

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Oradea	
Doctoral School:	Economic Sciences	
Doctoral Domain:	Business Administration	
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
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I. Introduction

The external evaluation report of the doctoral study field **Business Administration** is prepared in the context of the periodic procedures carried out according to the requirements of ARACIS, with the objective of verifying the academic-institutional quality and the progress recorded in the period between two successive evaluations. The document is based on an in-depth analysis of the academic activities, resources and results obtained in the period 2020–2025, being completed by the contributions of external evaluation experts and the self-evaluation team of the Doctoral School of Economic Sciences (SDSE). The process involved consulting internal and external stakeholders, collecting institutional data, as well as examining the way in which quality assurance policies and procedures are implemented.

The University of Oradea (UO) is a state higher education institution that has existed since 1780 when it operated as a “higher institution for philosophical education”. In May 1990, [by Decision of the Government of Romania](#), the Technical University of Oradea was established, renamed the [University of Oradea](#) in March 1991. The University of Oradea periodically undergoes external [quality assessment processes](#), in accordance with the legislation in force and the standards of the Romanian Agency for Quality Assurance in Higher Education (ARACIS) ([Bachelor's Degree Evaluation Results](#), [DPPD Evaluation Results](#), [Master's Degree Evaluation Results](#), [Doctoral Evaluation Results](#)). These external assessments contribute to validating the quality of study programs and to the continuous improvement of educational and research activities.

Currently, the University of Oradea holds the "HIGH CONFIDENCE DEGREE" rating ([Report of October 3, 2024](#)), a status that reflects the institution's commitment to excellence in education and research. This rating is the result of a continuous process of self-evaluation and quality improvement.

IOSUD-University of Oradea (UO), the structure responsible for organizing doctoral studies, is a higher education institution accredited to organize doctoral studies in 25 doctoral fields, one of which is in liquidation, organized in 7 Doctoral Schools <https://doctorat.uoradea.ro/ro/>, both in full-time and part-time education. The doctoral study programs operate in accordance with national legislation and meet the quality criteria imposed by national regulations.

The Doctoral School of Economic Sciences (SDSE) operates within IOSUD-University of Oradea under this name starting from the academic year 2011-2012 (HS no. 170 of 12.09.2011-Annex 11, according to ROFSUD, art.6, paragraph (3)) offering education at the doctoral university studies cycle in the fundamental field of Social Sciences, for the doctoral fields: Business Administration, Economics and Finance <https://doctorat.uoradea.ro/ro/organizare/scoli-doctorale-conducatori-de-doctorat/scoala-doctorala-de-stiinte-economice>. Starting with 2026, the doctoral field of Accounting was also accredited. In total, there are 22 doctoral supervisors who enjoy international scientific visibility, relevant publications and active involvement in research projects and institutional collaborations.

The **Business Administration** doctoral field was established in 2019 ([Order 3100/28.01.2019](#)). Currently, within the Doctoral School of Economic Sciences, 11 doctoral supervisors are active in the Business Administration doctoral field.

The Business Administration doctoral field has evolved consistently and significantly during the period under evaluation, by increasing the number of affiliated doctoral supervisors from 3 to 11, increasing the number of doctoral students from 5 to 23 and obtaining the doctorate for 5 doctoral students (2 are under evaluation at CNATDCU).

Overall, the Business Administration doctoral field is emerging as a consolidated field, based on the institutional tradition of SDSE, but oriented towards modernization, internationalization and improving the quality of research, thus aligning itself with both the requirements of the external evaluation methodology and European standards regarding research training.

Overall, the field of doctoral studies in Business Administration is a growing one, anchored in the institutional tradition of SDSE, but oriented towards innovation, internationalization and increasing the quality of research, thus aligning itself with both the requirements of the external evaluation methodology and European standards regarding research training.

II. Methods used

The evaluation was based on a detailed examination of the Internal Evaluation Report and its annexes, which include data on governance structures, human resources, curricula, available infrastructure, research activity, the situation of doctoral students, publications of doctoral supervisors, institutional partnerships and documents on internal quality procedures.

The following were also consulted:

- IOSUD–UO regulations (regulations, methodologies, operational procedures);
- supporting documents uploaded to the institutional platform (statutes of positions, lists of publications, evidence of scientific activities, collaboration protocols, strategic plans);
- information on infrastructure (Quantitative Economics and Modeling Laboratory; Tourism Laboratory; Applied Economics Laboratory; Doctoral School Research Center, etc.);
- data on academic mobilities, conference participation, research projects and the activity of the advisory committees.

In addition, additional documents made available by the institution during the preparation of the report were analyzed, such as rector's decisions, annual reports of doctoral schools and training programs and results of doctoral students.

On-site visit - The evaluation methodology also included an institutional visit, intended to allow direct verification of the data presented in the report.

In this context, the following were visited:

- the teaching and research spaces of the Faculty of Economic Sciences (classrooms, specialized laboratories, research center);
- the University Library, including access facilities to scientific databases;
- the administrative spaces used for the management of doctoral studies;
- the UO technology transfer center;
- the support infrastructure (campus, dormitories, social facilities).

During the visit, discussions took place with the main categories of people involved in the development of the doctoral program:

- the management of the Doctoral School of Economic Sciences (director, members of the Doctoral School Council);
- PhD supervisors in the field of Business Administration;
- PhD students at various stages of the program;
- Graduates of the PhD field of Business Administration who have obtained the PhD degree;
- Administrative staff responsible for the management of doctoral studies;
- Representatives of quality assurance structures.

Other methods and relevant aspects - In addition to the documentary analysis and the institutional visit, the evaluation process included:



- consultation of interested parties, through formalized mechanisms: thematic meetings, consultations with the socio-economic environment and with institutional partners involved in research activities;
- analysis of performance indicators, by verifying the scientific results of PhD supervisors and PhD students, according to the self-evaluation sheets and the annexes regarding publications;
- examination of quality assurance procedures, including the implementation of ethics, academic integrity and plagiarism prevention policies;
- correlating institutional data with field observations, to assess the consistency of information and the actual application of the procedures provided in official documents.

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

DOMAIN A. Institutional capacity

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

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

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

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

The organization and functioning of the UO is in accordance with national regulations and according to the European principles enshrined in the Magna Carta of Universities of Bologna. The organization and functioning, the design and evaluation of processes and activities are done through the set of its own regulations: UO guiding documents, regulations, procedures and other regulations, available on the UO website at the link: [UO Internal Regulations](#). [The Charter of the University of Oradea](#) complies with the legal regulations in force and is in accordance with national policies and those of the European Higher Education Area (EHEA). The Charter is the fundamental regulation in which the academic principles that guide the entire organization and functioning of the university, the application of university autonomy, the regulatory and executive structures, as well as their competences, election principles, representativeness and eligibility conditions for holding positions are specified. All regulations are known to the members of the UO community.

After the entry into force of Law 199/2023, the Charter of the University of Oradea was updated within the UO, according to art. 261 (1). The UO Charter contains as an annex the Code of University Ethics and Deontology of the University of Oradea. In accordance with national regulations and its own Charter, the University of Oradea is structured, in organizational terms, into faculties, departments, functional structures for scientific research.

The professional activity of students is regulated by internal regulations ([Regulations on the professional activity of students based on the European credit transfer system](#)).

IOSUD-University of Oradea is an accredited higher education institution to organize doctoral studies in 25 doctoral fields, one of which is in liquidation, organized in 7 Doctoral Schools <https://doctorat.uoradea.ro/ro/> , both in the full-time and part-time forms of education. Doctoral

university study programs operate in accordance with national legislation and meet the quality criteria imposed by national regulations.

The activity within IOSUD-University of Oradea is coordinated by the Council for Doctoral University Studies (CSUD), which is led by a Director <https://doctorat.uoradea.ro/ro/despre/conducere-csud> . Doctoral Schools are structures similar to departments, being established within the faculties that manage doctoral fields. The structure that coordinates the activity of Doctoral Schools is the Doctoral School Council (CSD), led by a director <https://doctorat.uoradea.ro/ro/despre/conducere-csud> . The secretarial activity is carried out within the Secretariat for Doctoral University Studies (SSUD) composed of a chief secretary and secretaries <https://doctorat.uoradea.ro/ro/organizare/organigrama> . The activity within the Doctoral Schools is carried out in accordance with the provisions of national legislation and internal regulations <https://doctorat.uoradea.ro/ro/documente/reglementari> .

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

The analysis carried out at the institutional level showed that IOSUD-UO has:

- a coherent management system, based on clear normative documents, operational procedures and control mechanisms;
- functional administrative structures, with well-defined responsibilities and transparent decision-making flows;
- procedures updated periodically, in accordance with national legislation (e.g. IOSUD regulations, admission methodologies, evaluation, qualification, recognition of the doctoral title, quality monitoring procedures);
- systematic consultation of stakeholders, which demonstrates a participatory process in the adoption and revision of methodologies;
- institutional transparency, confirmed by publishing relevant rules, reports, procedures and documents on university platforms.

In relation to the evaluated indicator, the institution proves that it has adequate organizational components, which operate on the basis of internal rules, methodologies and procedures reviewed periodically, thus ensuring the proper conduct of the field of doctoral university studies in Business Administration.

