). Their organization is governed by Ministerial Order No. 5498/2021 https://www.edu.ro/sites/default/files/fisiere%20articole/OM_5498.pdf, and Ministerial Order No. 6067/2022 regarding the maintenance of accreditation for the fields of doctoral studies organized in the doctoral schools within LBUS.

The Institute for Doctoral and Postdoctoral Studies includes six doctoral schools, among them the Doctoral School of Social Sciences, which covers economics.

[The university's strategy](#) for the period 2025–2034 and its [annual operational](#) plans focus on improving institutional performance, strengthening the academic community, integrating into the European Higher Education Area, and advancing internationalization.

The Doctoral School of Social Sciences is coordinated by the Council of the Doctoral School of Social Sciences (CSDSS), consisting of four members: the Director of the SDSS, 1 doctoral supervisor from IOSUD-LBUS, a scientific figure from outside IOSUD-LBUS, and a representative of the doctoral students (<https://doctorate.LBUSibiu.ro/ro/csud/>). Currently, the DSUD in Economics has 5 doctoral supervisors.

Since the last external evaluation, the Economics doctoral program at DSUD has strengthened its position as a dynamic and attractive program in Romania, diversifying its student profile and expanding research themes in line with contemporary economic and management challenges. Research has become more interdisciplinary and better integrated into national and international networks, covering

areas such as strategy, innovation, leadership, entrepreneurship, governance, digitalization, and institutional performance.

Internationalization, in accordance with [the internationalization strategy for the period 2025–2034](#), remains a strategic priority for LBUS (2025–2034), focusing on enhancing institutional performance and increasing the quality and visibility of research and education. The university joined the FORTHEM Alliance in 2021 and was recognized as a “European University” in 2022.

Starting with the **2025–2026 academic year**, the Economics doctoral program offers both scientific and professional tracks. Curricula and regulations have been continuously updated in line with Higher Education Law No. 199/2023, Order 3020/2024 on the framework regulation for doctoral studies, as well as subsequent related regulations.

II. Methods used

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

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

During the visit, the following spaces and facilities were inspected: lecture halls, seminar rooms/laboratories, the library (circulation desk, reading rooms, and book storage), the sports complex, the CSUD Secretariat, workspaces for doctoral students, doctoral supervisors (5), and doctoral school leadership (2), as well as the LBUS cafeteria.

Meetings were held with the university leadership, the doctoral school, the team that prepared the internal evaluation report, 4 doctoral supervisors, 5 graduates of the Economics doctoral program, employers of doctoral program graduates representing 6 companies/organizations/institutions, 6 doctoral students, representatives of research centers/laboratories, members of the University Ethics Committee, and representatives of organizational structures responsible for quality assurance and quality evaluation commissions at LBUS.

III. Assessment of the extent to which the standards and performance indicators are met

DOMAIN A. Institutional capacity for the

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

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

The HEI has organizational components within its structure that operate based on appropriate competencies, responsibilities, processes, and implementation procedures, and ensure an effective management system.

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| Indicator I.P.A.1.1.1 | To deliver the study program/field, the HEI has adequate organizational 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 facts, supported by documents and data (documents should preferably be included via links in the body of the IER)

LBUS has a well-defined institutional structure, supported by efficient governance, adequate resources, and transparent management, including student representation. Its governing bodies operate in accordance with the University Charter and internal regulations, with key documents approved by the Senate and published at <https://senat.LBUSibiu.ro/>.

Coordinated by [the Administration of the Doctoral School of Social Sciences](#), [the Council of the Doctoral School of Social Sciences](#) operates in accordance with the LBUS Charter and internal

regulations. The doctoral program is managed by the CSUD, and its activities are conducted within a robust regulatory framework, periodically updated in accordance with legislation and the recommendations of ARACIS and CNATDCU.

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The organizational structure ensures effective coordination of academic and administrative activities, with well-defined responsibilities. The procedural framework is correctly and fully defined, contributing to the coherent, transparent, and compliant conduct of managerial and academic processes.

- Continuous monitoring of the regulatory framework and ongoing updating of specific documents.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

The HEI demonstrates that it involves relevant stakeholders in the development of methodologies and regulations, as well as implementation procedures.

Indicator
I.P.A.1.2.1

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

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

At LBUS, methodologies, regulations, and procedures are developed and revised with the involvement of specialized Senate committees, which analyze and approve them within their areas of competence. The outcomes are formalized through Senate resolutions and published on its website.

Within the Doctoral School of Social Sciences, this process follows a participatory approach, involving doctoral supervisors, students, and relevant stakeholders, including employers. The CSD and CSUD play a key role in consolidating input and formulating proposals, with feedback integrated into final documents in line with ARACIS regulations.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The active involvement of stakeholders is demonstrated at the IOSUD-LBUS level by the fact that the opinions of doctoral students, doctoral advisors, academic guidance and integrity committees, as well as other stakeholders (employers, socio-economic partners) are integrated into the process of developing and revising institutional methodologies, regulations, and procedures to the extent that applicable regulations permit their involvement.

- Aspects that constitute best practice examples
- Organizational culture based on consultation and analysis.
- Continuous alignment with the legislative framework and ARACIS standards.
- Extensive participatory mechanism involving various categories of stakeholders.

The indicator is: fulfilled.

Criterion A.2. Material resources and optimization of the use of material resources

Standard S.A.2.1. Material resources

* The faculty, department, subsidiary, and extension—hereinafter “organizational components”

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

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| Indicator I.P.A.2.1.1 | The HEI legally owns facilities for its educational, research, and administrative activities, as well as for services provided to students, doctoral students, and trainees, thereby creating a supportive environment for living and studying, including for people with disabilities. Optimal facilities are also provided for staff activities. These facilities are adequately equipped. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

LBUS has adequate infrastructure to support education, research, and administrative activities, as well as dedicated spaces for students and doctoral candidates. Facilities are well-equipped, accessible, and provide appropriate conditions for study, academic life, and staff activities.

Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The Doctoral School has adequate material resources to support academic and research activities, with facilities accessible to persons with disabilities. It includes dedicated spaces for administration, doctoral students and supervisors, and teaching activities, all equipped with modern digital infrastructure.

Doctoral activities in Economics are carried out within the Faculty of Economic Sciences and the Center for Economic Research, which provide access to advanced research infrastructure, including major international databases and the [LSEG Data&Analytics](#) platform.

- Examples of best practices
- Free access for doctoral students and their advisors to all university facilities.
- Infrastructure accessible to people with disabilities (ramps, elevator, adapted restrooms, special parking spaces).

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

The organizational units manage the movable and immovable assets used for the evaluated study program/field in an optimal and sustainable manner.

