



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

Higher Education Institution/Education Provider Organization:	UNIVERSITATEA „LUCIAN BLAGA” DIN SIBIU (ULBS)
Doctoral School:	Social Sciences
Doctoral Domain:	Management
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>Nistor Răzvan Liviu</i>	Expert evaluator	
2.	<i>Șargu Lilia</i>	International Expert	
3.	<i>Spulbăr Lucian-Florin</i>	PhD Student Evaluator	

I. Introduction

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

The external evaluation report was prepared by the ARACIS Commission of experts in external quality assessment during the visit held from 27.04.2026 to 28.04.2026, for the periodic evaluation of the Management doctoral study domain at Lucian Blaga University of Sibiu.

- Description of the higher education institution;

Universitatea „Lucian Blaga” din Sibiu (ULBS) este o instituție de învățământ superior de stat, cu caracter public și regim juridic non-profit, înființată prin Hotărârea Guvernului României nr. 225/1990. Today, it operates as a university of advanced research and education, offering bachelor's, master's, doctoral, and postdoctoral programs, conducting scientific research, and accessing national and European funding. The university is headquartered at Sibiu, B-dul Victoriei, nr. 10, România, official website: www.ulbsibiu.ro. ULBS communicates relevant information to students, graduates, and employers through social media platforms such as LinkedIn, Facebook, and Instagram.

ULBS operates under its University Charter, approved by the University Senate and endorsed by the Ministry of Education and Research, in compliance with national legislation and aligned with European higher education policies. The university's mission is to provide advanced education and research, preparing future-oriented professionals capable of contributing to the development of an innovative socio-economic environment in a global context shaped by accelerated digital transformation. This mission is pursued through four main pillars: a) Education, b) Advanced Research, c) Collaboration with the socio-economic environment, d) Internationalization. ULBS functions in accordance with the Romanian Constitution, national legislation, and internal regulations. Its organization and governance are based on core principles such as university autonomy, academic freedom, student-centered education, recognition of the teaching staff's role, public accountability and social responsibility, quality assurance, fairness, managerial and financial efficiency, transparency in decision-making, subsidiarity, respect for the rights and freedoms of the university community, partnership with institutional and socio-economic stakeholders, independence from political, religious, or ideological influences, and the promotion of national and international mobility. The university currently comprises 9 faculties, organized into academic departments, 16 Doctoral Domains and research centers. These structures deliver bachelor's, master's, doctoral, postdoctoral, postgraduate, and continuing professional development programs, alongside independent scientific research activities. ULBS undergoes external quality evaluation procedures in accordance with the law, ensuring the authorization and accreditation of study programs and fields at both institutional and program levels, covering initial education, continuous training, and lifelong learning.

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

Beginning in 1990, the “Lucian Blaga” University of Sibiu became a doctoral-degree-granting institution in six fundamental doctoral fields (humanities, engineering sciences, economic sciences, legal sciences, medical sciences, and theology), as well as a center for research activities. The operation of doctoral university studies is ensured on the basis of Ministerial Order No. 5498/2021 regarding the maintenance of accreditation for the “Lucian Blaga” University of Sibiu for the organization of doctoral study programs https://www.edu.ro/sites/default/files/fisiere%20articole/OM_5498.pdf, and Ministerial Order No. 6067/2022 regarding the maintenance of accreditation for the doctoral fields organized within the doctoral schools of ULBS. At present, the Institute for the Organization of Doctoral and Postdoctoral Studies within ULBS comprises six doctoral schools, including the Doctoral School of Social Sciences, which incorporates the Management Doctoral Study Domain (DSUD Management).



The university's strategy [Strategia universității](#), for the period 2025–2034, as well as its annual operational plans [operaționale anuale](#), are aimed at fulfilling its mission through strategic objectives such as improving the institutional performance of the university; consolidating an active and flexible academic community; fully integrating the university into the European Higher Education Area; and expanding the process of internationalization.

The Doctoral School of Social Sciences is coordinated by the Council of the Doctoral School of Social Sciences (CSDSS), composed of four members: the Director of the Doctoral School, one doctoral supervisor from within IOSUD-ULBS, a scientific personality from outside IOSUD-ULBS, and a representative of the doctoral students (<https://doctorate.ulbsibiu.ro/ro/csud/>). Currently, the DSUD Management field has four doctoral supervisors.

Since the last external evaluation, DSUD Management has strengthened its position as one of the most dynamic and attractive doctoral domains in Management in Romania, building on its strong academic tradition in economics. The program has diversified its doctoral student profile and expanded its research themes to reflect the transformations of the contemporary business environment and emerging management challenges. Doctoral research is increasingly interdisciplinary and better integrated into national and international scientific networks. Research topics range from strategy, innovation, leadership, and entrepreneurship in the private sector to governance, digitalization, and institutional performance in the public sector, demonstrating alignment with current and emerging trends in management science. The intensification of the internationalization process represents a strategic priority for ULBS according to the Internationalization Strategy for the period 2025–2034 [strategiei de internaționalizare pentru perioada 2025-2034](#), with the university focusing on achieving two major objectives: implementing and optimizing institutional adaptation to the requirements of higher education while maintaining academic standards, and increasing the quality and visibility of research and educational processes.

ULBS joined the FORTHEN Alliance in September 2021, becoming a full member. In July 2022, it was officially recognized as a “European University,” a status granted within a program funded by the European Commission through the European Universities Initiative (EUI). From the 2025–2026 academic year, the Management doctoral domain offers both scientific and professional doctoral programs.

Through continuous consultation, curricula, regulations, methodologies, and procedures have been updated in accordance with Higher Education Law no. 199/2023 and Order 3020/2024 on the framework regulation for doctoral studies, as well as subsequent related regulations.

II. Methods used

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

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

During the visit, the following spaces and facilities were inspected: lecture halls, seminar rooms/laboratories, library (loan room, reading rooms, and book storage), sports complex, CSUD Secretariat, workspaces for doctoral students, doctoral supervisors (4), and doctoral school leadership (5), as well as the ULBS canteen.

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

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)

ULBS has a clear and sustainable institutional structure, with an efficient governance system, adequate material, financial, and human resources, and transparent management mechanisms, including those ensuring student representation. The main structures (the University Senate, the Administrative Council, faculty councils, CSUD, and the councils of departments and doctoral schools) operate in accordance with the University Charter and internal regulations, while the Rector manages the executive activity on the basis of a management contract. The fundamental documents are approved by the Senate and published at <https://senat.ulbsibiu.ro/>. The Doctoral School of Social Sciences, coordinated by the leadership of the Doctoral School of Social Sciences, operates in accordance with the ULBS Charter and its internal regulations [Conducerea Şcolii doctorale de Ştiinţe sociale](#), [Consiliul Şcolii doctorale de Ştiinţe sociale](#). The doctoral program is managed by CSUD, and its activities are carried out on the basis of a solid normative framework, periodically updated in line with legislation and the recommendations of ARACIS and CNATDCU.