- **Aspects that constitute best practice examples-** Based on the available information, the following examples of good practices can be identified:

- Strategic integration of sustainability, digitalization and internationalization in the development of the university and doctoral programs.
- The existence of a transparent and well-formalized system of academic regulations, methodologies and procedures published online.
- Continuous development of human resources and strengthening of research capacity by increasing the number of doctoral supervisors and supporting international scientific activities.

- **Recommendations:** Increasing the number of international collaborations and academic mobilities for doctoral students;

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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



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

The University of Oradea (UO), through the Doctoral School of Economic Sciences (SDSE), demonstrates the constant and systematic involvement of stakeholders in the development and revision of methodologies, regulations and institutional procedures. According to the analyzed documentation, the consultation process is formalized and regular, including:

- Periodic meetings of the Doctoral School Council and the CSUD, during which proposals for updating the regulations specific to doctoral studies are analyzed and approved;
- Thematic meetings and consultations organized with doctoral supervisors, teaching staff and research groups, in order to improve academic and research activities;
- Application of questionnaires and feedback mechanisms addressed to doctoral students to evaluate academic, administrative activities and the relationship with doctoral supervisors (Questionnaire for evaluating administrative aspects and the relationship with the doctoral supervisor; Questionnaire for evaluating teaching activities);
- Consultations and collaborations with socio-economic and institutional partners involved in research activities, joint projects, internships and knowledge transfer (Advisory Council; Grant Competition: Scientific research of excellence related to priority areas with valorization through technological transfer INO – Transfer UO).

Recommendations, observations and ideas of stakeholders are systematically centralized and integrated into updated versions of methodologies, operational procedures and curricula.

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

Based on the available information, it is confirmed that the institution guarantees an active and documented involvement of stakeholders in the processes of developing and revising the regulatory framework. This is achieved through formal and constant mechanisms, which generate concrete results, as the collected views are reflected in the curricula, subject sheets, assessment procedures, regulations and applicable methodologies. It is noted that this approach has a collaborative nature, involving teaching staff, doctoral students and relevant representatives of the external environment.

- Aspects that constitute best practice examples- Based on the analyzed data, the following elements of excellence can be identified:
 - Involvement of different categories of stakeholders (faculty, doctoral students, doctoral supervisors and external partners), through multiple forms of collaboration, namely: advisory boards, projects, workshops, conferences, application of questionnaires, etc.
- Recommendations
The indicator is: fulfilled

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

Standard S.A.2.1. Material resources	
The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled

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



persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

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

The University of Oradea has an extensive and diversified material base, which ensures appropriate conditions for the development of the educational process, research activities, student services and administrative ones. The university infrastructure is composed of 45 buildings used for teaching and administrative activities, modern laboratories, libraries, sports facilities, student dormitories, social spaces and research centers.

Regarding the educational infrastructure, the University of Oradea has modern and diversified educational spaces, suitable for the development of teaching and research activities. The institutional capacity includes the Aula Magna with 288 seats, two classrooms with 200 seats each, 108 amphitheatres and lecture halls, 110 seminar rooms, 305 laboratories, as well as 16 workshops. These resources contribute to ensuring an adequate academic environment for the development of the educational process and research activities at appropriate quality standards.

The University of Oradea Library occupies 7,800 square meters, offering 5 reading rooms, 12 individual study rooms and a conference room. The library has a substantial collection of bibliographic units and allows access to specialized databases through the Anelis Plus project. Access method: from the library website www.uoradea.ro - Research - Library - Access to subscribed online publications: <https://www.uoradea.ro/Resurse+electronice?structure=Library> , based on institutional IP - from any PC unit at the University of Oradea; mobile access - outside the institution, by authentication based on account and password. The university also provides students with a modern sports facility, which includes 7 sports halls (multipurpose hall, fitness, athletics, gymnastics, shooting range) and 10 fields (football, volleyball, tennis, basketball, handball, athletics). For applied activities, the university has teaching and research grounds (Gurahonț Dendrological Park, Oradea Fruit Research and Development Station, Pietroasa Hunting Reserve). In addition, the University of Oradea has access to 4 university clinics for the training of students of the Faculty of Medicine and Pharmacy. [Accommodation services](#) are offered in 6 student dormitories with a total capacity of 1835 places, of which four are located in the Central Campus, and one is rented from the Oradea City Hall. In collaboration with the National Investment Company and PNRR, the University is building two more student dormitories with over 800 places.

To ensure access for people with disabilities, the University of Oradea has implemented special facilities in the Central Library, student dormitories and other buildings used by students.

The University has implemented a [SMART CAMPUS](#) project, as part of a Master Plan to modernize the academic and administrative infrastructure, thus ensuring a modern and functional educational environment.

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

There is a direct correspondence between the available resources and the requirements of educational and research activities. The existing spaces are adequate in terms of capacity, diversity and facilities, and their organization highlights a coherent approach, oriented both towards supporting current academic activities and towards developing doctoral research. At the same time, the institution offers appropriate conditions for the activities of the staff, through the existence of offices, meeting rooms and efficiently organized administrative resources. Evidence is identified regarding the maintenance and permanent modernization of the infrastructure, an aspect that supports the stability and effectiveness of academic processes. In addition to access to databases through Anelis Plus, there is also the use in research of subscriptions to databases very useful for research in Business Administration, [Refinitiv Eikon and EMIS](#).



- Aspects that constitute best practice examples- development of a SMART CAMPUS, a technology transfer center <https://ctt.uoradea.ro> / and extensive access to international databases and electronic resources.
- Recommendations
The indicator is: fulfilled

Standard S.A.2.2. Management of material resources

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

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

The University of Oradea permanently and sustainably manages the material base, through a system of continuous monitoring of the infrastructure and by implementing development and investment plans, depending on the available funding sources. Modernization strategies include the expansion and equipment of laboratories, the construction of new spaces for research and the improvement of the IT infrastructure.

The real estate and movable assets of the University of Oradea are maintained periodically, so as to ensure optimal conditions for study, research and university life. In this regard, the university implements: [the annual program of maintenance and rehabilitation of classrooms](#), laboratories and administrative spaces; the continuous equipment of laboratories with modern equipment, specific to each field of study and the development of digital infrastructure, through the DigitalUO project.

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

The analysis shows that the institution fully meets the requirements of the indicator. All categories of resources used within the Business Administration doctoral program are managed through clear procedures, validated by the administrative structures. The condition of the spaces and facilities reflects a constant concern for ensuring optimal working, study and research conditions. Maintenance activities are carried out periodically, in an organized and monitorable manner, based on approved and constantly updated procedures, and the investments made in the infrastructure highlight an approach oriented towards prevention and sustainability in the management of the institutional heritage. At the same time, the existence of modern facilities, such as specialized laboratories and digital spaces, contributes to increasing the quality of academic activities and reflects an efficient management of material resources. Also, the conditions offered to the staff and doctoral students – ergonomic spaces, equipped research laboratories and support services – indicate full compliance with the operating standards. The infrastructure is properly maintained, contributing to the continuity of educational and scientific processes.

- Aspects that constitute best practice examples- Based on the information provided and the findings during the visit, the following elements of good practice were identified: Constant investments in educational and research infrastructure through equipment purchases, modernizations, including infrastructure for people with disabilities in buildings E and F where most activities within the SDSE are scheduled, and the development of specialized laboratories reflect the strategic orientation towards digitalization and sustainability.
- Recommendations
The indicator is: fulfilled

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed

according to the law

Standard S.A.3.1. Human resources

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

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

The analyzed data show that the field of doctoral studies in Business Administration has a consistent team of 11 doctoral supervisors, all of whom have a firm contractual status within the institution (only one associate) and the necessary qualifications to fully cover the assigned academic responsibilities. Those involved in the doctoral activity hold the habilitation according to national requirements, meet the CNATDCU criteria and present a recent, visible and quantifiable scientific activity in international databases, including articles published in impact journals, indexed in the Web of Science <https://www.doctorat.uoradea.ro/ro/organizare/scoli-doctorale-conducatori-de-doctorat/scoala-doctorala-de-stiinte-economice/199-conducatori-doctorat-stiinte-economice-category/administrarea-acaserilor>. In addition to professional qualifications, the teaching staff have experience in applied research, collaborations with the economic environment, participation in projects and involvement in relevant research centers. The number of doctoral supervisors is appropriate to the volume of doctoral students, without exceeding institutional limits, which allows for real and efficient academic supervision.

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

Based on existing data, the Business Administration PhD program fully meets these requirements:

- Appropriate qualifications - All supervisors and course holders comply with and exceed the minimum standards in force, having accreditation, validated competencies and a demonstrated consistent scientific portfolio.
- Demonstrated scientific competence - Academic productivity is constant and measurable, reflected by the number of WoS publications, bibliometric indices and involvement in projects and collaborations.
- Human structure appropriate to the volume of activity - The number of supervisors compared to doctoral students is balanced, which allows for the effective monitoring of their progress. Human resources correspond quantitatively and qualitatively to a consolidated doctoral field.
- Aspects that constitute best practice examples

Meeting and exceeding CNATDCU standards - All leaders meet and exceed minimum criteria, documented through minimum standards checklists, work lists, and scientific evidence.

- Recommendations- It is recommended to intensify international collaborations by developing academic and research partnerships with universities and specialized institutes abroad, more active participation in international research projects and networks, as well as stimulating academic mobilities for doctoral supervisors and doctoral students.