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| 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 current situation, supported by documents and data (documents preferably included via links in the body of the IER)

LBUS ensures the sustainable management of its material resources to support high-quality education. The Department of Economics efficiently uses dedicated facilities, including well-equipped classrooms with modern technology and access to licensed software (e.g., SPSS, CIEL, EVIEWS, SAS/R, Stata, Microsoft Office, etc.). The university provides wireless internet and access to relevant academic resources through its libraries, while ongoing investments focus on upgrading teaching spaces and student accommodation.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Technical facilities and ICT infrastructure effectively support teaching, learning, and research, with classrooms equipped with projectors, videoconferencing systems, workstations, furniture, and air conditioning. Wireless networks and licensed software tailored to needs ensure a high-quality academic environment, and the library provides access to national and international databases for doctoral research. Movable and immovable assets are inspected periodically, and malfunctions are promptly remedied by technical and administrative staff.

- Examples of best practices

- Modern equipment in all classrooms and laboratories, in accordance with curricular requirements.
- Periodic inspection of movable and immovable assets and interventions by technical and administrative staff to repair malfunctions ensure the optimal functioning of the infrastructure and the continuity of academic activities.
- [Recommendations](#)
- Improving research infrastructure by maintaining access to databases, equipping laboratories, and identifying modern analytical and research tools.

The indicator is: fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruitment procedures developed in accordance with the law

Standard S.A.3.1. Human resources

The HEI has the necessary human resources to organize and deliver the evaluated study program/field.

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| Indicator I.P.A.3.1.1 | The human resources of the organizational component are suitable for performing the activities pertaining to the evaluated study program/domain. The teaching staff possesses the required qualifications and professional competencies to teach the subject matters assigned to them in the job description. |
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- [Presentation of the facts, supported by documents and data \(documents preferably included via links in the body of the IER\)](#)

IOSUD-LBUS provides the human resources necessary to ensure that activities specific to the doctoral program in Economics are carried out under optimal conditions. Doctoral supervisors are affiliated [with the Doctoral School of Social Sciences](#) after obtaining their habilitation certificate in the field of doctoral studies in Economics or having this status recognized in accordance with current regulations, and only if they meet the IOSUD-LBUS affiliation standards, as set forth in [the Regulations on the Organization and Conduct of Doctoral Studies](#) and in [the Regulations of the Doctoral School of Social Sciences](#).

- [Analysis of the actual situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met](#)

The human resources of the DSUD in Economics include five doctoral supervisors. All doctoral supervisors meet the current CNATDCU criteria and supervise a maximum of 8 doctoral students. The forms documenting compliance with the minimum standards required and mandatory for the granting of the habilitation certificate in the field of doctoral studies in Economics are presented in [Annex I.P.A.3.1.1. FV Habilitation Standards Economics](#). The courses in the curriculum are taught by professors with relevant experience, demonstrated through their education, seniority, and scientific publications, with their competence also being recognized through student evaluations.

[Aspects that constitute best practice examples](#)

- The qualifications and experience of the faculty members teaching the courses in the training program and of the doctoral advisors ensure a high standard of teaching and research, contributing to the recognition of the doctoral school's value and the full integration of doctoral students into the international scientific community.
- Compliance with ARACIS standards regarding the ratio of doctoral students to doctoral supervisors, which contributes to a high level of quality in doctoral students' performance.
- [Recommendations](#)

Strengthening mentoring for both doctoral supervisors and, in particular, doctoral students.

The indicator is: fulfilled.

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| Indicator I.P.A.3.1.2 | The HEI ensures professional and personal development for its staff. |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

LBUS actively promotes the professional and personal development of doctoral supervisors by integrating specific strategic objectives into [the LBUS Multi-Year Strategic Plan for Institutional Development](#), which includes clear guidelines on continuous professional development and the internationalization of academic activities. These directions are supported by: [The involvement of doctoral supervisors in research and institutional development projects](#).

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

LBUS promotes the continuous development of faculty members and doctoral supervisors through a strategic focus on research, international conferences, and academic mobility. These priorities are reflected in the Institutional Development Plan, with emphasis on professional development and internationalization. Key activities include training internships, Erasmus+ mobility, participation in projects, and specialized courses in scientific research, quantitative methods, and field-specific software.

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

Participation of faculty members and doctoral supervisors in international conferences, publications in indexed journals, and involvement in editorial boards supports the dissemination of research, fosters academic collaboration, and enhances the national and international reputation of the DSUD Economics program.

The indicator is: fulfilled.

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

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

Recruitment procedures for hiring new doctoral supervisors fully comply with the applicable legal framework and are designed and implemented in a clear, transparent, and fair manner. These procedures are regulated by:

- [OM 3998/2024 on the Methodology for Granting the Qualification Certificate](#);
- [The Methodology for Granting the Habilitation Certificate at LBUS](#);
- [Regulations on the Organization and Conduct of Doctoral Studies](#);
- [Regulations of the Doctoral School of Social Sciences](#).

[Recruitment is conducted publicly](#), in accordance with the criteria of legality, fairness, and professional competence. Applications are evaluated in accordance with CNATDCU and institutional standards.

- Analysis of the actual situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify the assessment of the extent to which the indicator was met

LBUS fully complies with national and internal regulations regarding teaching and administrative staff, with transparent procedures for filling positions. Transparency is ensured by posting job openings and submitting candidates' applications for review by members of the DSUD Economics. The selection of the School Director, members of the School Council, and members of the CSUD is conducted in accordance with internal procedures.

- [Examples of best practices](#)
- The procedures for filling positions and appointing doctoral advisors comply with current legislation, ensuring fairness and non-discrimination.
- The affiliation of doctoral supervisors is carried out through transparent procedures, which lends legitimacy to decisions and strengthens academic governance.

- Recommendations
Recruiting foreign specialists to serve on academic integrity and/or thesis defense committees

The indicator is: fulfilled.

Criterion A.4. Digitalization of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process within the organizational component aims to streamline administrative procedures and improve the quality of services provided to members of its own community, as well as to third parties.

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| Indicator I.P.A.4.1.1 | The organizational component uses IT tools in its own procedures to improve access and provide high-quality services to members of its own community and the indirect beneficiaries of education. |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

Transparency, accessibility, and efficient information management within IOSUD-LBUS are supported by IT tools, including Internet/Intranet communication systems, integrated applications for [Documents, licenses for student record management, payroll, accounting, and asset management applications](#); online forms for collecting information and feedback from doctoral advisors and doctoral students; [licenses for assessing the degree of similarity in doctoral theses](#) (sistemantiplagiat.ro).

Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Digital transformation simplifies administrative procedures and increases the efficiency of services. IOSUD uses platforms for PhD enrollment and admission, online application submission, etc. Anti-plagiarism applications and research database management enhance academic integrity and the transparency of processes.

Examples of best practices

- Integrated digital platforms for faculty and doctoral students that facilitate quick and secure access to resources and services.
- Implementation of the PNRR Tradismart project.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programs

Standard S.B.1.1. Content of study programme(s)*

The study program is based on a curriculum designed to enable students to achieve the expected learning outcomes.

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

The PhD program in Economics follows national and international standards, developing advanced skills in research, critical thinking, and academic communication. The curriculum includes:

* The term “programs” refers to the external quality evaluation of the study programs within a master’s/doctoral field. The term “program” shall be used hereinafter.