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 organizational structure ensures efficient coordination of academic and administrative activities, with clearly defined responsibilities. The procedural framework is accurate and fully articulated, contributing to the coherent, transparent, and compliant implementation of managerial and academic processes.
 - Aspects that constitute best practice examples
 - Continuous monitoring of the regulatory framework and the ongoing updating of specific documents.
 - Recommendations
- The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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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 ULBS, the development and revision of methodologies, regulations, and procedures are carried out with the involvement of the specialized and special committees of the Senate, which substantiate, analyze, and endorse the regulations according to their respective areas of

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

competence. The outcomes of their work are formalized through Senate decisions, which are published on its website.

Within the Doctoral School of Social Sciences, the adoption and revision of methodologies, regulations, and procedures are conducted through a participatory mechanism involving doctoral supervisors, doctoral students, and other stakeholders, including employers. The Senate committees include representatives of the academic staff and students, while the CŞD and CSUD play a central role in aggregating viewpoints and formulating proposals. Consultation takes place through periodic meetings and working groups, and the observations collected are integrated into the final documents, in accordance with legislation and ARACIS 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 active involvement of stakeholders is demonstrated at the level of IOSUD-ULBS by the fact that the views of doctoral students, doctoral supervisors, guidance and academic integrity committees, as well as those of other stakeholders (employers, socio-economic partners), are integrated into the process of developing and revising institutional methodologies, regulations, and procedures, insofar as the applicable regulations allow their participation.

- Aspects that constitute best practice examples
- An organizational culture grounded in consultation and analysis.
- An extensive participatory mechanism involving various categories of stakeholders.
- Formal representation of students within deliberative structures.
- Continuous alignment with the legislative framework and ARACIS standards.
- Recommendations
- Creating a unified digital mechanism for collecting feedback at all levels.

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 persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

ULBS has the necessary infrastructure for carrying out educational, research, and administrative activities, as well as spaces dedicated to services for students, doctoral candidates, and trainees, ensuring an appropriate environment for study, academic life, and social integration. The facilities are adequately equipped, including with accessibility features for persons with disabilities, and provide optimal conditions for the work of teaching, research, and administrative staff.

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

The material resources of the Doctoral School of Social Sciences ensure the conduct of academic and research activities at appropriate standards, with buildings accessible to persons with disabilities. The doctoral school has dedicated rooms for management (2), for doctoral students and doctoral supervisors (2 – room EM10 with access to LSEG Data & Analytics, and EM11), as well as for courses (5 – EP2, E12, E22, E31, E52), all equipped with computers and all-in-one digital displays. The ULBS Library provides access to numerous digital resources.

Activities within the doctoral field of Management take place in the facilities of the Faculty of Economic Sciences and the Center for Economic Research. These benefit from modern research infrastructure, ensuring unlimited access to the most well-known databases, as well as to the platform [LSEG Data&Analytics](#).

- [Aspects that constitute best practice examples](#)
 - Free access for doctoral students and doctoral supervisors to all university facilities.
 - Infrastructure accessible to persons with disabilities (ramps, elevator, adapted restrooms, designated parking spaces).
 - [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 \(documents preferably included through links in the body of the IER\)](#)

ULBS prioritizes the consolidation and sustainable management of its material resources, including those necessary for ensuring a high-quality educational process. The DSUD Management program makes efficient use of the spaces and movable and immovable assets dedicated to the doctoral program. The lecture and seminar rooms are equipped with modern technologies (video projectors, computers, projection screens, videoconferencing equipment), and the university provides wireless Internet access and licensed software for both general and specialized use (SPSS, CIEL, EViews, SAS/R, Stata, Microsoft Office, etc.). The libraries offer access to relevant publications, periodicals, and databases, and the investment plans include the development and modernization of teaching spaces and student dormitories.

- [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 technical equipment and ICT infrastructure effectively support teaching, learning, and research, with rooms equipped with video projectors, videoconferencing systems, workstations, appropriate furniture, and climate control. Wireless networks and licensed software tailored to institutional needs ensure a high-quality academic environment, while the library provides access to national and international databases relevant to doctoral research. Movable and immovable assets are inspected periodically, and any malfunctions are promptly addressed by the technical-administrative structures.

- [Aspects that constitute best practice examples](#)
 - Modern equipment in all lecture rooms and laboratories, in line with curricular requirements.
 - Periodic inspection of movable and immovable assets, with prompt interventions by technical-administrative structures to remedy malfunctions, ensuring optimal infrastructure operation and continuity of academic activities.
 - [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
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the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

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

IOSUD-ULBS ensures the human resources necessary for the optimal conduct of activities specific to the doctoral field of Management. Doctoral supervisors are affiliated with the Doctoral School of Social Sciences [Scolii Doctorale de Științe Sociale](#) after obtaining the habilitation certificate in the doctoral field of Management or after having this status recognized in accordance with current regulations, and only if they meet the IOSUD-ULBS affiliation standards, as stipulated in the Regulation on the organization and conduct of doctoral studies [Regulamentul de organizare și desfășurare a studiilor universitare de doctorat](#) and in the Regulation of the Doctoral School of Social Sciences [Regulamentul Școlii Doctorale de Științe Sociale](#).

- 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 human resources of the DSUD Management program include four doctoral supervisors. All supervisors meet the current CNATDCU criteria and coordinate a maximum of eight doctoral students each. The compliance sheets for the minimum mandatory standards required for obtaining the habilitation certificate in the doctoral field of Management are presented in Annex I.P.A.3.1.1. FV_Standarde abilitare_Management [Anexa I.P.A.3.1.1. FV Standarde abilitare Management](#). The disciplines included in the curriculum are taught by professors with relevant experience, demonstrated through their academic background, professional seniority, and scientific publications, with their competence also reflected in student evaluations.

- Aspects that constitute best practice examples
- The qualifications and experience of the academic staff teaching in the training program, as well as those of the doctoral supervisors, ensure a high standard of teaching and research, contributing to the recognition of the doctoral school's value and to the full integration of doctoral students into the international scientific community.
- Compliance with ARACIS standards regarding the doctoral student-supervisor ratio, which supports a high qualitative level of doctoral student performance.
- Recommendations
- Attracting academic staff and doctoral supervisors with international experience to enhance the diversity and competitiveness of the DSUD Management program.

