

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining of a Doctoral Study Domain an accreditation* (AC)

Higher Education Institution/Education Provider Organization:	Babeş-Bolyai University, Cluj-Napoca
Doctoral School:	Business Administration
Doctoral Domain:	Business Administration
The objective of the external evaluation:	Accreditation* (AC)



Members of the ARACIS Evaluation Panel

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

The external evaluation report of the doctoral field of study **Business Administration** is elaborated in the context of the establishment of a new doctoral field within the UBB at the level of the Faculty of Business through the Application for the establishment of the doctoral field Business Administration; Excerpt from the Minutes of the meeting of the Faculty of Business Council on October 15, 2025 on the establishment of the doctoral field Business Administration; Operating Regulations of the Doctoral School of Business Administration; The Admission Regulation of the Doctoral School of Business Administration. The document is based on the in-depth analysis of the academic activities, resources and results obtained by the 3 qualified doctoral coordinators, being completed by the contributions of the experts in external evaluation and by the self-evaluation team that produced the Report. The process involved consulting internal and external stakeholders, collecting institutional data, and examining how quality assurance policies and procedures are implemented.

UBB is a comprehensive University of advanced research and education, which pursues the progress of science and the preparation of all members of the academic community for contemporary society and for the future. The UBB mission (UBB Mission) consists in generating knowledge through research-innovation, training students and researchers according to the values of modern society, offering a multicultural study framework and active involvement in community development. With a history of over four centuries, it is an accredited public institution of higher education, recognized for academic excellence, multiculturalism, and research performance. UBB is a member of the European Association for Quality Assurance in Higher Education (ENQA) and is registered in the European Quality Assurance Register (EQAR).

The Babeş-Bolyai University (BBU) of Cluj-Napoca has its origins in 1580, evolving under various names and structures, and since 1959 according to the Official Gazette no. 243 of 2.11.1924, operates in its current form, resulting from the merger of the Victor Babeş and Bolyai universities. The institution was institutionally evaluated in 2020 by the Romanian Agency for Quality Assurance in Higher Education, between February 27-29, 2020, and following the respective institutional visit, it obtained the High Degree of Trust rating for the period 2020 – 2025 (ARACIS UBB Certificate).

According to the UBB Charter, UBB is a comprehensive University of advanced research and education, which pursues the progress of science and the preparation of all members of the academic community for contemporary society and for the future". UBB's mission is to generate knowledge through research-innovation, to train students and researchers according to the values of modern society, to offer a multicultural study framework and to actively engage in community development. In order to fulfill its mission, UBB applies a strategic management focused on quality and annually carries out concrete actions in priority areas: education, research, relationship with society, excellence, human resources and administration, promoting academic excellence, ethics and sustainable development through local and international involvement.

In order to achieve its mission, UBB implemented strategic management, an efficient planning process and assumed the principle of quality. Thus, the strategic plan of UBB 2024-2029, based on the "UBB QOptimum" program (2024-2029) – A world-class European University assumed by the university's management, has as its primary objective the development and confirmation of the status of world-class university. UBB's strategic priorities are education for active citizenship, excellence in research, social involvement, promotion of quality and ethics, development of human resources and streamlining administration and services. The operational plans of the faculties are aligned with the UBB operational plan and the UBB strategic plan and adapt the strategic directions at the local level through specific objectives, actions and indicators, promoting multiculturalism and the quality of education, being



periodically evaluated through the Rector's Report and supported by ethics, active participation and institutional transparency mechanisms to ensure academic excellence and integrity.

The Faculty of Business (FB) of Babeş-Bolyai University (UBB), operates on the basis of Law no. 288 of 24 June 2004 on the organization of university studies, with subsequent amendments and completions. The Faculty has been part of UBB since 1994, after operating between 1992 and 1994 as a School of Higher Postgraduate Studies, established with European financial support through the Tempus program. In 1993, UBB granted it the status of faculty, and from the academic year 1994–1995 it benefited from its own teaching and auxiliary staff. The continuous progress of the Faculty of Business has led to the increase in the number of students from 34 (in the academic year 1995-1996), to about 1,700 (in the academic year 2025-2026). At the moment FB manages 6 bachelor's programs in Cluj Napoca: Business Administration, IF and ID, Business Administration in English IF, Business Administration in Hospitality Services IF and ID, Business Administration in Hospitality Services – in English and a bachelor's degree program in Business Administration in Bistrita and 8 master's programs.