The indicator is: fulfilled

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

The documents analyzed highlight the fact that the University of Oradea, through the Faculty of Economic Sciences (FSE) and the Doctoral School of Economic Sciences, ensures an adequate institutional



framework for the professional and personal development of teaching and research staff. The institution supports the participation of teaching staff in continuing education activities, international mobilities, scientific conferences and professional development programs, in accordance with the objectives assumed by the institutional strategy and operational plans of the university. Academic staff benefit from access to training and [professional development programs](#), support for participation in scientific events and [Erasmus mobilities](#) dedicated to teaching and research activities. At the same time, the University of Oradea supports the development of academic careers by supporting the obtaining of the habilitation certificate, promotion in the university career and involvement in research and innovation projects. There are institutional procedures regarding international mobilities and professional development activities, and the participation of staff in these activities is highlighted through specific documents, reports and annexes.

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

Data analysis confirms that the institution creates real, accessible and efficient contexts for the professional and personal development of staff through:

- Existence of varied and accessible training offers - Institutional training and continuing education programs are well represented and oriented towards strengthening professional skills.
- Support for academic career advancement - The university encourages obtaining the habilitation certificate and supports the procedures necessary for academic promotions.
- International staff mobility - Clear Erasmus+ procedures are implemented for teaching and training internships, which demonstrates openness to transnational development.
- Encouraging involvement in scientific projects - Access to internal funding for conferences, participation in scientific activities and involvement in projects contribute to increasing academic performance.
- Overall, the factual situation shows that the institution not only meets the required minimum, but also develops a stimulating environment for consolidating academic careers.
- [Aspects that constitute best practice examples](#)

There are internal procedures to support doctoral supervisors and doctoral students in participating in international conferences and publishing articles in WoS indexed journals. The doctoral supervisors are holders of numerous Erasmus+ collaboration agreements and within the EuGreen Alliance.

- [Recommendations](#)
The indicator is: fulfilled

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)- According to institutional documents, the university applies a complete set of procedures for hiring teaching staff, developed in accordance with the legislation in force and approved by the University Senate. The recruitment process is carried out through public competition, using distinct methodologies for permanent and fixed-term positions, which include specific criteria established by the faculties and published transparently on the institution's website. The University organizes a competition for permanent teaching and research positions only after the publication of the positions proposed for competition by the relevant ministry in the Official Gazette of Romania in accordance with its own [Competition Methodology](#) for filling vacant teaching and research positions. The competition for fixed-term teaching assistant positions is organized in accordance with the [Regulation on the filling of fixed-term teaching assistant positions](#). The procedures for recruiting and filling teaching and research positions within the university are based on the principles of transparency, equal opportunities and non-discrimination,

in accordance with the national legislation in force and the internal regulations approved by the University Senate. The organization of competitions through public competition, the publication of the criteria and specific conditions on the institution's website, as well as the announcement of the positions in the Official Gazette of Romania ensure fair access of candidates to the selection process and its conduct under conditions of objectivity and fairness. At the same time, the application of clear methodologies and regulations for the filling of fixed-term and indefinite-term positions contributes to guaranteeing an institutional framework based on merit, integrity and equal treatment for all candidates.

- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The indicator requires the recruitment process to be carried out in accordance with the legislation in force and in conditions of transparency, and the information analyzed demonstrates the fulfillment of these requirements:
 - Compliance with the legislative framework – Institutional procedures regarding the filling of teaching and research positions are developed in accordance with national regulations and approved by the competent management structures of the university.
 - Ensuring transparency – Competition announcements, eligibility criteria, participation conditions, evaluation stages and competition results are published and accessible to the public, guaranteeing equal opportunities and preventing any discriminatory or non-transparent practices.
 - Applying clear and unitary procedures – The use of distinct methodologies for the different categories of positions, complemented by faculty-specific criteria, contributes to ensuring the coherence, objectivity and predictability of the selection process.
 - In conclusion, the analyzed information confirms that the indicator is fully met, the recruitment process being organized in a transparent, fair and legal framework in force.
- **Aspects that constitute best practice examples-**
- The existence of specific criteria defined at the faculty level, correlated with the particularities and requirements of the economic field, contributes to the selection of academic staff with an appropriate professional and scientific profile.
- The organization of competitions in accordance with the institutional strategy, by applying internal regulations and respecting the legal standards in force, ensures the coherence of recruitment processes and supports the academic development objectives of the university.
- **Recommendations**
The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)-**The information in the documents shows that the institution uses a set of IT tools to manage administrative, academic and research activities, with the aim of simplifying internal processes and facilitating access to services for the entire university community. UO offers access to digital e-learning platforms, through the [Moodle](#) platform (e.uoradea.ro) and Microsoft Teams and Office 365 solutions, used for teaching activities, evaluation and course management. For the management of administrative activities, staff lists,



catalogs, statistics, the uniweb platform is used, for the evaluation of teaching staff by students (<https://studinfo.uoradea.ro/>) and for accessing electronic bibliographic information and documentation resources, mobile access is used through the project "National Electronic Access to Scientific Literature for Supporting the Research and Education System in Romania - ANELIS PLUS 2020" and Access to scientific literature and open access publishing - ANELIS PLUS 2023-2025 (<https://anelis-plus.ro/despre-anelis/>). Students benefit from additional digital services, such as WiFi access, Office 365 accounts as well as modern infrastructure and state-of-the-art equipment purchased through the project "Implementation of digital technologies in the University of Oradea ([DigitalUO project](#))" 2022-2025, which facilitates advanced research and innovation. Regarding technological equipment, the University of Oradea has adopted the "[Digitalization Strategy of the University of Oradea for the period 2022-2027](#)" and has invested in equipment and facilities for laboratories and classrooms, in computing technology and software licenses ([University of Oradea Projects](#)). All laboratories are equipped with computers connected to the internet and specialized software, corresponding to the subjects in the curricula.

- [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)- The indicator requires evidence of the effective use of digital tools to improve access to services and increase the quality of activities. According to the data analyzed:
 - Digital tools are used in administrative, teaching and research processes - Platforms dedicated to resource management, evaluation, academic communication and scientific documentation are integrated and used systematically.
 - User access is facilitated through centralized and secure services - Single sign-on systems, cloud access, WiFi and electronic resources allow for a direct and efficient digital experience both on campus and off through mobile access.
 - Digitalization is oriented towards quality and continuous modernization - Investments in infrastructure, laboratories, academic management systems and the implementation of the [DigitalUO project](#), funded by the PNRR, are intended to modernize IT equipment and develop the digital skills of students and teachers.
 - Overall, the institution fully complies with the requirements of the indicator and even exceeds them, implementing a coherent digital system adapted to the needs of the academic community.
- [Aspects that constitute best practice examples](#)
 - Access to international databases and electronic resources through active subscriptions to ANELIS PLUS;
 - Laboratories equipped with computers connected to the internet and specialized software that allow advanced data processing by doctoral students and doctoral supervisors.
- [Recommendations](#)-
The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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



Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IERA)- according to the documents analyzed, the doctoral university study program, Business Administration, is structured on the basis of a curriculum that targets the expected learning outcomes, defined according to the requirements of the third cycle. It includes a [curriculum](#) based on transferable credits, which includes advanced training activities, research, individual study, periodic assessments and the gradual preparation of the doctoral thesis. [The disciplines](#) provided in the curriculum – such as methods and techniques of documentation, research and data processing in economic sciences, research ethics, authorship, statistical data processing, competitive business development strategies – are oriented towards developing the skills necessary for a mature and autonomous researcher.

In addition to theoretical activities, doctoral students participate in practical research activities within research projects. The documents also confirm the existence of rigorous evaluation mechanisms, through exams, projects, annual reports and the presentation of scientific results before the committees of guidance and academic integrity.

- [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)- data analysis confirms the full fulfillment of the requirements of this indicator through:
 - Organization based on the credit system - The curriculum allocates credits to each mandatory and optional subject, to each scientific activity completed through publications or scientific communications, as well as for the defense of projects/reports or the thesis in front of the evaluation committee;
 - Complex learning experiences - Doctoral students take courses, participate in workshops and other research activities within the projects, give presentations, bibliographic analyses and participate in progressive assessments that support the formation of scientific competencies.
 - Coherence in the formation of the qualification - The curriculum is designed to ensure progress from fundamental knowledge to advanced competencies, contributing to the completion of the thesis and the obtaining of the doctoral qualification.
 - Focus on learning outcomes - The curriculum includes clearly formulated outcomes that are correlated with the subject sheets and applied research activities, ensuring the coherence of academic training.
- [Aspects that constitute best practice examples](#)
- Correlating expected learning outcomes with subject syllabi and prioritizing the development of advanced digital skills found in the creation and presentation of scientific productions;
- Using specialized infrastructure and software to conduct applied research in the field.

[Recommendations](#) - It is recommended to organize periodic meetings between doctoral supervisors, guidance committees, and doctoral students, in order to discuss aspects related to the research topic, the methodology used, and the challenges encountered during the preparation of doctoral studies.