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)

ULBS actively promotes the professional and personal development of doctoral supervisors by integrating specific strategic objectives into its Multiannual Strategic Institutional Development Plan, [Planul strategic multianual de dezvoltare instituțională a ULBS](#), which outlines clear directions for continuous improvement and the internationalization of academic activities. These directions are supported through the involvement of doctoral supervisors in research and institutional development projects: [Implicarea conducătorilor de doctorat în proiecte de cercetare și dezvoltare instituțională](#).

- 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

ULBS promotes a strategic approach to the development of academic staff and doctoral supervisors, emphasizing the valorization of research through international conferences and academic mobilities, which are integrated into the strategic objectives of the Institutional Development Plan and aim at continuous professional enhancement and internationalization. An important component is represented by training stages and Erasmus+ mobilities. These training

activities include courses in scientific research, quantitative methods, and the ethical use of AI. Members of the DSUD Management team are involved in editorial boards and in the editing of the WOS-ESCI and Scopus-indexed journal Studies in Business and Economics.

- [Aspects that constitute best practice examples](#)
- The participation of academic staff and doctoral supervisors in international conferences, the publication of research in indexed journals, and their involvement in editorial boards facilitate the dissemination of research outcomes, foster academic collaboration, and strengthen the national and international reputation of DSUD Management.
- [Recommendations](#)
- The expansion of training programs, particularly those focused on the use of new research tools and methodologies, including the ethical use of AI.

[The indicator is: fulfilled.](#)

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The recruitment procedures for appointing new doctoral supervisors fully comply with the applicable legal framework and are designed and implemented in a clear, transparent, and equitable manner. These procedures are regulated through:

- OM 3998/2024 on the Methodology for Granting the Habilitation Certificate [OM 3998/2024 privind Metodologia de acordare a atestatului de abilitare](#);
- The ULBS Methodology for Granting the Habilitation Certificate [Metodologia privind acordarea atestatului de abilitare la ULBS](#);
- The Regulation on the Organization and Conduct of Doctoral Studies [Regulamentul de organizare și desfășurarea a studiilor universitare de doctorat](#);
- The Regulation of the Doctoral School of Social Sciences [Regulamentul Școlii Doctorale de Științe Sociale](#).

Recruitment is carried out publicly, [Recrutarea este realizată în mod public](#), in full compliance with the principles of legality, fairness, and professional competence. The application files are evaluated in accordance with CNATDCU standards as well as institutional standards.

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

ULBS fully complies with national and internal regulations governing academic and managerial staff, ensuring transparent procedures for filling positions. Transparency is ensured through the public announcement of competitions and the transmission of candidates' application files to DSUD Management members for review. The election of the Director of the Doctoral School, the members of the Doctoral School Council, and the members of the University Doctoral Studies Council (CSUD) is carried out in accordance with internal procedures.

- [Aspects that constitute best practice examples](#)
- The procedures for filling academic positions and for affiliating doctoral supervisors comply with the legislation in force, ensuring fairness and non-discrimination.
- The affiliation of doctoral supervisors is carried out through transparent procedures, which confer legitimacy to decisions and strengthen academic governance.

- [Recommendations](#)

[The indicator is: fulfilled.](#)

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

Transparency, accessibility, and the efficient management of information within IOSUD-ULBS are supported through the use of digital tools such as licensed Internet and Intranet information and communication systems, which involve members of the university community—including students, administrative staff, and other beneficiaries and partners of the university. These tools include: service and document management platforms [Servicii și Documente](#); licensed applications for managing student records, payroll, accounting, and institutional assets [Licențe aplicații de gestiune a evidenței studenților, salarizare, contabilitate și patrimoniu](#); online forms for collecting information and feedback from doctoral supervisors and doctoral students; and licensed software for assessing similarity levels in doctoral theses [Licențe pentru evaluarea gradului de similitudine în tezele de doctorat](#) (sistemantiplagiat.ro).

- 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

Digital transformation streamlines administrative procedures and increases the efficiency of services. IOSUD employs platforms for doctoral registration and admission, the online submission of requests, and related processes. Anti-plagiarism applications and the management of research databases enhance academic integrity and the transparency of institutional processes.

- Aspects that constitute best practice examples
- Integrated digital platforms for academic staff and doctoral students that facilitate fast and secure access to resources and services.
- Recommendations
- The continued advancement of digitalization efforts and the strengthening of training programs for academic staff and administrative personnel to ensure the proficient use of advanced digital platforms and collaborative tools.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

* 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.

The PhD programme in Management follows national and international standards, developing advanced competencies in research, critical thinking, and academic communication. The curriculum includes:

- 1 fundamental discipline: Scientific Research Methodology;
- 1 complementary discipline: Ethics and Academic Integrity;
- 2 specialized disciplines: Advanced Economics, and either Contemporary Approaches in Management or Financial Policies and Practices;
- research activities, seminars, international mobilities, conferences, and summer schools;
- semester-based evaluations (for first-year courses) and annual evaluations through the presentation of doctoral students' scientific research reports.

The programme comprises a total of 240 ECTS and ensures national and international recognition, contributing to a higher education qualification at ISCED level 8.

- 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

DSUD Management ensures a balanced integration of theory and practice, fostering research competencies and supporting the integration of doctoral students into the international academic community. Research activities are managed through the fulfilment of the requirements of the PhD programme in Management, including: the curriculum [Planul de învățământ](#), course descriptors with expected learning outcomes [Fișele disciplinelor](#), and the description of competencies aligned with the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC) [Descrierea competențelor în concordanță cu European Qualifications Framework/Cadrul european al calificărilor \(EQF/CEC\) și din Cadrul național al calificărilor \(CNC\)](#). The course content is continuously updated to reflect emerging trends and ARACIS requirements.

- Aspects that constitute best practice examples
 - The complete structuring of the study programme into a unified and publicly accessible package.
 - The alignment of curricular documents with the National and European Qualifications Frameworks
- Recommendations
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)

DSUD Management ensures a doctoral curriculum aligned with labour-market requirements and with national and European occupational standards (ESCO, level 8 of the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC)). The learning outcomes aim at developing advanced competencies for scientific research and for various professional fields, including higher education, research, and the private sector.

- 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 PhD programme in Management develops both professional and transversal competencies in the field, covering ethics and academic integrity, mastery of advanced research methods and techniques specific to Management, advanced research methodologies, and knowledge related to

research project management. The learning outcomes are aligned with ESCO occupations. Employer consultation supports the adaptation of the curriculum to real labour-market needs, while the structure and content of the courses contribute to the development of key and research-specific competencies.

- Aspects that constitute best practice examples
- Aligning the curriculum with national occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) classification, ensuring professional relevance and international recognition.
- Recommendations
The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

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

The curriculum, course descriptors, and individual research plans within the PhD programme in Management reflect active teaching, learning, and assessment methods adapted to the needs and individual pace of development of doctoral students. The training programme also includes a series of activities specifically designed to develop research competencies and to support the dissemination and valorisation of research outcomes.