- 1 core course: *Scientific Research Methodology*;
- 1 complementary course: *Academic Ethics and Integrity*;
- 2 specialized courses: *Advanced Economics, and either Contemporary Approaches to Management or Financial Policies and Practices*;
- research activities, seminars, international mobility programs, conferences, and summer schools;
- semester-long assessments (for first-year courses) and annual assessments, upon the presentation of doctoral students' scientific research reports.

The program totals 240 ECTS credits and allows for national and international recognition, contributing to an ISCED Level 8 university qualification.

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The Department of Economics ensures a balance between theory and practice, developing research skills and integrating doctoral students into the international academic community. Research activities are managed by fulfilling the requirements of the doctoral program in Economics: [the curriculum](#), [course descriptions](#) with expected learning outcomes, [Description of competencies in accordance with the European Qualifications Framework \(EQF\) and the National Qualifications Framework \(CNC\)](#). Course topics are continuously updated to reflect emerging trends and ARACIS requirements.

- Aspects that constitute best practice examples
- The comprehensive structuring of the study program into a unified and publicly available package.
- Alignment of curriculum documents with the National and European Qualifications Frameworks.

The indicator is: fulfilled.

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

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

In the curriculum design and development process, the organizational component seeks to ensure the qualification level, as well as alignment with the intended occupations.

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| Indicator I.P.B.2.1.2 | The expected learning outcomes are aligned with the competencies required by those occupations, in accordance with occupational standards and/or the European Skills, Competences, and Occupations (ESCO). |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

DSUD Economics provides a doctoral curriculum aligned with labor market demands and national and European occupational standards (ESCO, Level 8 of the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC)). Learning outcomes aim to develop advanced competencies for scientific research and various professional fields, including higher education, research, and the private sector.

- Analysis of the current situation, in relation to the facts established from documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The PhD program in Economics develops advanced research, ethical, and project management skills, aligned with ESCO and labor market requirements. As a third-cycle program (EQF Level 8), it trains highly qualified researchers through research-based learning, leading to the award of the doctoral title.

Consultation with employers supports the adaptation of the curriculum to the actual demands of the market, and the structure and content of the courses contribute to the development of key and research-specific competencies.

- Examples of best practices
- Aligning the curriculum with national occupational standards and the European Classification of Occupations (ESCO) for professional relevance and international recognition.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

The organizational component implements the principles of student-centered learning.

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| Indicator I.P.B.3.1.1 | The organizational component ensures the implementation of student-centered learning in the curriculum and through the teaching strategies used in learning and teaching activities and experiences. |
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- Presentation of the facts, supported by documents and data (documents should preferably be included via links in the body of the IER)

The curricula, course descriptions, and individual research plans within the doctoral program in Economics reflect active teaching, learning, and assessment methods tailored to the needs and individual pace of development of doctoral students. Furthermore, the training program specifically includes a series of activities aimed at developing research skills and capitalizing on the results obtained.

The educational process combines direct teaching activities with independent study, utilizing digital technologies (email, e-learning platform, electronic resources).

- Analysis of the current situation, in relation to the facts established from documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The program's organization consistently supports student-centered learning by ensuring that research stems from students' own interests and is scientifically and administratively validated, that content and activities are tailored to the doctoral thesis, that guidance and ethical mechanisms ensure scientific rigor, and that procedures are clear and support efficiency and self-directed learning.

- Aspects that constitute best practice examples
- Student-centered learning is evident from the moment of admission to the doctoral program, as it is centered on [research topics](#).
- Doctoral students in the field of Economics have benefited from scholarships and research internships.
- Monitoring progress through clear milestones and interim evaluations.

The indicator is: fulfilled.

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| Indicator I.P. B.3.1.2 | The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually. |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

IOSUD-LBUS, through the Doctoral School of Social Sciences, supports doctoral students' participation in international mobility programs (conferences, internships, summer schools, training), integrated into the curriculum and governed by clear regulations, mobility methodologies, such as: [Methodology for approving mobility grants for LBUS doctoral students from IOSUD-LBUS funds](#), [Internal regulations on academic mobility and international exchange opportunities](#); [LBUS Academic Mobility Plans and International Cooperation Agreements](#).

Doctoral students are also offered other real and diverse opportunities to participate in academic mobility programs, conducted both in person and virtually, through the [Erasmus+](#) programs and other [international partnerships](#) (FORTHUM, FULBRIGHT, etc.).

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The institutional framework facilitates mobility through: procedural transparency and easy access to information; curricular recognition, which makes mobility a formal component of the doctoral program; specialized administrative support, which reduces barriers to access; and physical/virtual flexibility, which maintains the international dimension regardless of logistical or financial constraints.

- Aspects that constitute best practice examples
- Explicit integration of mobility into the Individual Doctoral Plan and the curriculum.
- Centralized and predictable communication of calls and deadlines.
- Capitalizing on the mobility experience through internal dissemination (presentations, research reports).

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organizational component provides fair opportunities for students.

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| Indicator I.P.B.3.2.1 | The organizational 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 current situation, supported by documents and data (documents preferably included via links in the body of the IER)

Institutional equity and inclusion policies are implemented through [strategies/methodologies/tools to ensure equity, incentives, and educational support services](#).

The institutional policy on equitable access and diversity in education is governed and implemented in accordance with existing regulations: [Gender Equality Plan](#) ; [Regulations on the Organization and Operation of the Integrated Student Services Center – SmartHub](#); [LBUS Charter](#); [Code of Academic Ethics and Professional Conduct](#); [Internal regulations regarding curricular adaptations and teaching strategies for students with special needs or diverse learning styles](#); [Student support programs \(tutors, educational counselors, personalized learning sessions\)](#).

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

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

- Examples of best practices
- Integration of the principles of equality and inclusion into internal regulations and procedures.
- Continuous evaluation of the effectiveness of inclusion measures.

The indicator is: fulfilled.

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

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

The organizational component provides access to adequate resources and support services, in accordance with the needs of the students.

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| Indicator I.P.B.4.1.1 | The organizational component provides students, including those with special educational needs or disabilities, with access to resources and services designed to |
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support the learning process, appropriate for individual learning needs, the field of study, the level of study, and the structure of the study program.

- Presentation of the facts, supported by documents and data (documents should preferably be included via links in the body of the IER)

IOSUD-LBUS ensures that all students, including those with special educational needs or disabilities, have access to resources and support services tailored to their individual learning needs, specific to the field, cycle, and format of the study program. Doctoral students receive individual and group academic guidance provided by faculty members and doctoral advisors (in person, via email, videoconference, or blended learning), with periodic monitoring and evaluation.

- Analysis of the current situation, in relation to the facts documented in records and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The university provides an integrated system of educational resources and support services, accessible to students with disabilities or special educational needs. Permanent digital access, specialized counseling, and academic mentoring ensure that the learning process is adapted to individual needs and the structure of the doctoral program.