The indicator is: fulfilled

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

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

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



Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)-** The analysis of the documents from the Internal Evaluation Report of the Business Administration field shows that the learning outcomes are formulated in accordance with: the National Qualifications Framework (level 8) and the European Qualifications Framework (EQF), by formulating professional and transversal competences alongside learning outcomes, described in terms of knowledge, skills and responsibility and autonomy, specific to the qualification of a doctor in the field of Business Administration. The [curriculum](#) includes relevant disciplines for the development of advanced competences in research, analysis, methodology, authorship, ethics, strategies and data processing, all integrating advanced digital competences. [Course syllabi](#) explicitly indicate the targeted competences, responsibility and autonomy acquired by doctoral students, correlated with the occupational requirements of the field of Business Administration, according to ESCO. The correlation with occupations in the field of Business Administration is supported by: the research themes from the Annual Research Plan, approved in the CSDSE; involving doctoral students in applied research projects, research centers such as CCCDD (Research Center for Competitiveness and Sustainable Development), collaborations with the socio-economic environment and participation in relevant scientific events/conferences.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The analysis of both the data from the documents and the findings during the visit show that the learning outcomes are well defined and cover advanced level competencies: advanced research, autonomy and critical thinking, methodological design, strategic analysis, ethics and integrity, digital competences – exactly corresponding to EQF/CNC level 8, The competencies are aligned with ESCO occupations, The curriculum is appropriate for the occupational profile of graduates, integrating transversal disciplines necessary for business administration. The subject sheets demonstrate the correlation between the academic content, assessment methods and the competencies necessary for the occupations targeted by Business Administration. The focus on applied research (collaborations with companies, involvement in projects, data modeling) supports compliance with ESCO, which emphasizes knowledge transfer and innovation.
- **Aspects that constitute best practice examples-**
Integrating advanced digital skills into the content of the disciplines in doctoral training programs — a current requirement in the ESCO and EQF standards.
Using data processing software (SPSS, SAS, SMART-PLS, NVivo etc.) in research that allows the development of advanced skills.
- **Recommendations**
The indicator is: fulfilled

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

Standard S.B.3.1 Principles	
The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)-** The documents analyzed in the Internal Evaluation

Report of the field – Business Administration show that IOSUD–UO and SDSE explicitly integrate the principles of student-centered learning through the [curriculum](#) that includes disciplines oriented towards the development of professional and transversal competencies of doctoral students, [course syllabi](#), student-centered teaching strategies, guidance and monitoring mechanisms. Each doctoral student has an Individual Training Program and Results and a guidance and academic integrity committee. The activity is monitored every 6 months by reporting to the doctoral supervisor and annually through the projects/reports presented to the guidance and academic integrity committee. There is a schedule of consultations, periodic meetings and minutes of presentation sessions. Research topics are aligned with individual interests and current directions in the field in accordance with the field plan and SDSE.

- [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)- The indicator requires evidence of the effective integration of student-centered learning principles into the curriculum and teaching strategies. The analysis highlights that the curricular structure is designed to support the autonomy and individual development of doctoral students. The curriculum and subject sheets include competencies oriented towards the formation of a researcher capable of critical analysis, reflection, synthesis and elaboration of original scientific contributions. Learning outcomes are correlated with the requirements of the III cycle - doctorate and support the doctoral student's ability to adopt independent decisions, in accordance with a student-centered educational model. Formative assessment is carried out continuously, through presentations, applied activities and permanent feedback, being complemented by summative assessment carried out through exams, research reports and scientific articles, aspects that reflect adaptation to the individual rhythm and needs of each doctoral student. Guidance committees, the consultation program, publications produced in collaboration between the doctoral student and the coordinator, as well as annual monitoring confirm the application of a supportive and participatory learning model. The indicator is fully met. The analyzed documents demonstrate that the SDSE promotes a modern student-centered learning model, both at the level of the curricular structure and in teaching and research activity.
- [Aspects that constitute best practice examples](#)- There is an innovative research infrastructure applied in doctoral activities, such as the Laboratory of Quantitative Economics and Modeling (predictive models, data analysis), the Laboratory of Applied Economics, the Laboratory of Financial and Fiscal Administration, etc. These facilities allow for active, applied learning that is very useful for the doctoral endeavor. There is the practice of publishing articles in collaboration between the doctoral student and the doctoral supervisor, the doctoral student and the member of the academic integrity and guidance committee, which demonstrates the authentic implementation of mentoring and learning through research. There is also the possibility of opting for disciplines from other doctoral schools, which represents an advanced mechanism for customizing the training of doctoral students. Doctoral students have the opportunity to participate in international conferences, Erasmus+ mobilities, academic internships – all of which contribute to the formation of integrated skills.
- [Recommendations](#)
The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)- The documents in the report demonstrate that PhD students in DSUD–Business Administration have numerous opportunities for academic mobility, carried out physically, virtually or in a mixed format, through the Erasmus+ programs, PIB in the EU-GREEN alliance and other institutional instruments. The university applies clear and transparent procedures regarding Erasmus+ mobilities, according to the official website of the [Erasmus Office](#): Erasmus+ K131, K171, Erasmus+ practica. The curricula are designed flexibly, so as to allow the

recognition of the results obtained in mobility without extending the duration of studies. Mobilities include: study mobilities in partner universities in the EU and non-EU; practical mobilities/research internships; virtual mobilities (participation in courses, international conferences, online programs). Doctoral students on internship during the analysis period participated with 75 papers at international scientific events, with an average of 3.2 papers per doctoral student (Annex 14 of the file). IOSUD–UDJG has an operational procedure dedicated to mobilities, which details the eligibility, selection, recognition of results and the conduct of international mobilities.

- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The data assessment shows that the indicator on ensuring mobility opportunities is met in a robust manner, designed in the spirit of European standards. Thus, there is a diversity of academic mobility opportunities, integration mechanisms in the academic path. The institution demonstrates compliance with the ESG principles (Standards and Guidelines for Quality Assurance in the European Higher Education Area), regarding: encouraging internationalization, mobility, international academic cooperation and recognition of mobility results.
- **Aspects that constitute best practice examples-** Participation in international conferences, large number of scientific papers presented, existence of internal procedures for financial support of participation in international conferences indexed by WoS. There are mature institutional procedures that ensure rapid academic recognition, counseling and logistics, highlighted in the annexes of the report, representing an efficient and transparent mechanism.
- **Recommendations-** To strengthen performance, it is recommended stimulating participation in international mobility, especially Erasmus+, by introducing physical and virtual mobility micro modules;
- **The indicator is: fulfilled**

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)-** The documents in the report show that the UO and SDSE ensure equitable opportunities for all doctoral students, regardless of background, learning style or specific needs. According to the [Charter of the University of Oradea](#) and the [Regulations of Doctoral Studies](#), all doctoral students benefit from: access to educational resources (library, international databases, digital platforms), accessible infrastructure (ramps, elevators, adapted educational support), access to [research topics](#), [doctoral supervisors](#) and guidance committees based on interest and potential, academic counseling, tutoring and mentoring opportunities to participate in conferences, workshops, mobilities, including for those with special needs.
- **The curriculum** includes disciplines that support equity, such as [Ethics and Academic Integrity](#), and access to disciplines from other doctoral schools allows for the personalization of the learning path.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The reported practices demonstrate that the indicator is substantially met, because:
 - Equity is ensured through institutional regulations, and doctoral students have equal access to resources, courses, scientific activities and infrastructure.
 - The diversity of learning styles is respected through curricular flexibility, access to diverse digital resources and the possibility of working at one's own pace in research.

- Institutional support is personalized through guidance committees, counseling, tutoring and periodic monitoring.
- Scientific activities are accessible to all doctoral students, without discrimination between public/private or year of study.
- **Aspects that constitute best practice examples**- Compliance with European standards regarding equity and inclusion in doctoral education is demonstrated by:
- The thematic diversity made available to doctoral candidates and the possibility of formulating the chosen topic through collaboration between the candidate and the doctoral supervisor;
- The diversity of scientific events to which SDSE doctoral students have access.
- **Recommendations**

The indicator is: fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**- The documents in the report highlight that the UO and SDSE ensure extensive and equitable access to educational, technical and support resources for all doctoral students, including those with special needs through: Modern classrooms, seminars and laboratories: 111 classrooms with 8596.55 m², 110 seminar rooms with 4144.02 m², 305 laboratories with 13956.84 m² adequately equipped for educational and research processes, the Doctoral School Resource Center, the Research Center for Competitiveness and Sustainable Development, access to information resources through the [UO library](#) with physical and online access to international databases (Web of Science, Scopus, Sage, Elsevier, etc.) and to e-books through AnelisPlus projects. Students can access online and remotely (mobile access) resources through the Anelis Plus account. There are also a number of support services: accommodation in new and modern dormitories, canteens/clubs, recreational centers and sports facilities, all accessible to people with disabilities (ramps, elevators, adapted signage), dedicated medical services: student dispensary, occupational medicine office, counseling and professional guidance services through the [Career Counseling Center](#). There is personalized educational support through guidance and academic integrity committees for each doctoral student, consultation schedules and individual feedback sessions.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled** - Based on the documents analyzed, it is found that the indicator is fulfilled to a significant extent. The available resources are in line with the requirements of the third cycle of studies, since:
 - high-performance laboratories, modern infrastructure and access to international databases ensure the necessary conditions for conducting advanced research;
 - access to infrastructure, services and digital resources is ensured equally and non-discriminatory for all doctoral students, regardless of the individual context;
 - the specific needs of students are taken into account by adapting the infrastructure for people with disabilities and by offering constant academic support, based on guidance, counseling and personalization of the study path;