The educational process combines direct teaching activities with individual study, making use of digital technologies (e-mail, e-learning platforms, electronic resources).

- 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 organisation of the programme coherently supports student-centred learning by ensuring that research stems from individual interests and is scientifically and managerially validated; that course content and activities are adapted to the doctoral topic; that supervision and ethical mechanisms ensure scientific rigour; and that procedures are clear and promote efficiency and self-directed learning.

- Aspects that constitute best practice examples
- Doctoral student-centred learning is reflected from the admission stage, as candidates apply based on research topics [teme de cercetare](#).
- Doctoral students in the Management field have benefited from scholarships and research internships.
- Progress is monitored through clear milestones and intermediate evaluations.
- 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)

IOSUD-ULBS, through the Doctoral School of Social Sciences, supports the participation of doctoral students in international academic mobilities, including international conferences, research internships, summer schools, and training courses. These activities, which are also credited within the curriculum, are carried out in accordance with internal regulations, methodologies, and clear procedures governing the organisation and implementation of mobilities: the Methodology for

approving mobility grants for ULBS doctoral students funded by IOSUD-ULBS [Metodologie privind aprobarea granturilor de mobilități doctoranzilor ULBS din fondurile IOSUD-ULBS](#); internal regulations on academic mobility and opportunities for international exchanges [Regulamentele interne privind mobilitatea academică și oportunitățile de schimburi internaționale](#); and ULBS academic mobility plans and international cooperation agreements [Planurile de mobilitate academică și acordurile de cooperare internațională ale ULBS](#).

Doctoral students are also offered additional, diverse opportunities to participate in academic mobilities, carried out both in physical format and virtually, through [Erasmus+](#) programmes and other international partnerships [parteneriate internaționale](#) ([FORTHEM](#), [FULBRIGHT](#), etc.).

- 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 institutional framework facilitates mobility through procedural transparency and easy access to information; curricular recognition, which integrates mobility as a formal component of the doctoral pathway; specialised administrative support that reduces access barriers; and physical/virtual flexibility, which preserves the international dimension regardless of logistical or financial constraints.

- Aspects that constitute best practice examples
- The explicit integration of mobilities into the Individual Doctoral Plan and the curriculum.
- Centralised and predictable communication of calls and deadlines.
- Capitalising on mobility experiences through internal dissemination (presentations, research reports).
- Recommendations

Expanding mobility opportunities by diversifying international partnerships and the modalities for disseminating research results.

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)

Institutional equity and inclusion policies are implemented through strategies, methodologies, and instruments designed to ensure fairness, as well as through incentives and educational support services [Strategii/metodologii/instrumente de asigurare a echității, stimulente, servicii de sprijin educațional](#).

The institutional policy on equitable access and diversity in education is regulated and ensured on the basis of existing provisions: the Gender Equality Plan [Planul de egalitate de gen](#); the Regulation on the organisation and functioning of the Integrated Student Support Centre – SmartHub [Regulament de organizare și funcționare a Centrului de Servicii Integrate pentru Studenți – SmartHub](#); the ULBS Charter [Carta ULBS](#); the Code of Academic Ethics and Deontology [Codul de etică și deontologie universitară](#); internal regulations on curricular adaptations and teaching strategies for students with special needs or diverse learning styles [Regulamentele interne privind adaptările curriculare și strategii didactice pentru studenții cu nevoi speciale sau stiluri de învățare diverse](#); and student support programmes (tutors, educational counsellors, personalised learning sessions) [Programele de sprijin pentru studenți \(tutori, consilieri educaționali, sesiuni de învățare personalizată\)](#).

- 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 institutional framework ensures equal opportunities and non-discrimination by guaranteeing access to resources and activities regardless of personal or social criteria; providing support

services tailored to individual needs; implementing specific measures for students with disabilities; and involving doctoral student representative structures in decision-making processes, thereby strengthening a participatory and inclusive environment.

- Aspects that constitute best practice examples
- Integrating the principles of equality and inclusion into internal regulations and procedures.
- Continuously assessing the effectiveness of inclusion measures.

- 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)

IOSUD-ULBS ensures that all students, including those with special educational needs or disabilities, have access to resources and support services adapted to their individual learning needs, specific to the field, cycle, and mode of organisation of the study programme. Doctoral students benefit from individual and group academic guidance provided by academic staff and doctoral supervisors (face-to-face, e-mail, videoconferencing, blended learning), with periodic monitoring and evaluation.

- 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 university provides an integrated system of educational resources and support services, accessible also to students with disabilities or special educational needs. Permanent digital access, specialised counselling, and academic mentoring ensure that the learning process is adapted to individual needs and to the organisational format of the doctoral programme.

- Aspects that constitute best practice examples
- Ensuring continuous digital access to scientific resources.
- Monitoring progress through regular meetings with the supervisor.
- Aligning counselling services with the academic and professional objectives of doctoral students.

- Recommendations

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

Learning outcomes are formulated clearly and coherently, structured into specific and transversal competences, as well as expected learning results. These are explicitly described in the following documents: the course descriptors [Fișele disciplinelor](#), which contain a detailed description of the

learning outcomes; the curricula; [Planurile de învățământ](#); and the IOSUD-ULBS Doctoral Student Guide [Ghidul studentului-doctorand din cadrul IOSUD-ULBS](#).

The process of defining and updating learning outcomes is regulated at ULBS level through internal documents and mechanisms that ensure continuous alignment with developments in the academic and professional fields: internal regulations on the definition and assessment of learning outcomes; and internal procedures for reviewing and updating learning outcomes in line with educational developments and labour market requirements: [Regulamente interne privind definirea și evaluarea rezultatelor învățării](#); [Proceduri interne privind revizuirea și actualizarea rezultatelor învățării, în concordanță cu evoluțiile educaționale și cerințele pieței muncii](#).

- 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

Learning outcomes are formulated explicitly, communicated at the beginning of each academic year, and aligned with the teaching–learning–assessment methods. Their development and updating involve academic staff and members of the Doctoral School, and their relevance is periodically verified through: the analysis of doctoral students' feedback; alignment with developments in the field and professional standards; and the annual review of course descriptors.