The Institute for Doctoral Studies is a structure established on May 1, 2006, with the mission of administering, through appropriate regulations and measures, the doctoral schools of Babeş-Bolyai University, in an administrative regime comparable to that of the "graduate schools" in the international system, based on the action of the faculties and specialized departments. The Institute of Doctoral Studies carries out its activity on the basis of a Statute and organization approved by the Senate of Babeş-Bolyai University. The Institute for Doctoral Studies at Babeş-Bolyai University coordinates all administrative activities within the doctoral study cycle, under the guidance of the Council for Doctoral Studies and together with the councils of the doctoral schools. This structure ensures the unity of doctoral studies, provides an adequate framework for the interdisciplinary approach of doctoral studies and promotes communication between faculties/doctoral schools.

II. Methods used

The evaluation was based on the detailed examination of the Internal Evaluation Report and its annexes, which include data on governance structures, human resources, curriculum, available infrastructure, research activity, publications of doctoral supervisors, institutional partnerships and documents on quality internal procedures. The following were also consulted:

- IOSUD-UBB regulations (regulations, methodologies, operational procedures);
- supporting documents uploaded to the institutional platform (lists of publications, evidence of scientific activities, collaboration protocols, strategic plans);
- information on infrastructure (laboratories business simulators Stratsim Country Manager, Stratsim newshoes simulation, Stratsim Marketing Simulation and statistical software Eviews 8, access to international databases);
- data on academic mobility, participation in conferences, research projects and the activity of the steering committees.

In addition, additional documents made available by the institution during the preparation of the report were analyzed, such as rector's decisions.

On-site visit - The evaluation methodology also included an institutional visit, aimed at allowing direct verification of the data presented in the report. In this context, the following were inspected:

- the teaching and research spaces of the Faculty of Business (classrooms, specialized laboratories, research center);
- University/Faculty Library, including access facilities to scientific databases;



- the administrative spaces used for the management of doctoral studies;
- support infrastructure (campus, dormitories, social facilities).

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

- the management of the Doctoral School (director, members of the Council of the Doctoral School);
- PhD supervisors in the field of Business Administration;
- administrative staff responsible for the management of doctoral studies;
- representatives of quality assurance structures.
- representatives of the Erasmus Commission at faculty level

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

- consultation of stakeholders, through formalised mechanisms: thematic meetings, consultations with the socio-economic environment and institutional partners involved in research activities;
- analysis of performance indicators, by verifying the scientific results of doctoral supervisors, according to self-assessment sheets and annexes regarding publications;
- examining quality assurance procedures, including how to implement policies on ethics, academic integrity and plagiarism prevention;
- correlation of institutional data with observations from the field, in order to assess the consistency of the information and the actual application of the procedures set out in the official documents.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

The evaluation team examined the UBB Charter, the Rules of Organization and Functioning of the Senate, the Rules of Procedure, the General Regulations on Election to Management Structures and Functions (adopted in 2024), as well as the public documents of the Faculty of Business. UBB has a hierarchical and coherent institutional structure: University Senate (75% teaching staff, 25% students), Board of Directors, councils of faculties and departments, as well as the Council for Doctoral Studies (CSUD). The Faculty of Business is led by the Faculty Council (14 faculty + 5 students), elected by universal, direct and secret suffrage. The two departments (the Business Department and the Hospitality Services Department) are led by boards of 3 members each. All normative documentation is public and accessible on the UBB and faculty website.