- the variety of learning styles is supported by multiple ways of accessing resources, both in physical format and online, hybrid, digital or through activities carried out in the laboratory.
- This approach is consistent with both ARACIS standards and the principles of the European Higher Education Area (EHEA), which promote equitable access to resources and services for all doctoral students.
- [Aspects that constitute best practice examples](#)- Online access to international scientific resources, including mobile access outside the institution.
- [Recommendations](#)
The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)- Within the DSUD Business Administration, learning outcomes are clearly formulated in: the [curriculum](#) and the related [course syllabi](#), where the competencies, knowledge and skills are explicitly defined for each subject. The subject sheets include: objectives, professional and transversal competencies, learning outcomes, detailed content, teaching methods, assessment methods, as well as responsibility and autonomy related to the subject. [The training program and results](#) clearly establish expectations regarding progress, research activities and annual assessments. All documents are published transparently on the IOSUD–UO website and in the SDSE Doctoral Student Guide.
- [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)-
- There is alignment between the expectations of teaching staff and doctoral students, due to the existence of the training program and results, material designed by the doctoral supervisor together with the doctoral student, subject sheets and annual monitoring.
- The assessment methods (project, reports, presentations, scientific articles, exams) are directly connected to the declared learning outcomes.
- The analyzed documents demonstrate full compliance with the indicator: the outcomes are defined, communicated and assessed systematically.
- The learning outcomes are clearly and coherently described, easy to understand and correlated with the competences of CNC/EQF level 8
- [Aspects that constitute best practice examples](#):
- Correlation of research proven through scientific publications/communications with periodic evaluation according to the curriculum.
- Transparent information on the IOSUD-UO website but also on the FSE website regarding the obligations of doctoral students, existing deadlines, forms of support.
- [Recommendations](#)
The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The documents in the report show that the verification of learning outcomes in DSUD–Business Administration is carried out systematically, through:
- Continuous assessments within the advanced training program - Each discipline in the [curriculum](#) of the field includes formative and summative assessment methods, such as projects, presentations, reports, written papers and exams, according to the discipline [course syllabi](#). All doctoral students report every 6 months on the progress of their activity and receive feedback from the doctoral supervisor, based on performance indicators and the results obtained (publications, participation in conferences, analysis chapters from projects/scientific reports).
- Periodic assessments through scientific reports - Doctoral students submit annual progress reports to the guidance and academic integrity committees, with related minutes. The research evaluation includes: the state of the literature, methodology, preliminary results, dissemination, planning of future activities.
- Final verification of learning outcomes - The doctoral thesis defense is carried out according to the [Regulation on the organization and conduct of doctoral studies within IOSUD-University of Oradea](#), procedure published on the IOSUD–UO website. The final evaluation includes: similarity report; validation of compliance with CNATDCU standards; analysis of the academic guidance and integrity committee; submission for public consultation; defense before the public doctoral committee.
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- The data in the report demonstrate that the indicator is fully met, through:
 - The existence of continuous assessments ensures the gradual verification of competencies, in accordance with the declared learning outcomes.
 - The structure of the assessments corresponds to the requirements of cycle III: independent research, innovation, academic writing and scientific dissemination.
 - Annual reports are formally documented and analyzed by specialized committees, which guarantees objectivity and traceability.
 - The final exam (thesis defense) fully validates the achievement of learning outcomes, according to the minimum standards and IOSUD procedures.
- Aspects that constitute best practice examples- integrarea diseminării științifice (publicări de articole, participări la conferințe internaționale) ca parte a evaluării progresului.
- Recommendations
The indicator is: fulfilled

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The documents available show that there are admission procedures for the third cycle and they are applied correctly and transparently within IOSUD UO and SDSE in the field of Business Administration. Admission is regulated by the [Methodology for Admission to University Doctoral Studies - September 2025 Session](#). Information regarding the fields, doctoral schools, doctoral supervisors, calendar, fees and procedures are published online, at: <https://cloud.uoradea.ro/index.php/s/dZ8YnzPyDJDS6py> and <https://cloud.uoradea.ro/index.php/s/EAPAS6KsAy7725q> but also on the website <https://steconomice.uoradea.ro/admitere-doctorat/>. The methodology includes: eligibility criteria, admission stages, bibliography, assessment of language skills, competition tests and classification

criteria. The procedures are applied uniformly at the IOSUD level, in compliance with the national legal framework and internal regulations (UO Charter, IOSUD regulations).

- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The indicator is met, having the following arguments:
 - Procedures exist and are implemented correctly and consistently, being respected at each stage of admission (publication, registration, evaluation, classification).
 - Transparency is ensured by publishing all relevant information online, which allows equal access to candidates.
 - The assessment of skills is carried out through tests consistent with the mission of the doctoral school and with the standards of the field of Business Administration (interview with research topic support, language exam).
 - The procedures respect the principles of fairness and equal opportunities provided for in the national methodology and in the internal rules of the UO.
- **Aspects that constitute best practice examples-**
 - Online publication of the methodology, thematics and all admission details, which ensures easy access to information for all candidates.
 - Clear presentation of the admission stages separately but also in internal documents (Regulations and Doctoral Student Guide), which allows for early preparation of candidates.
- **Recommendations**
The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The document shows that, within IOSUD–UO and the Doctoral School of Economic Sciences (SDSE), admission procedures are designed and applied in accordance with the principles of equity, equal opportunities and non-discrimination:

- Admission is carried out according to the [Methodology for Admission to University Doctoral Studies - September 2025 Session](#), approved by Senate Decision no. 22/29.04.2025 and published online on the official admission page of the UO (<https://www.doctorat.uoradea.ro/ro/admitere/metodologie-admitere-doctorat-iosud-uo>), which includes explicit provisions regarding equal access and non-discriminatory treatment in the selection process.
- All information regarding admission conditions, tests, calendar and criteria are public on: <https://www.doctorat.uoradea.ro/ro/admitere/metodologie-admitere-doctorat-iosud-uo>, ensuring transparency and equal access for all candidates.
- UO ensures, through institutional regulations, access for candidates with disabilities or special educational requirements to adapted infrastructure (ramps, elevators, accessibility of spaces), as well as to educational support, in accordance with the documents regarding the material bases and facilities included in the file.
- The institution's policies guarantee access for vulnerable and socially at-risk groups to fair admission procedures, in accordance with the [Charter of the University of Oradea](#) and [Regulation on the organization and conduct of doctoral studies at the IOSUD_UO level](#), which provide for inclusion, non-discrimination and the necessary support to continue studies.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** the indicator is met, having as arguments:



- Admission procedures are applied uniformly and respect the principles of equity and equal opportunities, demonstrated by the full transparency of information, digital accessibility and alignment with national legislation.
- There are clear institutional measures to support vulnerable candidates, especially regarding access to educational infrastructure and administrative services.
- University regulations (Charter, IOSUD Regulation, Admission Methodology) explicitly integrate the principles of non-discrimination and equal opportunities, which demonstrates a coherent institutional approach.
- The modern accessible infrastructure in buildings E and F (where admission takes place) demonstrates the effective implementation of the principles of inclusion and equal opportunities in the admission process, by eliminating physical barriers and ensuring easy, safe and non-discriminatory access for candidates with disabilities. This contributes to the creation of a fair educational environment, in which each candidate benefits from adequate conditions for participation and assessment, regardless of their specific needs.
- **Aspects that constitute best practice examples-** Complete institutional support: administrative services, counseling and adapted facilities for candidates with special requirements.
- **Recommendations**
The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The documents from the internal evaluation report show that IOSUD–UO and the Doctoral School of Economic Sciences (SDSE) consistently apply the regulations regarding the professional activity of doctoral students. Thus, doctoral students complete the advanced training program according to the [Business Administration Curriculum](#), published online.

The activity of each doctoral student is carried out according to the [Training and Results Program](#), which is customized for each doctoral student and is regulated by the [Doctoral University Studies Contract](#), which establishes the rights, obligations, activity calendar and conditions for extending/interrupting studies.

[The Regulation on the organization and functioning of doctoral university studies](#) along with other internal regulations ([Internal regulations of the UO](#), [defending doctoral theses](#), [Code of ethics and university deontology of the University of Oradea](#)). Professional activity is monitored through the scientific achievements sheet, annually through scientific reports, evaluated by the guidance committee, with related minutes.

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

- The regulations are applied uniformly and transparently at all stages of the academic career: admission, advanced training, research, annual evaluations and completion.
- The mandatory documents (Study Contract, Training Program and results, scientific achievement sheets, project/report support minutes) are implemented for each doctoral student, ensuring traceability and institutional compliance.
- The annual evaluation of scientific activity (publications, conferences, thesis progress) confirms the real application of the norms regarding professional activity.
- The IOSUD–UO procedures ensure a predictable and regulated framework, in accordance with the national legislation of doctoral university studies.