- [Aspects that constitute best practice examples](#)
 - Direct alignment between learning outcomes, course content, and assessment methods.
 - Transparent communication to doctoral students at the beginning of each academic year and clear definition of the intended objectives.
 - Integrating scientific performance (publications, mobilities, conferences) into the evaluation of doctoral progress.
 - [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 Doctoral School of Management applies a unitary and transparent evaluation system, ensuring that the achievement of learning outcomes is verified systematically and rigorously, both throughout the semesters and upon completion of studies, in accordance with: the Regulation on the organisation and conduct of doctoral studies at IOSUD-ULBS [Regulamentul privind organizarea și desfășurarea studiilor universitare de doctorat la IOSUD-ULBS](#); the operational procedure regarding the completion of doctoral studies at IOSUD-ULBS [Procedura operațională privind finalizarea studiilor universitare de doctorat la IOSUD-ULBS](#); the doctoral study contracts [Contractele de studii universitare de doctorat](#); and the curricula [Planurile de învățământ](#), which indicate the forms of assessment of learning outcomes during and at the end of the programme.

The training programme based on advanced university studies takes place during the first semester of the first year. For each course attended at the “Lucian Blaga” University of Sibiu within this programme, the doctoral student receives a certificate of participation issued by the course holder and countersigned by the doctoral supervisor. Participation in the examination for each course is mandatory and is graded with qualitative descriptors (“Very Good”, “Good”, “Satisfactory”, or “Unsatisfactory”). Passing the examination is awarded a number of transferable credits, according to the individual doctoral study plan attached to the contract.

The individual scientific/applied research programme aims at the elaboration and defence of the doctoral thesis and involves completing all activities established by the doctoral supervisor within the individual doctoral study plan, including the preparation and defence of the scientific research project and at least three scientific research reports. Acceptance and successful defence of the scientific research project signify the approval of the thesis topic and the continuation of the individual scientific or applied research/artistic creation programme. In years II, III, and IV, the doctoral student presents at least three scientific research reports.

Completion of studies includes: the elaboration of the thesis; anti-plagiarism verification in two stages; public pre-defence; public consultation (90 days); public defence before a committee with internal and external members; and the awarding of the doctoral title based on academic evaluation and verification of originality. The entire process is documented and grounded in principles of quality, integrity, and equity.

- 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 evaluation system is clearly regulated, structured in stages, and aligned with legal requirements. Progress is continuously monitored through academic assessments and annual reports. The evaluation process combines curricular performance (ECTS credits) with scientific performance (publications, research, thesis). Responsibilities are distributed transparently: academic staff assess theoretical training, while the supervisor and the guidance committee monitor research progress. Course descriptors and the Individual Doctoral Plan ensure the traceability of objectives and academic requirements. The verification of originality and the public defence reinforce academic rigour and credibility

- Aspects that constitute best practice examples
- Annual monitoring through research reports.
- Clear distribution of responsibilities among CSUD, the Doctoral School, academic staff, and guidance committees.
- Recommendations

Continuing the systematic analysis of evaluation results (colloquia, progress reports, defences), ensuring the continuous professional development of doctoral supervisors in modern assessment practices, identifying potential dysfunctions, and optimising evaluation procedures and the mechanisms for monitoring doctoral students performance accordingly.

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)

Information regarding the admission process is communicated publicly and transparently on the webpage <https://doctorate.ulbsibiu.ro/ro/admitere/>, as well as through other information channels (e.g., mass media), ensuring that candidates have full and clear access to all relevant details. The internal validation of the admission regulation and calendar is carried out annually, in accordance with legal requirements and institutional practices, based on specific regulations: the Admission Regulation for Doctoral Studies [Regulamentul de admitere la studiile universitare de doctorat](#); the framework methodology for organising the admission process, established by the Ministry of Education and Research and adapted by ULBS [Metodologia cadru de organizare a procesului de admitere, stabilită de Ministerul Educației și Cercetării și adaptată de ULBS](#); the internal validation process of the regulation and admission calendar to ensure compliance with the framework methodology [Procesul de validare internă a regulamentului și calendarului de admitere, pentru conformitate cu metodologia cadru](#); and the public admission announcements published on the ULBS website and in other informational materials [Anunțurile publice privind admiterea, afișate pe site-ul ULBS și în alte materiale informative](#).

The distribution of available doctoral positions, the list of eligible doctoral supervisors, and the proposed research topics are also communicated publicly [Repartizarea numărului de locuri la studiile universitare de doctorat](#), [lista concucătorilor de doctorat eligibili](#), [temele de cercetare propuse](#).

- 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 admission process is characterised by transparency, accessibility, and fairness. Its implementation is standardised and partially digitalised, with clear stages and publicly available criteria. The early publication of information, the clarity of evaluation criteria, and the absence of any discriminatory elements contribute to an environment of institutional trust.

- Aspects that constitute best practice examples
- Annual publication of research topics, available positions, and the admission calendar.
- Institutional validation of results through distinct academic structures.
- Adherence to the principles of meritocracy, transparency, and equal opportunities.
- 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)

Admission to the Doctoral Programme in Management is carried out in accordance with the principles of equity, equal opportunities, and social inclusion, in line with national regulations and the institutional policy of IOSUD-ULBS. The Doctoral School of Social Sciences promotes an accessible and equitable admission framework, adapted to the needs of candidates from vulnerable groups, those at social or educational risk, as well as individuals with special educational needs and/or disabilities.

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

The admission process is standardised, documented, and institutionally validated, being fully aligned with the doctoral admission regulation. The procedure combines the digitalisation of administrative steps with concrete inclusion measures, ensuring verifiable and equitable access for all candidates.

- Aspects that constitute best practice examples
- A clear educational contract, signed after admission.
- 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.

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

The Doctoral School of Management provides a flexible framework for the organisation of doctoral studies, in accordance with the institutional regulations. The standard duration is four years, and study interruption is permitted for periods of one year, upon the doctoral student's justified request. Re-enrolment and interruptions are regulated separately in the corresponding chapter of the regulation. The status of doctoral student is maintained throughout the entire programme, including during mobility periods, except for interruption intervals. Extensions, interruptions, and other specific situations are endorsed by CSUD and approved by the ULBS Senate.

- 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 academic trajectory of doctoral students is monitored and documented by the Doctoral, Postdoctoral and Habilitation Studies Service within IOSUD-ULBS, reflecting academic standing, progression, and individual performance throughout the entire duration of the doctoral programme. Monitoring includes both the recording of academic and scientific results and the evaluation of compliance with ethical norms and standards of academic conduct.