- Examples of best practices
- Ensuring continuous digital access to scientific resources.
- Monitoring progress through regular meetings with the coordinator.
- Aligning counseling services with the academic and professional goals of doctoral students.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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| Indicator I.P.B.5.1.1 | Learning outcomes are adequately described and support an understanding of students' and teachers' expectations regarding the content of the subject areas in the curriculum. |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

Learning outcomes are formulated clearly and coherently, structured around specific and cross-cutting competencies and expected learning outcomes. These are explicitly described in: [Course descriptions](#), which contain a detailed description of the learning outcomes; [Curricula](#); [The Guide for Doctoral Students within IOSUD-LBUS](#).

The process of defining and updating learning outcomes is regulated at the LBUS level through internal documents and mechanisms that ensure continuous alignment with developments in the academic and professional fields: [Internal regulations regarding the definition and assessment of learning outcomes](#); [Internal procedures regarding the review and updating of learning outcomes, in accordance with educational developments and labor market requirements](#).

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Learning outcomes are explicitly defined, communicated at the beginning of each academic year, and aligned with the course content and teaching and assessment methods. Their development and updating involve faculty members and members of the Academic Council, and their relevance is periodically verified through: analysis of doctoral students' feedback; alignment with developments in the field and professional standards; and annual review of course descriptions.

- Aspects that constitute best practice examples
- Direct correlation between learning outcomes, content, and assessment methods.

- Transparent communication with doctoral students at the beginning of each year and a clear definition of the objectives to be achieved.
- Integration of scientific performance (publications, mobility, conferences) into the evaluation of doctoral progress.

The indicator is: fulfilled.

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| Indicator I.P.B.5.1.2 | Achievement of the learning outcomes is assessed through ongoing assessments and final exams. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

The Faculty of Social Sciences applies a unified and transparent assessment system; the verification of learning outcomes is carried out systematically and rigorously, both during the semesters and upon completion of studies, in accordance with: [The Regulations on the Organization and Conduct of Doctoral Studies at IOSUD-LBUS](#); [The Operational Procedure for the Completion of Doctoral Studies at IOSUD-LBUS](#); [Doctoral study contracts](#); [Curricula](#) that specify the methods for assessing learning outcomes throughout the program and upon its completion.

The training program is conducted in the first semester of the first year and includes mandatory course assessments, graded from “Very Good” to “Unsatisfactory,” with credits awarded accordingly. The doctoral pathway is research-oriented, requiring the approval of a research project and the completion of at least three scientific research reports during the study period, ultimately leading to the development and public defense of the doctoral thesis.

Completion of studies: drafting of the thesis; two-stage plagiarism check; pre-defense; public consultation (90 days); public defense before a committee of internal and external members; awarding of the doctoral degree based on academic evaluation and verification of originality. The entire process is documented and grounded in principles of quality, integrity, and fairness.

- Analysis of the actual situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify a judgment on the extent to which the indicator was met

The evaluation system is clearly regulated, phased, and aligned with legal requirements. Progress is continuously monitored through academic evaluations and annual reports. The evaluation combines curricular performance (ECTS credits) with scientific performance (publications, research, thesis). Responsibilities are distributed transparently: faculty members evaluate theoretical training, while the supervisor and the advisory committee monitor research. Course descriptions and the Individual Doctoral Plan ensure the traceability of academic objectives and requirements. Verification of originality and public defense reinforce academic rigor and credibility.

- Aspects that constitute best practice examples
- Annual monitoring through research reports.
- Clear distribution of responsibilities among the CSUD, the School of Doctoral Studies, faculty members, and advisory committees.

The indicator is: fulfilled.

Criterion B.7. Procedures and practices regarding the admissions process, the academic journey, the recognition and equivalence of studies, and the certification of results

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| Standard S.B.7.1. Admission | |
| The admission procedures and principles ensure access to higher education. | |

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| Indicator I.P.B.7.1.1 | The organizational unit applies the admission procedures. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

Admission information is published transparently on <https://doctorate.ulbsibiu.ro/ro/admitere/> and through other channels, ensuring full access for candidates. The process is annually validated in line with legal and institutional regulations ([Regulations for Admission to Doctoral Studies](#); [Framework Methodology for Organizing the Admission Process, established by the Ministry of Education and Research and adapted by LBUS](#); [The internal validation process for the admission regulations and schedule, to ensure compliance with the framework methodology](#); [Public announcements regarding admission, posted on the LBUS website and in other informational materials](#)) with details on available places, eligible supervisors, and proposed research topics publicly provided.

- Analysis of the facts, in relation to the facts established by the documents and taking into account the analyzed performance indicator, to justify a determination of the extent to which the indicator was met

The admissions process is characterized by transparency, accessibility, and fairness. The admissions process is standardized, digitized to a certain extent, with clear stages and public criteria. The early publication of information, clear evaluation criteria, and the absence of any discriminatory elements contribute to a climate of institutional trust.

- Examples of best practices
- Annual publication of the topics, locations, and schedule of the competition.
- Institutional validation of results through distinct academic structures.
- Adherence to the principles of meritocracy, transparency, and equal opportunity.
- Recommendations

Attracting doctoral students from abroad with genuine research capabilities and increasing their retention among teaching and research staff.

The indicator is: fulfilled.

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| Indicator I.P.B.7.1.2 | Admission to higher education programs complies with the principles of fairness and equal opportunity, and includes the implementation of support measures to ensure access for vulnerable groups at social and educational risk, including applicants with special educational needs and/or disabilities. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

Admission to the doctoral program in Economics is conducted in accordance with the principles of fairness, equal opportunity, and social inclusion, in line with national regulations and the institutional policy of IOSUD-LBUS. The Doctoral School of Social Sciences promotes an accessible and equitable admission framework, tailored to the needs of candidates from vulnerable groups, those in situations of social or educational risk, as well as individuals with special educational needs and/or disabilities.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify a determination of the extent to which the indicator was met

The process is standardized, documented, and institutionally validated, and is aligned with the regulations governing admission to doctoral studies. The admission process combines the digitization of procedures with concrete measures for inclusion, ensuring verifiable and equitable access for all candidates.

- Examples of best practices
- Clear educational contract, signed after admission.

The indicator is: fulfilled.

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| Standard S.B.7.2. Students' academic journey | |
| The organizational unit implements actions supporting students' academic journey. | |
| Indicator I.P.B.7.2.1 | The organizational unit enforces the regulations regarding students' professional activities. |

- Presentation of the facts, supported by documents and data (documents should preferably be included via links in the body of the IER)

The School of Social Sciences offers a flexible framework for conducting doctoral studies, in accordance with institutional regulations. The standard duration is 4 years; interruption of studies is permitted for periods of up to one year, upon the doctoral student's justified request. Re-enrollment and interruptions are regulated separately in the regulations (dedicated chapter). Doctoral student status is maintained throughout the program, including during mobility periods, with the exception of periods of interruption. Extensions, interruptions, and other situations are approved by the School Council and the University Council.