Aspects that constitute best practice examples-



- Complete contractual documentation, which clarifies expectations and responsibilities from the beginning.
- Periodic monitoring through individual records through minutes and research reports.
- [Recommendations](#)
The indicator is: fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)- The UO, FSE and the Doctoral School of Economic Sciences have internationalization as a strategic priority, according to the [Strategic Development Plan of the University of Oradea for the period 2025-2030](#). Activities include Erasmus+ mobilities, participation in international conferences, research collaborations, co-tutoring and partnerships with external academic centers. The DSUD Business Administration doctoral students have achieved mobilities by participating in international conferences (75 papers presented in 2020–2025) and have benefited from co-tutoring internships. The doctoral supervisors have achieved numerous international mobilities (according to Annex 13 of the file) and have numerous WoS publications with international visibility as well as participation in international scientific boards (Annex 4 of the file).
- [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)- The activities carried out demonstrate the fulfillment of the indicator: functional mobilities, constant involvement of doctoral students in international scientific events, active collaborations in research and international visibility of doctoral supervisors. However, the share of mobilities remains low, the number of international doctoral students is low, and international quotas are low (one at the time of the visit).
- [Aspects that constitute best practice examples](#)-
- Numerous participations of doctoral supervisors and doctoral students in international conferences;
- Publication of articles in WoS indexed journals in large numbers by doctoral supervisors and doctoral students;
- Collaboration agreements with universities abroad.
- Existence of the FSE-EINCO conference, and of a conference dedicated exclusively to doctoral and master students, EMEB, which is organized annually.
- [Recommendations](#)
Increase in the number of participations in international conferences and articles published by doctoral students as well as Erasmus+ mobilities;
Increase in the number of international co-tutoring and collaborations.

The indicator is: fulfilled

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**- Scientific research is well represented in the IOSUD-UO Business Administration doctoral program. It is encouraged and guided by disciplines dedicated to research methodology, ethics and authorship, as well as by applied research activities within projects. Doctoral students have access to modern research infrastructure, including specialized laboratories and international databases (WoS, Scopus, ScienceDirect) through access to the Anelis Plus platform. Research activity is coordinated by doctoral supervisors with international visibility, certified by publications in WoS Q1, Q2, Q3 journals and relevant Hirsch indices and involvement in international scientific committees (Annex 4, Annex 12 of the file). Doctoral students publish in BDI and WoS indexed journals and present papers at international conferences in the institution, country and abroad (e.g. IBIMA) and the doctoral school conference, [EMEB](#), [EINCO](#) within the FSE within IOSUD. The PhD field of Business Administration from SDSE, through the Faculty of Economic Sciences, has developed collaborations with the organizers of other prestigious conferences such as BASIQ or ICECO.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**- The analyzed documents show that in DSUD Business Administration there is a link between research and the educational process, the results of scientific investigation being integrated into the training of advanced skills of doctoral students. Research activities are permanent, monitored and evaluated periodically, and annual reports attest to the progress of doctoral students and the relevance of the research to the objectives of the program. Presentations at conferences, publications in WoS journals and involvement in international partnerships demonstrate the valorization of research results in the training of doctoral students, contributing to the achievement of learning outcomes specific to the doctoral cycle. The integration of doctoral students into the research projects of the faculty and the university is also noteworthy.
- **Aspects that constitute best practice examples**- Publishing articles in WoS journals through collaboration with the doctoral supervisor or the academic integrity and guidance committee.

Recommendations

The indicator is: fulfilled

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- Research activity in the field of Business Administration is directly aligned with the objectives of the program, being integrated into the topic and development of doctoral theses, advanced disciplines and institutional collaborations (Annex 11 of the file). The doctoral supervisors have high international visibility, having WoS indexed publications (Q1, Q2, Q3), significant Hirsch indices and far exceeding the minimum standards in the Self-Assessment Sheet in force (Annex 2, Annex 3 and Annex 4) and have membership in international scientific committees and boards. Doctoral students publish in international journals and participate in international conferences; in 2020–2025, 75 international communications were reported. Research is supported by centers (Research Center for Competitiveness and Sustainable Development) and high-performance laboratories (e.g. Applied Economics Laboratory, Fiscal and Financial Administration Laboratory, PhD Resource Center, Quantitative Economics and Economic Modeling Laboratory), providing access to international databases (WoS, Scopus, ScienceDirect), the infrastructure being used for the development of doctoral theses. PhD students are involved in SDSE projects at which level there were/are 17 research grants, 15 institutional grants and 7 human resources grants during the reporting period.



Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- Scientific results are internationally visible, through articles in impact factor journals, participation in international conferences and SDSE's involvement in prestigious academic networks (EU-GREEN). Research is directly correlated with the objectives of the program, contributing to the development of advanced research skills, critical thinking, operation with empirical and conceptual methods - learning outcomes related to cycle III. At the level of SDSE and the field of Business Administration, a Research Plan is drawn up annually, which is part of the SDSE Research Plan related to an academic year. This plan includes major research themes that include the topics of doctoral theses in progress, work teams and research objectives expressed through the dissemination of research results. The modernized institutional infrastructure supports an adequate research ecosystem, which facilitates publication in WoS SSCI and SCIE journals. The results of applied research are appropriately capitalized, being integrated into doctoral projects, conferences, reports and the professional development of doctoral students.

- Aspects that constitute best practice examples- Publications in WoS Q1–Q2 journals by supervisors and PhD students, far exceeding the minimum CNATDCU standards.

- Recommendations

The indicator is: fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- UO- IOSUD consistently applies institutional strategies (quality strategy, internationalization strategy, R&D strategy, digitalization strategy), all approved by the Senate and implemented in faculties and doctoral schools. At the UO level, a decentralized management system operates regarding quality assurance at the department, faculty, university and administrative entity levels, but integrated within a [Total Quality Management \(TQM-UO\)](#). The Doctoral School of Economic Sciences (SDSE) annually carries out self-evaluation processes, analysis and monitoring meetings of academic and research activity. Standardized institutional procedures are applied regarding the [admission process](#), the development of the training program and results, the annual evaluation, the [feedback of doctoral students](#), as well as ethical procedures from the Code of Ethics and University Deontology of the University of Oradea (<https://www.uoradea.ro/display23004>), and the prevention of plagiarism. IOSUD University of Oradea uses, on the basis of a contract, the anti-plagiarism systems provided by SC SISTEM ANTIPLAGIAT PRIN INTERNET SRL through the online platform <https://www.sistemantiplagiat.ro>, respectively iThenticate. Both similarity detection systems made available to doctoral schools within IOSUD University of Oradea are included in the list related to MENCS Order no. 3485/2016 - the list of programs recognized by CNATDCU and used at the level of higher education institutions organizing doctoral studies and the Romanian Academy, in order to establish the degree of similarity. The existence of digital platforms ([Moodle e.uoradea.ro](#), UniWeb/StudInfo) ensures traceability and transparency in the application of administrative and academic procedures. The impact of implementing the procedures is observed in: increased international visibility, compliance



with CNATDCU standards, positive ARACIS evaluations, the quality of publications, involvement in projects, participation in conferences and support provided to doctoral students.

- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The data show that the procedures are applied consistently, not just formally: admission, annual evaluation, guidance, ethics, mobilities, funding, recognition of research activity, use of IT resources are all documented and monitored periodically. There are feedback mechanisms (evaluation of doctoral supervisors, administrative processes, doctoral student questionnaires), which lead to real adjustments in educational practice and in the organization of the program. In addition, there is a very useful SDSE [Doctoral Student Guide](#), which provides clear and structured information on the admission process, the doctoral course, the rights and obligations of doctoral students, academic and administrative activities, as well as the resources available to support research activity and doctoral training. The impact of the procedures is demonstrated by: the quality of publications, the increase in the number of projects and partnerships, the organization of international conferences, the good completion rate of studies, the high level of infrastructure, the involvement of doctoral students in scientific activities. By integrating strategies into current activity, the doctoral school demonstrates real operational functionality, not just the formal existence of regulations.
- **Aspects that constitute best practice examples-** Digitalized and transparent quality management system, with public annual reports and permanent monitoring through CEAQ.
- Consistent application of ethics procedures, including anti-plagiarism strategy, periodic checks and training on academic integrity.
- **Recommendations-**
The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- Within the DSUD Business Administration and the Doctoral School of Economic Sciences (SDSE), internal and external stakeholders are systematically involved in the process of developing, reviewing and applying institutional procedures. These include: internal and external doctoral supervisors, doctoral students, graduates, employers and socio-economic partners. Consultation of members of the academic community is carried out through:

- meetings of the Council of the Doctoral School of Economic Sciences and CSUD;
- meetings of the Advisory Council of the Faculty of Economic Sciences (made up of representatives of the socio-economic environment, some alumni of the FSE and even the SDSE);
- meetings, workshops and round tables of doctoral supervisors and representatives of the socio-economic environment;
- feedback procedures and systematic questionnaires applied to doctoral students regarding administrative, academic and research activities.

Consultation with external stakeholders (employers, industrial and socio-economic partners) is carried out through research collaborations in projects, working meetings and their participation in various academic activities, such as internships, internships or projects carried out at national and international level. The feedback obtained is analyzed and used to revise the content of the subjects, adapt the curricula and assessment methods, as well as to guide research directions and support the quality assurance and improvement process.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- Evidence shows that the institution permanently integrates the results of discussions with



academic and business stakeholders into the decision-making processes related to the doctoral program. Consultations are periodic, documented and have a demonstrable impact on the updating of procedures and activities. Questionnaires applied to doctoral students, discussions with doctoral supervisors and feedback from employers allow for continuous quality assessment and adaptation of the program to the real needs of the labor market and the academic environment. Stakeholder involvement contributes to: updating research topics; adapting the curriculum to increase the relevance of research as well as optimizing administrative processes.