- [Aspects that constitute best practice examples](#)
 - Distinct and detailed regulation of interruptions and re-enrolments.
 - Annual monitoring of individual situations.
 - [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 \(documents preferably included through links in the body of the IER\)](#)

IOSUD-ULBS supports the enhancement of the quality of education and research through concrete internationalisation actions, in accordance with the ULBS International Cooperation Strategy, which outlines the institution's international objectives and initiatives [Strategia de cooperare internațională ULBS care detaliază obiectivele și inițiativele internaționale](#). Joint doctoral supervision (cotutelle) is organised in accordance with the ULBS Methodology on the implementation of cotutelle doctoral studies [Metodologia ULBS privind desfășurarea studiilor universitare de doctorat în cotutelă..](#) IOSUD-ULBS's integration into the FORTHEN European Alliance [Alianța Europeană FORTHEN](#) in 2021 has significantly strengthened its international dimension. In recent years, several doctoral students and supervisors have participated in academic and research mobilities. Also noteworthy are the Erasmus agreements that IOSUD-ULBS [Acordurile Erasmus pe care IOSUD-ULBS](#) maintains with numerous universities abroad, both within Europe and in partner countries.

- [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](#)

Internationalisation is reflected through: academic mobilities of teaching staff and doctoral supervisors; academic collaborations derived from institutional agreements; the updating of academic content in line with global trends; increased visibility and improved research quality through participation in international conferences and projects; and the attraction of candidates from other countries.

- [Aspects that constitute best practice examples](#)
 - A clearly defined institutional strategy for internationalisation.
 - An extensive network of Erasmus+ agreements and global partnerships.
 - Active support for mobilities and research placements.
 - [Recommendations](#)
 - Strengthening the international visibility of the doctoral programme.
- 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)

In the Doctoral School of Management, doctoral training is research-centred, carried out through projects, seminars, and the integration of scientific results into the educational process. Academic staff make use of outcomes from funded projects (EU/UEFISCDI/institutional) and recent publications in top-tier journals, providing doctoral students with access to up-to-date research and advanced methodologies.

- 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 activity is strategically integrated and supported through resources, expertise, and integrity policies. Several relevant results (2024–2025) include: 18 published articles; 10 WoS articles (SSCI/SCIE); 8 articles in Q1/Q2 (AIS); 8 papers indexed in Scopus; 2 research projects, including one Horizon Europe project valued at 2.5 million euros. Through this scientific output, research directly supports the learning outcomes of the Management doctoral programme.

- Aspects that constitute best practice examples
- Aligning institutional research with the doctoral programme.
- Integrating recent research outputs into activities with doctoral students.
- Involving doctoral students in publications and research projects.
- Recommendations
- Valorising research results through publication in high-relevance journals.

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)

A series of research projects have been carried out with the involvement of doctoral supervisors and doctoral students from the Management doctoral field: Fostering Excellence in Research on State-Church-Body Politics, ERA Chair Horizon Europe, 2024–2029, value 2,500,000 euros, <https://grants.ulbsibiu.ro/ferbopo/>; Developing New and Emerging Technologies in the Context of Fostering Excellence Research at ULBS (TEHNE), PFE-UEFISCDI, 2021–2024, value 6,300,000 lei, <https://grants.ulbsibiu.ro/tehne/ro/>; POCU/993/6/13/153310 project Developing Advanced and Applied Research Skills in the STEAM + Health Logic, 10.06.2022 – 09.12.2023, co-funded by the European Social Fund, <https://sites.euro.ubbcluj.ro/steam/>.

Research results within the Doctoral School of Management are visible nationally and internationally through: publications in indexed journals (WoS, Scopus, CEEOL, ERIH Plus); participation in prestigious conferences; involvement in research projects and activities aligned with the Individual Doctoral Plans, reflected in annual reports and publications; integration of research outputs into theses, courses, and faculty projects.

- 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 research outputs of doctoral supervisors and doctoral students are validated through indexed publications and international citations, participation in competitive projects, roles on editorial boards and reviewer activities, as well as international academic collaborations and networks. These results are integrated into the curriculum, used in the training of doctoral students, and transferred to the economic environment and public policy, thereby contributing to the increased visibility and scientific impact of the Doctoral School of Management.

- Aspects that constitute best practice examples

- Consistent publication in journals and conferences indexed in international databases.
 - Active participation in international networks and conferences.
 - [Recommendations](#)
 - Intensifying publication in high-impact international journals.
 - Expanding international collaborations.
- 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 \(documents preferably included through links in the body of the IER\)](#)

IOSUD-ULBS, through the Doctoral School of Social Sciences, aligns with the ULBS quality assurance policy and demonstrates the existence and functioning of quality assurance structures and mechanisms based on: the annual operational plans; the CEAC reports on the implementation of quality assurance measures; the annual SCEAC report at IOSUD-ULBS level; the annual activity reports of IOSUD-ULBS; the Rector's annual reports (on the state of the university, including actions for quality improvement); the minutes of Senate meetings in which actions related to the quality of education were approved or analysed; and the IOSUD-ULBS Methodology for obtaining the habilitation certificate.

- [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](#)

Institutional quality mechanisms ensure continuous oversight and the rapid correction of potential dysfunctions, alignment of content with curricular requirements and scientific developments, institutional coherence and uniformity, and the consolidation of a quality-oriented culture through collaboration between central and faculty-level structures. The educational process is therefore constantly monitored, updated, and adapted, including through the use of modern educational technologies. The effectiveness and applicability of the measures and procedures implemented to improve the quality of the doctoral pathway are further supported by evaluations and feedback from doctoral students (satisfaction surveys, mentoring needs) and by the reporting of research activity (GRADIS) by doctoral students and doctoral supervisors affiliated with IOSUD-ULBS.

- [Aspects that constitute best practice examples](#)
 - Functional quality committees with integrated collaboration.
 - Systematic feedback from doctoral students.
 - Proactive monitoring and remediation of dysfunctions.
 - [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 I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The Doctoral School of Management applies formal mechanisms for consulting stakeholders, particularly doctoral students. Doctoral student feedback is collected annually, and doctoral supervisors are periodically consulted on academic and institutional matters. Collaboration with the business environment is also reflected in the provision of research topics for admission. Consultations with the business sector take place regularly through direct or online meetings, guest lectures, conferences, and joint projects.

- 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 system is structured and integrated, ensuring the formal collection of feedback, the inclusion of student and employer representatives in decision-making structures, alignment of the programme with labour-market requirements, the use of feedback for continuous improvement, and active partnerships with the professional environment. This model ensures relevance, performance, and a strong orientation toward the needs of beneficiaries.

- Aspects that constitute best practice examples
- Formal representation of doctoral students and employers within leadership and quality-assurance structures.
- Use of feedback in the continuous improvement process.
- Recommendations
- Developing applied collaborations to enhance the relevance of research.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The University Ethics Committee operates independently, with its members appointed by the Senate, and reports directly to it. The committee's activity is carried out on the basis of transparent procedures, free from external interference, and its reports and decisions are publicly available.