- Analysis of the facts, in relation to the facts established by documents and considering the analyzed performance indicator, to justify a judgment on the extent to which the indicator was met

The academic progress of doctoral students is monitored and documented by the Doctoral, Postdoctoral, and Habilitation Studies Service within IOSUD-LBUS, reflecting academic standing, advancement, and individual performance throughout the entire duration of doctoral studies. Monitoring involves both the recording of academic and scientific results and the assessment of compliance with ethical standards and academic conduct.

- Aspects that constitute best practice examples
- Distinct and detailed regulations regarding interruptions and re-enrollments.
- Annual monitoring of individual cases.

The indicator is: fulfilled.

Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization

Improving the quality of education and research through internationalization initiatives.

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| Indicator I.P.B.8.1.1 | The organizational unit carries out international cooperation initiatives that support the mobility of its own community members and collaboration in academic and research activities. |
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- Presentation of the current situation, supported by documents and data (documents preferably included via links in the body of the IER)

IOSUD-LBUS supports the improvement of the quality of education and research through concrete internationalization actions, in accordance with [the LBUS International Cooperation Strategy, which details international objectives and initiatives](#). Joint doctoral programs are organized in accordance with [the LBUS Methodology for the Conduct of Joint Doctoral Studies](#). Since joining [the European FORTHUM Alliance](#) in 2021, IOSUD-LBUS has strengthened its internationalization, with doctoral students and advisors participating in mobility programs and benefiting from [the Erasmus Agreements that IOSUD-LBUS](#) has with universities in Europe and beyond.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Internationalization is reflected in: mobility of faculty members and doctoral supervisors; academic collaborations stemming from institutional agreements; updating academic content in line with global trends; increasing the visibility and quality of research through participation in international conferences and projects, and attracting candidates from other countries.

- Aspects that constitute best practice examples
- A clearly defined institutional strategy for internationalization.
- Extensive network of Erasmus+ agreements and global partnerships.
- Active support for mobility and research internships.
- Recommendations

Continuing to support academic mobility and internationalization through exchange programs, international co-supervision, research internships, and short-term mobility programs.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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| Indicator I.P.B.9.1.1 | Learning based on scientific inquiry and research findings supports and builds upon the learning outcomes envisaged by the study program. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

In the DSUD Economics program, doctoral training is research-centered, through projects, seminars, and the integration of scientific results into the educational process. Faculty members utilize results from funded projects (EU/UEFISCDI/institutional) and recent publications in top journals, providing doctoral students with access to current research and advanced methodologies.

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Scientific activity is strategically integrated and supported by resources, expertise, and integrity policies. Relevant results are included in the list of publications, CVs, and compliance checklists for doctoral supervisors. Several articles are published by doctoral supervisors together with doctoral students. Through all these scientific arguments, the research directly supports the learning outcomes of the Economics program.

- Examples of best practices
- Aligning institutional research with the doctoral program.
- Integrating recent findings into activities with doctoral students.
- Involving doctoral students in publications and research projects.

The indicator is: fulfilled.

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

The organizational unit conducts scientific research activities aligned with the objectives of the evaluated study program.

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| Indicator I.P.B.9.2.1 | The results of scientific research are visible at the national and international levels in that scientific field and are capitalized upon in an appropriate manner. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

A series of research projects have been carried out involving doctoral advisors and doctoral students in the doctoral program in Economics: Development of New and Emerging Technologies in the Context of Promoting Research Excellence at LBUS (TEHNE), PFE-UEFISCDI, 2021–2024, value 6,300,000 lei, <https://grants.LBUSibiu.ro/tehne/ro/>; Project POCU/993/6/13/153310 “Development of advanced and applied research skills in the STEAM + Health framework,” for the period June 10, 2022 – December 9, 2023, a project co-financed by the European Social Fund, <https://sites.euro.ubbcluj.ro/steam/>.

The research results from the DSUD Economics are visible nationally and internationally through: publications in indexed journals (WoS, Scopus, CEEOL, ERIH Plus, etc.), participation in international conferences; involvement in research projects, activities related to Individual Doctoral Plans reflected in annual reports and publications; integration of results into theses, courses, and faculty projects.

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The research results of doctoral supervisors and doctoral students are confirmed by indexed publications and international citations, participation in competitive projects, roles on editorial boards and as reviewers, collaborations, and international academic networks. The results are integrated into the curriculum, used in the training of doctoral students, and transferred to the economic sector and public policy, contributing to the increased visibility and scientific impact of the DSUD Economics.

Research results are validated through indexed publications, international citations, and participation in competitive projects, as well as involvement in editorial boards and academic networks. These outcomes are actively integrated into the curriculum and doctoral training process and contribute to knowledge transfer toward the economic sector and public policy, enhancing thus the scientific visibility and impact of the DSUD Economics program.

- Aspects that constitute best practice examples
- Consistent publication in journals and conferences indexed in international databases.
- Active participation in international networks and conferences.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Strategic directions, actions, and procedures that are adequately implemented

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| Indicator I.P.C.1.1.1 | The organizational unit consistently implements actions and applies procedures, demonstrating their impact on improving the quality of education at the study program level |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

IOSUD-LBUS, through the Doctoral School of Social Sciences, aligns with LBUS's quality assurance policy and demonstrates the existence and functioning of quality assurance structures and mechanisms based on [the Annual Operational Plans](#); [CEAC reports on the implementation of quality assurance measures; the SCEAC annual report at the IOSUD-LBUS level](#); [Annual activity reports at the IOSUD-LBUS level](#); [Annual reports of the Rector \(on the state of the university, including actions to improve quality\)](#); [Minutes of Senate meetings in which actions regarding the quality of education were approved or analyzed](#); [IOSUD-LBUS methodology for obtaining the habilitation certificate](#).

- Analysis of the state of facts, in relation to the facts acknowledged in the documents and considering the analyzed performance indicator, to justify a judgment on the extent to which the indicator was met

Institutional-level quality mechanisms ensure constant monitoring and rapid correction of any malfunctions, alignment of content with curricular requirements and scientific developments, coherence and uniformity at the institutional level, and the consolidation of a culture of quality through collaboration between central and faculty structures. These processes promote coherence and a strong quality culture across institutional structures. Effectiveness is further supported by regular student feedback (e.g. satisfaction surveys, mentoring needs) and systematic research activity reporting (GRADIS) by doctoral students and supervisors of IOSUD-LBUS.

- Aspects that constitute best practice examples
- Functional quality committees with integrated collaboration.
- Systematic feedback from doctoral students.
- Proactive monitoring and remediation of malfunctions.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

The HEI demonstrates that it involves stakeholders with relevant expertise in the implementation of the procedures.