Aspects that constitute best practice examples-

- The existence and operationalization of the Advisory Council involving representatives of the socio-economic environment
- The involvement of partners from the socio-economic environment as well as from the academic environment in partnerships for the implementation of research themes, the development of projects, etc.
- Recommendations

The indicator is: fulfilled

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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1. Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The UO has established the Research Ethics Committee at the University of Oradea, (<https://www.uoradea.ro/display11640>) which operates in accordance with the provisions of the Working Procedure of the Research Ethics Committee (<https://www.uoradea.ro/display22861>). Also, one of the guiding documents of the university is the Code of Ethics and University Deontology (<https://www.uoradea.ro/display20078>), which regulates the set of general moral standards, responsibilities and rules of mandatory university practice, which concern the activity and conduct of members of the academic community in educational and research activity. At the same time, to prevent and control fraud related to plagiarism at the IOSUD level – University of Oradea, all doctoral and habilitation theses (research reports, projects, articles prepared for publication) are checked by an anti-plagiarism software, which is on the list of programs recognized by CNATDCU and used at the level of higher education institutions organizing doctoral studies. [The University Ethics and Deontology Commission](#) (CEDU) carries out its activity in accordance with the regulation approved by the Senate of the University of Oradea and acts independently of any other structure or person within the institution. It monitors compliance with the norms of university ethics and deontology in all study programs – according to the Code of University Ethics and Deontology of the University of Oradea – including at the level of the doctoral field of Business Administration, resolving complaints and appeals regarding the academic conduct of members of the university community.
2. Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- CEDU operates on the basis of the regulation approved by the Senate and acts independently, in accordance with the law. There is a complete regulatory framework (Code of Ethics + ROF CEDU), approved by the Senate, which confirms compliance with the indicator requirement. The description in the report on the independence of CEDU, correlated with the publication of documents and reporting in the quality assurance system, shows an effective and lawful functioning. Anti-plagiarism procedures and referral mechanisms strengthen the functionality of the commission.

- [Aspects that constitute best practice examples-](#)
- Complete, updated and published ethical framework (Code of Ethics + ROF CEDU).
- Connecting CEDU to IOSUD/SDSE quality and integrity monitoring processes.
- Recommendations

The indicator is: fulfilled

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

Standard S.C.3.1. Procedures and implementation of procedures	
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
I.P.C.3.1.1	

- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)-](#) UO and IOSUD UO have clear procedures regarding the initiation, monitoring and periodic review of programs and fields of study, implemented through: [Procedure for the initiation, monitoring and periodic review of programs and fields of study](#), IOSUD Self-evaluation Methodology, Senate Decisions, annual reports, Internal operational procedures (admission, evaluation, accreditation, quality monitoring, originality verification, doctoral student feedback). The report confirms the periodic conduct of internal evaluation processes, the development and updating of study documents and the use of analysis, monitoring and continuous improvement procedures. At IOSUD level, a procedure for evaluating and monitoring the evolution of doctoral schools/doctoral fields has been developed and is periodically applied ([Procedure for evaluating and monitoring the evolution of doctoral schools/doctoral fields](#)).
 - [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)— The application of the procedures is proven by:
 - periodic updates of regulations and methodologies,
 - public reports of IOSUD committees and structures,
 - the annual self-evaluation process of doctoral schools, with impact on the revision of curricular documents, curricula and research practices,
 - involvement of teaching staff, doctoral students and partners in these processes.
- At the IOSUD-UO level, the CSUD REPORT ON THE UNIVERSITY DOCTORAL STUDIES CYCLE is produced annually. [The annual report on the university doctoral studies cycle for 2025](#) (pdf), as a result of the annual self-evaluation process of doctoral schools.
- The evidence in the report shows that the procedures are systematically applied, integrated into the decision-making circuit and have a direct impact on quality assurance (monitoring the performance of doctoral supervisors, program evaluation, improvement of resources, continuous review of program content and research activities). The indicator is fully met.

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

- Correlating evaluation procedures with ethics, academic integrity and originality verification processes.
- Institutional transparency - by easily finding all relevant information on the uoradea website.
- Recommendations

Systematic communication of the results of the procedures (e.g.: annual summaries accessible on the website for each doctoral school).

The indicator is: fulfilled

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



- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The evaluation report highlights that the UO and IOSUD ensure the constant and systematic involvement of the academic community and stakeholders in the implementation of the procedures, through periodic consultations with doctoral supervisors, teaching staff and doctoral students, organizing thematic meetings and workshops, conducting evaluation surveys and questionnaires, collecting annual feedback from doctoral students, as well as consulting socio-economic partners in the process of updating documents and procedures. Teaching staff and students are directly involved in the activity of the [Board of Directors](#), in the [Central Evaluation and Quality Assurance Commission \(CCEAC\)](#), in the [Council for Doctoral University Studies \(CSUD\)](#) and in the [Council of the Doctoral School of Economic Sciences](#), contributing to the analysis of indicators, evaluating the field of study and formulating proposals for its improvement.
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- Evidence shows that stakeholder involvement is real, formalized and consistent, being integrated into the program review processes, performance evaluation and monitoring of IOSUD/SDSE activities. This participation directly contributes to quality improvement, through adjustments to the curriculum, procedures and work methodologies.
- Aspects that constitute best practice examples- Involving socio-economic partners in updating research topics and in periodic evaluations.
- Recommendations
The indicator is: fulfilled

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

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

- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- The evaluation report confirms that the UO applies institutional procedures for the semester-long evaluation of teaching staff by students, integrated into the quality assurance system. The evaluations are carried out through Google forms and the transfer to the platform <https://studinfo.uoradea.ro/> is being prepared, and the results are analyzed by the quality committees of the faculties and the IOSUD structures. The evaluation results are included in the university's annual reports and used in the decision-making process (teaching improvement, staff development, monitoring).
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- The periodic implementation of assessments and the valorization of the results obtained highlight the compliance with the requirements of the indicator. The conclusions of the assessments are integrated into the process of continuous improvement of the teaching activity, being reflected in the institutional documents and used in the planning of training activities, as well as in the assessment of academic performance. The analyzed evidence confirms the full fulfillment of the indicator, and the analysis process functions as an effective quality management tool.
- Aspects that constitute best practice examples- Integrating results into public annual reports and into educational quality monitoring and improvement processes.
 - Recommendations: Using the institutional platform to collect feedback from doctoral students.
 - **The indicator is: fulfilled**



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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator
I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.

- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- UO uses an institutionalized information system, UNIWEB, implemented for the management of the educational process – which uses Oracle databases, accessed through PHP program modules that structure the Uniweb application ([UniWeb/StudInfo](#)). This is an application used for the management of the educational process – it manages information about students, catalogs, grades, curricula for study programs, tuition fee status, positions, etc.; quality.
- Also, the UniWeb/StudInfo platform offers students access to the school situation, ensuring the traceability of the academic path. The IOSUD annual reports in which all doctoral schools (including SDSE) are included are public and accessible online at:
 - <https://www.doctorat.uoradea.ro/ro/despre/rapoarte-anuale>
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- There is a complete and continuous digital flow of data, covering administrative, academic and research activities, and the collected data is used in management decisions.
- Aspects that constitute best practice examples- The institution has an integrated digital system for the continuous management of data related to administrative, academic and research activities, the information collected being used in the managerial decision-making process.
- Recommendations
The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

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

- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- IOSUD UO and the Doctoral School of Economic Sciences (SDSE) ensure a high level of transparency by constantly publishing and making information accessible regarding the doctoral study program in Business Administration (DSUD AA). Relevant information is published on the institutional website: <https://www.doctorat.uoradea.ro/ro/>. Also, the academic results and activities of doctoral students, the summaries of doctoral theses are published on the doctoral school website <https://www.doctorat.uoradea.ro/ro/sustineri-teze/sustineri-teze-doctorat>. IOSUD also offers complete information in English, facilitating access for international candidates and experts: <https://doctorat.uoradea.ro/en>
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- The information is available on the official websites of the university, IOSUD (<https://www.doctorat.uoradea.ro/ro/>) and SDSE (<https://steconomice.uoradea.ro/admitere-doctorat/>), being easily accessible by doctoral students, members of the academic community and the general public. All the elements necessary for the external evaluation process are public and



easily accessible: information on admission, methodologies and regulations, institutional reports, university management, curricula and curricula, academic results, mobility programs, partnerships, research activities and other relevant documents. The constant publication and periodic updating of this information demonstrates institutional transparency, compliance with legal requirements and commitment to quality assurance and correct information of all stakeholders.

- **Aspects that constitute best practice examples-** The use of a constantly updated digital platform, which centralizes relevant information for candidates, doctoral students, doctoral supervisors and external evaluators, facilitates rapid access to information and contributes to increasing institutional transparency.

- **Recommendations**

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)-** IOSUD UO and the Doctoral School of Economic Sciences (SDSE) apply clear and public decision-making mechanisms, in accordance with the legislation and institutional norms. The institution transparently publishes the decisions of the management structures – [the Council of Doctoral Schools of Economic Sciences \(CSDSE\)](#), the Council of Doctoral University Studies (CSUD), the University Senate, the Board of Directors. These are publicly accessible on the websites of the UO and IOSUD, including regulations, methodologies, procedures and decisions regarding the organization of doctoral study programs. The regulations regarding the organization of doctoral studies, as well as the procedures regarding admission, evaluation, habilitation and defense of doctoral theses are available on the official pages of the university. These documents constitute the basis for the conduct of academic and administrative processes and are periodically reviewed and updated.
- Decisions and information regarding the organization of the doctoral program, admission, resource distribution, academic and administrative evaluations are officially communicated through the university website, institutional IT platforms, as well as through emails and public announcements. Relevant information can be consulted at: <https://doctorat.uoradea.ro/ro/admitere> and <https://doctorat.uoradea.ro/ro/organizare/scoli-doctorale-conducatori-de-doctorat/scoala-doctorala-de-stiinte-economice> .
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled-** The publication of the decisions of the CSDSE, CSUD, Senate and CA ensures full transparency regarding the way decisions are made in the institution, regarding the SDSE and the doctoral program in Business Administration. The methodologies and regulations constitute the legal and procedural support of all decisions, being accessible and updated periodically. Decisions regarding the organization of the doctoral program, admission, resource allocation, evaluation of academic performance, international mobility and collaborations are communicated through official channels (IOSUD website, FSE website, online platforms, institutional display and official emails).
- **Aspects that constitute best practice examples-** By systematically publishing the decisions of the CSDSE, Senate and CA, transparency, traceability and access to information are ensured for the entire academic community.