A particularly important role for doctoral studies is held by the Research Ethics Subcommittee Subcomisia de etică a cercetării, which oversees the implementation of research-ethics policies. With a four-year mandate, it acts independently from any other structure or individual within the higher education institution, in accordance with scientific research ethics regulations. Its responsibilities cover the following areas: publication and authorship; respect for the dignity of research participants; compliance with ethical norms for research involving human subjects; ethical standards for experiments involving animals and other bioethical requirements; research data management; collaboration; conflicts of interest; research misconduct; ensuring effective research environments; and preventing harm in research and innovation.

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

The system combines formal regulation with systematic technical verification.

- Aspects that constitute best practice examples
 - Autonomous ethics committee with direct reporting.
 - Annual publication of reports and decisions.
 - Mandatory anti-plagiarism verification for all academic works.
 - 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 I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Management systematically applies the regulations governing doctoral admission, the organisation and conduct of doctoral studies, the evaluation and defence of the thesis, the awarding of the habilitation certificate, the recognition of doctoral degrees obtained abroad, and the organisation of elections at the level of doctoral schools. Reporting and review are carried out annually (public self-evaluation reports) and through periodic external evaluation (every five years). The consistent application of these procedures contributes to improving the quality of the programmes and activities within the doctoral field of Management, as evidenced by the CEAC Report, the SCEAC Report, CSUD decisions, and ARACIS evaluation reports: [Raport CEAC](#); [Raport SCEAC](#); [Hotărâri CSUD](#); [Rapoartele de evaluare ARACIS](#).

- 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

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

- Aspects that constitute best practice examples
 - A comprehensive regulatory framework aligned with external standards.
 - Internal consultation in the development of the research strategy.
 - Recommendations
- The indicator is: fulfilled.

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

In implementing the procedures for initiating, monitoring, and periodically reviewing study programmes and fields, members of the academic community within the Doctoral School of Social Sciences, the Faculty of Economic Sciences, as well as other stakeholders, are actively involved. The following procedures are applied in this regard: regulations and procedures concerning the initiation, monitoring, and review of programmes and study fields; the Rules of Procedure of the Quality Evaluation and Assurance Committee (CEAC); and the regulations of the technical-administrative and support structures involved in quality assurance. Doctoral students participate through representation in councils and through annual feedback, while doctoral supervisors are periodically consulted in an organised format.

- 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 process is collaborative, transparent, and institutionalised. Procedures are developed and updated with the participation of the academic community. Implementation is supported through annual reports, feedback, and periodic meetings. External stakeholders contribute to maintaining the relevance of the programme. Modifications are validated hierarchically, ensuring legality and applicability. The participation of external partners in the doctoral pathway is reflected in: supervisory and academic-integrity committees; doctoral thesis defence committees; invited lectures for doctoral students; and courses organised for doctoral candidates
- [Aspects that constitute best practice examples](#)
- Involvement of doctoral student representatives in decision-making structures.
- Periodic consultation of the external environment (employers, experts, professional organisations).
- [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.
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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 evaluation of staff involved in the study programmes is carried out through institutional procedures applied uniformly across ULBS, both for academic staff and for students. The process for measuring the level of satisfaction and the mentoring needs of doctoral students takes place annually and is conducted through feedback collected via Google Forms. The questionnaire [Chestionarul](#) is distributed through a dedicated Classroom created specifically for doctoral students. The results are centralised and analysed by the Subcommittee for Quality Evaluation and Assurance at the level of IOSUD-ULBS. The findings are synthesised in the annual reports.

- [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 evaluation system for academic staff and doctoral supervisors is regulated uniformly at institutional level, conducted periodically and documented, and complemented by the annual feedback of doctoral students. It is centred on competence, teaching performance, research activity, and professional ethics, and is applied consistently across all levels of study.

- [Aspects that constitute best practice examples](#)
- A unified institutional methodology for evaluating academic staff.
- Inclusion of doctoral students' evaluation as an essential component.
- Centralised analysis and institutional validation of results.
- [Recommendations](#)
The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

The quality assurance process is supported by institutional procedures that rely on internal databases containing relevant information on academic performance, professional insertion, and student satisfaction. Clear institutional procedures make use of these internal data sources. The internal database used for collecting relevant information (data on academic performance, professional insertion, and student satisfaction) includes sets of indicators defined by ULBS for quality assurance, aligned with the institution's mission and strategic objectives, as reflected in the annual operational plans. Data collection and analysis are documented through evidence-based records. CSUD has permanent access to institutional databases and conducts analyses regarding tutorial activities, the use of digital platforms, doctoral student satisfaction, and academic progress. The data are formally used for monitoring and 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

The Doctoral School of Management has access to an integrated system for data collection and analysis, which enables: monitoring of international mobilities, tracking research activity, assessing doctoral progress, supporting decision-making based on up-to-date information, and aligning academic activities with institutional indicators. The system ensures transparency, traceability, and strategic decision-making support.

- Aspects that constitute best practice examples
 - Use of integrated digital platforms for monitoring.
 - Permanent access of CSUD to institutional data.
 - Recommendations
- The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

The institution ensures full transparency by publishing online up-to-date information regarding qualifications and study programmes, curricula and course descriptors, teaching and research staff, study documents, fees, scholarships and facilities, academic activities, calendars, legislation and statistical data, research centres and research outputs. Public information concerning doctoral studies in general, and the doctoral field of Management in particular, is made transparently available on the official ULBS website and on the dedicated doctoral studies webpage, which hosts all documents related to the organisation and delivery of doctoral education—from regulations, methodologies and procedures, to documents, fields and supervisors, pre-defences and defences, admission and completion of doctoral 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 public communication system of the Doctoral School of Management, through CSUD, is comprehensive and up to date, structured by categories of relevant information, accessible to students and the wider public, and aligned with academic transparency requirements. It is supported by the annual publication of admission methodologies. Transparency contributes to the credibility of the doctoral programme and to the accurate information of candidates and partners.

- Aspects that constitute best practice examples
- Centralised and structured publication of information on dedicated websites.
- Public access to regulations, strategies, and self-evaluation reports.

- Transparency regarding doctoral supervisors and research areas.
- [Recommendations](#)
- Continuous monitoring of each doctoral student's progress throughout the doctoral pathway.
[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 \(documents preferably included through links in the body of the IER\)](#)

ULBS ensures transparency by publishing decisions, regulations, and reports on its official websites, in accordance with Law 544/2001 and the ULBS Charter, with a minimum student representation of 25% in decision-making structures (the Senate and the Faculty Council). Transparency of decision-making processes related to the doctoral field of Management is ensured through the official IOSUD-ULBS website and the dedicated webpages of CSUD and the doctoral schools. At ULBS level, a series of relevant documents are publicly available, including: the Rector's Report; the structure and calculation method of fees; the value of scholarships; the Senate-approved Scholarship Awarding Regulation; tuition fees for first-year students approved by Senate Decision for the academic year 2024–2025; and administrative fees approved by Senate.