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| Indicator I.P.C.1.2.1 | The opinions of members of its own community and other stakeholders are taken into account in the procedure implementation process. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

The School of Economics applies formal mechanisms for consulting stakeholders, particularly doctoral students. Feedback from doctoral students is collected annually, and doctoral advisors are consulted periodically on academic and institutional matters. Collaboration with the business community is also realized through the provision of research topics for admission. Consultations with the business community take place periodically through in-person/online meetings, guest lectures, conferences, and joint projects.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The system is structured and integrated, ensuring formalized collection of feedback, the inclusion of student and employer representatives in decision-making bodies, alignment of the program with labor market requirements, the use of feedback for continuous improvement, and active partnerships with the professional community. The model ensures relevance, performance, and a focus on the needs of beneficiaries.

- Aspects that constitute best practice examples
- Formal representation of doctoral students and employers in management and quality assurance structures.
- Use of feedback in the process of continuous improvement.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation
Organizational structures for quality assurance and academic ethics and conduct adequately fulfill their specific roles and functions.

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| Indicator I.P.C.2.2.2. | The academic ethics commission operates in accordance with the regulations approved by the University Senate and carries out actions that comply with the law, independently of any other structure or individual within the higher education institution. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

The University Ethics Commission operates independently; its members are appointed by the Senate, and the commission reports directly to it. Its work is conducted based on transparent procedures, without external interference, and its reports and decisions are public.

The Research Ethics Subcommittee plays a key role in doctoral studies, overseeing the implementation of ethics policies and operating independently for a four-year term.

It ensures compliance with research ethics standards, addressing issues such as publication practices, participant protection, data management, conflicts of interest, and the prevention of misconduct in research and innovation.

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The institutional framework ensures the actual independence of the ethics committee, the transparency of procedures and decisions, compliance with national legislation and codes, the prevention and monitoring of academic integrity through digital tools, and the protection of the academic reputation of the university community.

The system combines formal regulation with systematic technical verification.

- Examples of best practices
- An autonomous ethics committee with direct reporting lines.

- Annual publication of reports and decisions.
- Mandatory plagiarism checks for all academic work.

The indicator is: fulfilled.

Criterion C.3. Procedures for the initiation, monitoring, and periodic review of study programs and domains and of the activities carried out, 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 programs and fields of study as well as the activities carried out, and applies them systematically.

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| Indicator | The organizational unit consistently applies the procedures and demonstrates their impact on quality assurance. |
| I.P.C.3.1.1 | |

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

The Department of Economics systematically applies regulations regarding: admission to doctoral programs, the organization and conduct of doctoral studies, thesis evaluation and defense, the awarding of the habilitation certificate, the recognition of doctoral degrees obtained abroad, and the organization of elections at the doctoral school level. Reporting and review take place annually (public self-evaluation reports) and through periodic external evaluation (once every 5 years). Consistent application of procedures contributes to improving the quality of programs and activities carried out within the field of doctoral studies in economics, as evidenced by: [the CEAC Report](#); [the SCEAC Report](#); [CSUD Decisions](#); and [ARACIS evaluation reports](#).

- Analysis of the actual state of affairs, in relation to the state of affairs documented in records and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

Consistent application of procedures ensures administrative coherence and transparency, respect for academic integrity, digital monitoring of doctoral progress, uniformity in evaluation and guidance, and continuous improvement based on self-evaluation and external evaluation.

- Examples of best practices
- A comprehensive regulatory framework aligned with external standards.
- Internal consultation in the development of the research strategy.

The indicator is: fulfilled.

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| Indicator | Members of its own community and other stakeholders are involved in the implementation of the procedure. |
| I.P.C.3.1.2 | |

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

In the process of implementing procedures regarding the initiation, monitoring, and periodic review of programs and fields of study, members of the academic community of the Doctoral School of Social Sciences, the Faculty of Economic Sciences, and other stakeholders are actively involved.

In this process, the following procedures apply: [Regulations and procedures regarding the initiation, monitoring, and periodic review of study programs and fields](#); [the Operating Regulations of the Quality Assessment and Assurance Commission \(CEAC\)](#); and [the regulations of the technical, administrative, and support structures involved in quality assurance](#). Doctoral students are involved through council representation and annual feedback, while doctoral advisors are regularly consulted in a structured manner.

- Analysis of the current situation, in relation to the facts established by documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The process is collaborative, transparent, and institutionalized. Procedures are developed and updated with the participation of the academic community. Implementation is supported by annual reports, feedback, and regular meetings. External stakeholders contribute to maintaining the

program's relevance. Changes are approved through the appropriate channels, ensuring legality and applicability. The participation of external partners in the doctoral program is reflected in: [Academic Advisory and Integrity Committees](#); [Committees for the Defense of Doctoral Theses](#); [Guest Lectures for Doctoral Students](#); [Courses organized for doctoral students](#).

- Aspects that constitute best practice examples
- Involvement of doctoral student representatives in decision-making bodies.
- Regular consultation with external stakeholders (employers, experts, professional organizations).
- Integration of feedback into the formal update process.

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 these methodologies and procedures helps improve the quality of staff activities.

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| Indicator I.P.C.4.1.1 | The organizational component analyzes the results of the students' biannual evaluation of teachers. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

The evaluation of staff involved in study programs is conducted through institutional procedures applied at LBUS, for both faculty and students. The assessment of doctoral students' satisfaction and mentoring needs is carried out annually collected via using Google Forms. [The questionnaire](#) is distributed via a Classroom created specifically for doctoral students.

The results are compiled and analyzed by [the Subcommittee for Evaluation and Quality Assurance at the IOSUD-LBUS level](#). The results are summarized in [the annual reports on the activities of IOSUD-LBUS](#).

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The evaluation system for faculty members/doctoral advisors is uniformly regulated at the institutional level, conducted periodically and documented, supplemented by annual feedback from doctoral students, focused on competence, teaching performance, research, and professional ethics, and applied uniformly across all levels of study. Existing mechanisms allow for constant monitoring of quality and the substantiation of decisions for improvement.

- Aspects that constitute best practice examples
- A unified institutional methodology for evaluating faculty members.
- Inclusion of evaluation by doctoral students as an essential element.
- Centralized analysis and institutional validation of results.

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.

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| Indicator I.P.C.5.1.1 | The organizational unit systematically collects and analyzes the data required for the internal quality assurance process. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)

The quality assurance process is supported by institutional procedures that utilize internal databases, which include relevant information on academic performance, career placement, and student satisfaction: [Clear institutional procedures that utilize internal databases](#). The internal database used

to collect relevant information (data on academic performance, career placement, student satisfaction) comprises sets of indicators defined by LBUS for quality assurance (aligned with the mission and strategic objectives): [Annual operational plans](#). Data collection and analysis are documented through [Evidence regarding data collection and analysis](#).

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

- Analysis of the actual situation, in relation to the situation documented in records and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

DSUD Economics has access to an integrated data collection and analysis system that enables: monitoring of international mobility, tracking of research activity, evaluation of doctoral progress, decision-making based on up-to-date data, and alignment of academic activities with institutional indicators. The system ensures transparency, traceability, and strategic decision support.