- **Recommendations**

The indicator is: fulfilled

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


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

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

- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)- IOSUD UO and the Doctoral School of Economic Sciences (SDSE), constantly comply with the legal obligation to carry out [external quality assessment procedures](#) for doctoral university study programs. UO periodically undergoes external quality assessment processes, in accordance with the legislation in force and the standards of the Romanian Agency for Quality Assurance in Higher Education (ARACIS) ([Bachelor's evaluation results](#), [DPPD evaluation results](#), [Master's evaluation results](#), [Doctoral evaluation results](#)). The Doctoral Program in Business Administration (DSUD AA) was part of the external evaluation process carried out by ARACIS in 2021, confirming the maintenance of accreditation and SDSE submitted the Annual Internal Evaluation Report in 2024, according to the requirements of ARACIS and IOSUD.
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled- IOSUD-UO produces an annual report on the doctoral university study cycle (<https://doctorat.uoradea.ro/ro/despre/rapoarte-anuale>) which also includes the Business Administration program, which includes reference to regulations and procedures, statistics on doctoral students and doctoral supervisors, scientific activity, infrastructure, fees, etc.
- Aspects that constitute best practice examples- The University of Oradea maintains the "HIGH TRUST" rating ([Report October 3, 2024](#)), a status that reflects the institution's commitment to excellence in education and research. This rating is the result of a continuous process of self-evaluation and quality improvement.
- Recommendations
The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
<ul style="list-style-type: none"> ✓ Within DSUD-AA, 11 doctoral supervisors work, of which 10 are holders of IOSUD-UO, having a full-time employment contract for an indefinite period in the UO. All doctoral supervisors meet the criteria set out in Order no. 6129/2016 of 20/12/2016. ✓ In the last 5 years, all doctoral supervisors in DSUD-AA have at least 5 Web of Science indexed publications in journals with an impact factor located mostly in the Q1, Q2, Q3, Q4 zones. ✓ All doctoral supervisors in DSUD-AA have achieved, based on scientific results in the last 5 years, at least 25% (much higher percentage) of the score required in the CNATDCU minimum standards for habilitation. ✓ For the implementation of DSUD-AA, the UO has the structure and organizational components of an adequate management system, the functioning of which is based 	<p>INTERNAL FACTORS</p> 	<ul style="list-style-type: none"> ✓ Relatively low participation of doctoral students in research projects carried out at national and international level. ✓ Broadening the selection base of future doctoral students, both at national and international level, by promoting research and innovation and by stimulating interest in doctoral studies, in line with the number of doctoral supervisors in the field of DSUD-AA. ✓ Within DSUD-AA, there is a small number of foreign students (one), probably due to the insufficient promotion of the doctoral program and the legislation in force. ✓ Also, although the offer of Erasmus+ mobility is consistent, doctoral students are reluctant to use these internships, their duration being one of the problems. ✓ Within DSUD-AA, there is a small number of national and international co-supervision agreements (only one), probably due to the lack of coherent



<p>on methodologies, regulations and procedures periodically revised, in accordance with the law and adequately communicated.</p> <ul style="list-style-type: none"> ✓ The university library provides access to electronic resources through the digital library, facilitating the consultation of scientific collections and other academic documents. In addition, the UO provides access to international databases through the AnelisPlus consortium, such as Web of Science, Scopus and ScienceDirect, supporting research and continuous learning. ✓ The training of doctoral students is oriented towards the formation of theoretical and practical skills necessary for research, development, innovation and technology transfer activities. The emphasis is placed on learning outcomes, defining the skills, abilities and attitudes that doctoral students must acquire by completing the disciplines in the program and through the research activities associated with doctoral topics. The achievement of study mobilities for doctoral students within DSUD-AA is demonstrated by participation in international conferences. ✓ Research is capitalized by doctoral students through presentations at international scientific conferences, mainly, scientific publications in quoted and WoS-indexed journals, technology transfer, projects, etc. ✓ Doctoral students enrolled in the period 2020-2025 have at least 1 article indexed in BDI or quoted WoS published and participation with at least 1 paper in national and international scientific events. ✓ During the period 2020-2025, doctoral supervisors carried out 17 research grants. ✓ The internal evaluation of the quality of university doctoral study programs, including DSUD-AA, of the performances of doctoral supervisors and doctoral students is carried out annually by CSUD in collaboration with SDSE. 		<p>legislative support and the difficulties of standardizing procedures at university level.</p> <ul style="list-style-type: none"> ✓ Optimizing the transparency of information and documents published on the IOSUD and UO websites, so that doctoral students and other interested parties can quickly identify and access relevant information. ✓ Lack of funding opportunities for doctoral students from sources other than government funding and UO internal scholarships; ✓ The modest number of doctoral students who benefit from extra-budgetary funding for a minimum of six months; ✓ Due to budgetary limitations and restrictions and the lack of funding from other sources, a modest number of participations in renowned international conferences in the field of Business Administration or Economic Sciences is noted. ✓ Modest number of presences in the committees for guidance and academic integrity and public support of international experts, recognized in the field of Business Administration (only one).
<p>SWOT analysis</p>		
<p>Opportunities:</p>	<p>EXTERNAL</p>	<p>Threats:</p>



<ul style="list-style-type: none"> ✓ The development of the modern research and innovation infrastructure of the UO creates favorable premises for the expansion of doctoral research activities and for the alignment of the AA program with European and international standards and policies in the field of business administration. ✓ The flexibility of the curriculum and the possibility of personalizing the educational and research path allow the adaptation of the doctoral program to the current requirements of the labor market and to the individual professional development needs of doctoral students. ✓ The national and international recognition of the doctoral supervisors, as well as their experience in current research fields, provide opportunities for the development of innovative and interdisciplinary directions of doctoral research. ✓ The consolidated tradition of doctoral studies within the Faculty of Economic Sciences represents an important basis for increasing the visibility and attractiveness of the AA program among candidates from the country and abroad. ✓ The expansion of international collaborations, including through the EU GREEN consortium, facilitates the access of doctoral students to academic mobilities, joint research projects and international innovation and knowledge transfer networks. ✓ Access to national and European funding sources, such as PNRR, Horizon Europe or Digital Europe, offers the possibility of developing research infrastructure, granting doctoral scholarships and supporting the participation of doctoral students in internships and international projects. ✓ The development of strategic partnerships with public administration, the socio-economic environment and the private sector allows the approach of relevant and current research topics, contributing to increasing the applicability of research results and strengthening the link between academia and the labor market. ✓ The interdisciplinary nature of the Business Administration field and the possibility of 	<p>FACTORS</p>	<ul style="list-style-type: none"> ✓ The low number of budgeted places and the low level of public funding for doctoral research may limit the development of research, innovation and technology transfer activities in the field of Business Administration. ✓ The decrease in the interest of graduates in continuing their studies through doctoral programs represents a risk for attracting a sufficient number of candidates and for maintaining the sustainability of the doctoral program. ✓ The low level of scholarships and doctoral funding, correlated with the need to employ doctoral students during their studies, may lead to an increased risk of dropout and a decrease in involvement in research activities. ✓ The intensification of competition between universities, both at national and international level, may reduce the capacity of the doctoral program to attract high-performing candidates and research resources. ✓ The migration of highly qualified human resources to the private sector or to institutions abroad may affect the availability of specialists involved in doctoral research and coordination.
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developing centers of excellence or innovation networks increase the attractiveness of the doctoral program for candidates from various fields and facilitates access to multidisciplinary and collaborative projects.		
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IV. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	Increasing the number of international collaborations and academic mobilities for doctoral students;
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	It is recommended to intensify international collaborations by developing academic and research partnerships with universities and specialized institutes abroad, more active participation in international research projects and networks, as well as stimulating academic mobilities for doctoral supervisors and doctoral students.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	It is recommended to organize periodic meetings between doctoral supervisors, guidance committees, and doctoral students, in order to discuss aspects related to the research topic, the methodology used, and the challenges encountered during the preparation of doctoral studies.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Stimulating participation in international mobilities, especially Erasmus+, by introducing physical and virtual mobility micro modules;
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers'	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	expectations regarding the content of the subject matters in the curriculum.		
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Increase in the number of participations in international conferences and articles published by doctoral students as well as Erasmus+ mobilities Increase in the number of international co-ops and collaborations.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Systematic communication of the results of the procedures (e.g.: annual summaries accessible on the website for each doctoral school).

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Using the institutional platform to collect feedback from doctoral students.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

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

Propose and substantiate a decision.

- a) **maintaining accreditation** (MAC);

VII. Annexes

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