- [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](#)

At the level of the Doctoral School of Management, effective communication of decisions addressed to both doctoral supervisors and doctoral students is evident, as also confirmed during the meetings held throughout the on-site visit. Transparency is ensured through the systematic publication of decisions and resolutions, clear and formalised institutional communication, adherence to a unified regulatory framework, and direct information provided to the individuals concerned.

- [Aspects that constitute best practice examples](#)
- Publication of decisions with general applicability on a dedicated website.
- Balance between transparency and the protection of personal data.
- [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 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 \(documents preferably included through links in the body of the IER\)](#)

The Doctoral School of Management applies the legal procedures regarding external quality evaluation, coordinated at IOSUD-ULBS level. The doctoral field of Management was evaluated by ARACIS in 2021 and received the qualification of maintaining accreditation, according to [Hotărârii Consiliului ARACIS nr. 74 din 30.09.2021](#) and after three years the intermediate evaluation report was submitted.

- [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](#)

ULBS has solid experience with ARACIS external evaluations, consistently complying with deadlines and methodologies, supported by well-structured processes and effective collaboration between the university and the doctoral programme.

- [Aspects that constitute best practice example](#)
- Compliance with the legal schedule of external evaluations.

- Continuous monitoring of compliance with accreditation standards.
- Alignment of external evaluation with internal quality assurance mechanisms.
- [Recommendations](#)
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The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: Institutional capacity: Clearly defined organisational structure, transparent governance mechanisms and administrative procedures, modern and accessible infrastructure. Educational effectiveness: Consolidated expertise in organising doctoral study programmes in the field of Management, accumulated over more than three decades; highly qualified academic staff and doctoral supervisors actively involved in research activities and international projects; curriculum aligned with international standards and the ECTS system; international academic mobilities. Quality management: Systematic involvement of stakeholders, transparent decision-making processes, a functional quality assurance system, and continuous updating of procedures in line with ARACIS and CNATDCU standards.	INTERNAL FACTORS ↑	Weaknesses: Institutional capacity: Partial integration of information platforms, as well as a high volume of administrative documentation, which reduces the time available for research activities and doctoral supervision; absence of co-tutelle doctoral arrangements. Educational effectiveness: Low number of international doctoral students and the absence of doctoral supervisors from abroad. Quality management: Administrative tasks and multiple reporting requirements may affect the efficiency of internal monitoring processes.
SWOT analysis		
Opportunities: Institutional capacity: Strengthened access to European and national funding sources (PNRR, Horizon Europe, UEFISCDI, Erasmus+), the existence of internationalisation policies aimed at attracting students and academic staff from abroad, as well as the availability of platforms that incorporate artificial intelligence. Educational effectiveness: Consistent participation in international conferences and workshops; the digitalisation of education and its transfer to the online environment facilitate the participation of doctoral supervisors and doctoral students in prestigious international conferences and provide access to various networks for the exchange of good practices and the formation of research clusters. Quality management: Continuous updating in	EXTERNAL FACTORS ↓	Threats: Institutional capacity: Intensifying international competition, instability of the legislative framework, and the impact of global crises on academic mobility and the continuity of research activities. Educational effectiveness: Loss of human capital as a result of international mobility, as well as the slow pace of adaptation to emerging digital technologies (artificial intelligence, big data, e-learning platforms). Lack of national-level research projects dedicated to doctoral students. Quality management: External pressures on academic integrity and rapid changes in evaluation

accordance with ARACIS and CNATDCU standards, online visibility of research outputs, and involvement in international quality assurance networks (EUA-CDE, EURAXESS, ENQA).		standards, which may generate dysfunctions in quality assurance systems.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	Creating a unified digital mechanism for collecting feedback at all levels.
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.	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	Attracting academic staff and doctoral supervisors with international experience to enhance the diversity and competitiveness of the DSUD Management program.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	The expansion of training programs, particularly those focused on the use of new research tools and methodologies, including the ethical use of AI.
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	The continued advancement of digitalization efforts and the strengthening of training programs for academic staff and administrative personnel to ensure the proficient use

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			of advanced digital platforms and collaborative tools.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Expanding mobility opportunities by diversifying international partnerships and the modalities for disseminating research results.
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' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Continuing the systematic analysis of evaluation, ensuring the continuous professional development of doctoral supervisors in modern assessment practices, identifying potential dysfunctions, and optimising evaluation procedures and the mechanisms for monitoring doctoral students performance accordingly.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	groups at social and educational risk, including candidates with special educational needs and/or disabilities.		
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	Strengthening the international visibility of the doctoral programme.
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	Valorising research results through publication in high-relevance journals.
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	Intensifying publication in high-impact international journals. Expanding international collaborations.
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	Developing applied collaborations to enhance the relevance of research.
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	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Continuous monitoring of each doctoral student's progress throughout the doctoral pathway.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The doctoral study programme in Management is adapted to the dynamics of the economic and research environment, to employer requirements, and to international standards of excellence. In line with the ULBS Charter and the university's strategic objectives, the programme offers doctoral students comprehensive training that combines in-depth study of economic theories, concepts, and methodologies with the development of competencies required for leading organisations in a global, digitalised, and constantly changing context.

The programme is distinguished by the high professional level of its doctoral supervisors, who are active in research activities and participate in international projects and conferences. They provide individual guidance for doctoral research and contribute to the development of advanced competencies, facilitating the integration of doctoral students into the international academic community.

The structure of the programme combines advanced courses, research and dissemination activities, periodic evaluations, international mobilities (Erasmus and other programmes), and participation in scientific conferences, offering a complex, competitive, and student-centred academic experience. Access to updated digital resources, international databases, and modern teaching and supervision methods supports a high-performance educational environment.

The doctoral programme in Management stands out through its attractiveness at both national and international levels, attracting candidates with high potential. Collaboration with the business sector — through consultations on research topics, project partnerships, and employer involvement in decision-making processes — ensures the practical relevance of research and alignment of doctoral students' competencies with labour market needs.

Continuous investment in digitalisation, internationalisation, and strategic partnerships, together with the professional and scientific expertise of the doctoral supervisors, strengthens the programme's position as an attractive, competitive, and internationally recognised option for training future leaders and researchers in the field of management. Following the visit of the **ARACIS External Committee** for the quality evaluation of the doctoral study domain **Management** and the completion of the accreditation renewal procedure, it was decided ****maintaining accreditation (MAC)****.

No.	Programul de studii universitare de doctorat	Location	Form of education	Number of credits (ECTS)
1	Management	Sibiu	Full-time education/ Part-time education	240

VII. Annexes

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