- Aspects that constitute best practice examples
- Use of integrated digital platforms for monitoring.
- Permanent access by the CSUD to institutional data.
- Basing decisions on periodic data analyses.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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| Indicator | The organizational component ensures the publication of and access to information of public interest regarding the evaluated study program. |
| I.P.C.6.1.1 | |

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

The institution ensures full transparency by publishing up-to-date information online regarding: qualifications and study programs, curricula and course descriptions, teaching and research staff, academic records, fees, scholarships and benefits, academic activities, calendars, legislation and statistical data, research centers and results. Information of public interest regarding doctoral studies in general, and the field of doctoral studies in Economics in particular, is transparently available on the official LBUS website and on the webpage dedicated [to doctoral studies](#), which hosts all documents related to the organization and conduct of doctoral studies, ranging from regulations, methodologies, and procedures, to documents, fields of study, and supervisors, as well as thesis proposals and defenses, and the admission and completion of doctoral studies.

- Analysis of the current situation, in relation to the facts established by the documents and considering the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met

The public communication system of DSUD Economir, through CSUD, is comprehensive and up-to-date, structured by categories of relevant information, accessible to students and the general public, aligned with academic transparency requirements, and supported by the annual publication of admission methodologies. Transparency contributes to the credibility of the doctoral program and to the accurate informing of candidates and partners.

- Examples of best practices
- Centralized and structured publication of information on dedicated websites.
- Public access to regulations, strategies, and self-evaluation reports.
- Transparency regarding doctoral supervisors and research areas.

The indicator is: fulfilled.

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

LBUS ensures transparency by publishing decisions, regulations, and reports on official websites, in line with Law 544/2001 and the ULBS Charter, with at least 25% student representation in decision-making bodies (Senate, Faculty Council). Transparency in decision-making processes regarding the doctoral program in Economics is ensured via the [IOSUD-LBUS](#), [CSUD](#) and [the doctoral schools webpages](#). A series of relevant documents are available at the LBUS level, including [the Rector's Report](#); [Structure and Method of Calculating Fees](#); [Scholarship Amounts](#); [Scholarship Award Regulations Senate](#); [First-Year Tuition Fees approved by Senate Resolution for the 2024-2025 academic year](#); [Tuition Fees for Upper-Level Years for the 2025-2026 Academic Year](#); [Administrative Fees Approved by Senate Resolution for the 2024-2025 Academic Year](#).

- Analysis of the actual situation, in relation to the facts established by documents and taking into account the analyzed performance indicator, to justify an assessment of the extent to which the indicator was met
 At the DSUD Economics level, decisions are effectively communicated to doctoral advisors and students through formal channels and regular meetings. Transparency is ensured by publishing resolutions, maintaining clear communication, and directly informing all relevant stakeholders.
- [Examples of best practices](#)
- Publication of decisions of general applicability on a dedicated website.
- Balance between transparency and personal data protection.

The indicator is: fulfilled.

Criterion C.8. Participation in external evaluation processes, in accordance with the law



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| Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by law. | |
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| Indicator I.P.C.8.1.1 | The organizational unit is responsible for carrying out the procedures related to the external quality evaluation process, with the aim of ensuring that the evaluated study program complies with legal requirements. |
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- Presentation of the facts, supported by documents and data (documents preferably included via links in the body of the IER)
 The Department of Applied Economics applies the legal procedures regarding external quality evaluation, coordinated at the level of the IOSUD-LBUS. The doctoral program in Economics was evaluated by ARACIS in 2021 with the rating of "accreditation maintained" in accordance with [ARACIS Council Decision No. 74 of September 30, 2021](#), and after three years, the interim evaluation report was submitted .
- Analysis of the facts, in relation to the facts established from the documents and considering the analyzed performance indicator, to justify the assessment of the extent to which the indicator was met
 LBUS has solid experience with ARACIS external evaluations, adhering to deadlines and methodologies, with well-structured processes and effective collaboration between the university and the doctoral program.
- [Aspects that constitute best practice examples](#)
- Compliance with the legal timeline for external evaluations.
- Submission of the interim report on time.
- Implementation of ARACIS recommendations.
- Continuous monitoring of compliance with accreditation standards.
- Aligning the external evaluation with internal quality assurance mechanisms.

The indicator is: fulfilled.

IV. SWOT Analysis of the

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| <p style="text-align: center;">Strengths:</p> <p>Institutional capacity: Clearly defined organizational structure, transparent governance mechanisms and administrative procedures, modern and accessible infrastructure.</p> <p>Educational effectiveness: Well-established expertise in organizing doctoral programs in Economics, accumulated over more than three decades; highly qualified faculty and doctoral supervisors actively involved in research and international projects; curriculum aligned with international standards and the ECTS system; international academic mobility.</p> <p>Quality Management: Systematic involvement of stakeholders, transparent decision-making processes, a functional quality assurance system, and continuous updating of procedures in accordance with ARACIS and CNATDCU standards.</p> | <p>INTERNAL FACTORS</p>  | <p style="text-align: center;">Weaknesses:</p> <p>Institutional capacity: Partial integration of IT platforms, as well as a high volume of administrative paperwork, which reduces the time available for research and doctoral supervision;</p> <p>Educational effectiveness: low number of international doctoral students and a lack of doctoral supervisors from abroad.</p> <p>Quality management: Administrative tasks and multiple reporting requirements may affect the efficiency of internal monitoring processes.</p> |
| <p>SWOT analysis</p> | | |
| <p style="text-align: center;">Opportunities:</p> <p>Institutional capacity: Enhanced access to European and national funding sources (PNRR, Horizon Europe, UEFISCDI, Erasmus+), the existence of internationalization policies aimed at attracting students and faculty from abroad, as well as the availability of platforms utilizing artificial intelligence.</p> <p>Educational effectiveness: Regular participation in international conferences and workshops; the digitization of education and its transition to an online environment facilitates the participation of doctoral advisors and doctoral students in prestigious international conferences and provides access to various “networks” for the exchange of best practices and the formation of research clusters.</p> <p>Quality management: Continuous updates in accordance with ARACIS and CNATDCU standards, online visibility of research results, and involvement in international quality assurance networks (EUA-CDE, EURAXESS, ENQA).</p> | <p>EXTERNAL FACTORS</p>  | <p style="text-align: center;">Threats:</p> <p>Institutional capacity: Intensifying international competition, instability in the legislative framework, and the impact of global crises on academic mobility and the continuity of research activities.</p> <p>Educational effectiveness: Loss of human capital due to international mobility, as well as the slow pace of adaptation to emerging digital technologies (artificial intelligence, big data, e-learning platforms). Lack of national-level research projects dedicated to doctoral students</p> <p>Quality management: External pressures on academic integrity and rapid changes in assessment standards, which can lead to dysfunction in quality assurance systems.</p> |

V. Extent to which the standards and performance indicators are met, and the re's

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 program/domain, the HEI has adequate organizational 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 faculty and department members, of the subsidiary or extension- , and of other stakeholders are taken into account in the process of adopting and revising methodologies, regulations, and implementation procedures. | F | |
| 3. | I.P.A.2.1.1 The HEI legally owns facilities for the related education, research, and administrative processes, as well as for services for students, doctoral students, and trainees, thereby providing an enabling environment for living and studying, including for persons with disabilities. Optimal facilities are also provided for staff activities. Such facilities are adequately equipped. | F | |
| 4. | I.P.A.2.2.1 Movable and immovable assets are properly maintained to ensure optimal conditions for studying, living, and research, as well as for work. | F | Improving research infrastructure by maintaining access to databases, equipping laboratories, and identifying modern analytical and research tools. |
| 5. | I.P.A.3.1.1 The human resources of the organizational unit are suitable for performing the activities related to the evaluated study program/field. The teaching staff possesses the required qualifications and professional competencies to teach the subjects assigned to them in the job description. | F | Strengthening mentoring for both doctoral supervisors and, in particular, doctoral students. |
| 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 | Recruiting foreign specialists to serve on academic integrity and/or thesis defense committees. |
| 8. | I.P.A.4.1.1 The organizational unit uses IT tools in its own procedures to improve access and provide high-quality services to members of its own community and the indirect beneficiaries of education. | F | |
| DOMAIN B. Educational efficacy | | | |
| 9. | I.P.B.1.1.1 The study program is designed and structured in accordance with the expected learning outcomes and organized on the basis of transferable credits. It encompasses all learning, teaching, practical training, research, and assessment activities, which, taken together, lead to a higher education qualification. | F | |

| No. | Performance Indicator | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|-----|---|--|---|
| 10. | I.P.B.2.1.2 The expected learning outcomes are aligned with the competencies required by the occupations for which the program is designed, in accordance with occupational standards and/or the European Skills, Competences, and Occupations (ESCO). | F | |
| 11. | I.P.B.3.1.1 The organizational component ensures the implementation of student-centered learning in the curriculum and through the teaching strategies used in learning and teaching activities and experiences. | F | |
| 12. | I.P.B.3.1.2 The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually. | F | |
| 13. | I.P.B.3.2.1 The organizational 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 organizational component provides students, including those with special educational needs or disabilities, with access to resources and services designed to support the learning process, tailored to individual learning needs, the field of study, the level of study, and the structure of the study program. | F | |
| 15. | I.P.B.5.1.1 Learning outcomes are adequately described and support an understanding of the expectations of students and teachers regarding the content of the subject areas in the curriculum. | F | |
| 16. | I.P.B.5.1.2 Achievement of the learning outcomes is assessed through ongoing assessments and final exams. | F | |
| 17. | I.P.B.7.1.1 The organizational unit implements the admission procedures. | F | Attracting doctoral students from abroad with genuine research capabilities and increasing their retention among teaching and research staff. |
| 18. | I.P.B.7.1.2 Admission to higher education study programs complies with the principles of fairness and equal opportunity, and with the establishment of support measures to ensure access for 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 organizational unit applies the regulations concerning students' professional activities. | F | |
| 20. | I.P.B.8.1.1 The organizational unit carries out international cooperation initiatives that support the mobility of members of its own community and collaboration in academic and research activities. | F | Continuing to support academic mobility and internationalization through exchange programs, international co-supervision, research internships, and short-term mobility programs. |

| No. | Performance Indicator | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|-------------------------------------|---|--|-----------------|
| 21. | I.P.B.9.1.1 Learning based on scientific investigation and research results is supported and leveraged to achieve the learning outcomes envisaged by the study program. | F | |
| 22. | I.P.B.9.2.1 The results of scientific research are visible at the national and international levels with ir scientific field and are capitalized upon in an appropriate manner. | F | |
| DOMAIN C. Quality management | | | |
| 23. | I.P.C.1.1.1 The organizational component consistently applies the procedures and demonstrates their impact on quality assurance. | F | |
| 24. | I.P.C.1.2.1 The opinions of members of its own community and other stakeholders are taken into account in the implementation process. | F | |
| 25. | I.P.C.2.2.2. The academic ethics commission operates in accordance with the regulations approved by the University Senate and acts in compliance with the law, independently of any other structure or person within the higher education institution. | F | |
| 26. | I.P.C.3.1.1 The organizational unit consistently applies the procedures and demonstrates 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 implementation process. | F | |
| 28. | I.P.C.4.1.1 The organizational unit analyzes the results of the students' biannual evaluation of teachers. | F | |
| 29. | I.P.C.5.1.1 The organizational component systematically collects and analyzes data required for the internal quality assurance process. | F | |
| 30. | I.P.C.6.1.1 The organizational component ensures the publication of and access to information of public interest regarding the evaluated study program. | F | |
| 31. | I.P.C.6.1.2 The organizational component ensures transparent decision-making processes. | F | |
| 32. | I.P.C.8.1.1 The organizational unit is responsible for carrying out the procedures related to the external quality evaluation process, with the aim of organizing the evaluated study program in accordance with the law. | F | |

Summary Table of Performance Indicators – Degree of Fulfillment

| Evaluation Domain | Number of Performance Indicators | | |
|----------------------------------|----------------------------------|---------------------|---------------|
| | Fulfilled | Partially fulfilled | Not Fulfilled |
| Domain A. Institutional Capacity | 8 | | |
| Domain B. Educational efficacy | 14 | | |
| Domain C. Quality management | 10 | | |
| Total | 32 | | |

VI. Conclusions

The doctoral program in Economics is adapted to the dynamics of the economic and research environment, to the requirements of employers, and to international standards of excellence. In accordance with the LBUS Charter and the university's strategic objectives, the program offers doctoral students a comprehensive inter y education that combines in-depth study of economic theories, concepts, and methodologies with the development of the skills necessary to lead organizations in a global, digital, and constantly changing context.

The program is distinguished by the high professional caliber of its doctoral advisors, who are actively engaged in research and participate in international projects and conferences. They provide individualized guidance for doctoral research and help develop advanced skills among doctoral students, facilitating their integration into the international academic community.

The program's structure combines advanced courses, research and outreach activities, periodic assessments, international mobility opportunities (Erasmus and other programs), and participation in scientific conferences, offering a comprehensive, competitive, and student-centered academic experience. Access to up-to-date digital resources, international databases, and modern teaching and supervision methods supports a high-performing educational environment.

The doctoral program in Economics is distinguished by its appeal both nationally and internationally, attracting high-potential candidates. Collaboration with the business sector—through consultations on research topics, project partnerships, and employer involvement in decision-making processes—ensures the practical relevance of the research and aligns doctoral students' skills with labor market demands.

Ongoing investments in digitization, internationalization, and strategic partnerships, combined with the professional and scientific expertise of the doctoral advisors, reinforce the program's position as an attractive, competitive, and internationally recognized option for training future leaders and researchers in the field of economics.

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

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

VII. Annexes

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