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

The organizational structure of UBB and the Faculty of Business is well defined, with clearly delimited responsibilities at each level of management. Democratic mechanisms for electing members of governing structures, including 25% student representation, ensure legitimacy and decision-making transparency. The strategic plan of the Faculty of Business 2024-2029, correlated with that of UBB, outlines clear directions of development, including the creation of a doctoral field in Business Administration (OS2). Integrated IT systems (AcademicInfo, FluxUBB, Microsoft Teams) streamline administrative processes. The indicator is met.

- ✓ Aspects that constitute best practice examples

The explicit inclusion of the creation of a doctoral field in Business Administration as a strategic objective (OS2) in the Strategic Plan of the Faculty of Business 2024-2029 demonstrates a solid institutional anchoring of this approach and ensures the support of the management at the highest level of the faculty.

- ✓ Recommendations

Elaboration of a specific regulation of the future Doctoral School of Business Administration (SDAA) and its publication on the faculty's website prior to the opening of the first admission session, in order to ensure full transparency towards potential candidates.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

The evaluation team analyzed the Faculty of Business' Strategic Plan 2024-2029, the annual operational plan and the minutes of the Faculty Council meetings. The process of adopting and reviewing the methodologies and procedures involves consulting the teaching staff through the monthly meetings of the Faculty Council, the students through their representatives (25% of the Council), the business partners and other third parties. At the level of the faculty there are operational commissions with an advisory role (the regulations commission, the commission for the relationship with the socio-economic environment, the research commission, the curriculum commission). The operational plan is proposed by the dean and adjusted according to the suggestions of the Faculty Council, and its execution is discussed and endorsed periodically.

- ✓ 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 stakeholder consultation mechanisms are formalized and functional at the level of the Faculty of Business. The involvement of students through the representatives of the Faculty Council, periodic consultations with employers and partners in the business environment, as well as the role of the operational committees ensure a participatory substantiation of decisions. The strategic and

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



operational documents are developed in a consultative manner and submitted to the Faculty Council for approval. The indicator is met.

✓ **Aspects that constitute best practice examples**

The existence of a diversified set of operational commissions with an advisory role (regulations, curriculum, research, relationship with the socio-economic environment, image and promotion) constitutes a mature model of participatory governance at faculty level, which can be extended and adapted for the future doctoral school.

✓ **Recommendations**

The formalized inclusion of representatives of the business environment (faculty partners) in the consultation process for the elaboration of the regulations and criteria of the future doctoral school, thus capitalizing on the existing partnership network of the Faculty of Business.

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)**

During the visit, the documents regarding the infrastructure of the Faculty of Business and UBB were checked. The Faculty carries out teaching and research activities in the building on Horea Street no. 7, Cluj-Napoca, which hosts 9 lecture/seminar rooms and 2 laboratories, totaling 654 places and 700.91 sqm. The amphitheater (239 seats) is equipped with a videoconferencing system, interactive whiteboard and video projector. Laboratory 3 (Business Simulations in Hospitality and Tourism) has 32 computers, business simulators (Ecosim Pro Account, Revas Simulation Games), specialized software (iMotions, Tableau Creator, Oracle Crystal Ball) and neuroscientific equipment (EEG Headset, Eye tracking, Pupil Invisible, GSR kit). The building is accessible for people with disabilities through ramps, special chairs, touch guidance system and the Step Hear intelligent audio system. The faculty library exceeded 6,600 volumes in 2025.

✓ **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 physical infrastructure and technical facilities of the Faculty of Business are adequate to support a doctoral program. The simulation laboratory, equipped with advanced neuroscientific technologies (EEG, Eye tracking, GSR), is a significant asset for behavioral research in the field of business administration. Access to international databases (Euromonitor, Statista, Web of Science, Scopus, ScienceDirect through e-nformation.ro) and to the UBB infrastructure (BCU Lucian Blaga with 4,089,071 volumes, 2,421,768 electronic resources) corresponds to the documentary support. Students' satisfaction with the infrastructure is high (over 80% satisfied). The indicator is met.

✓ **Aspects that constitute best practice examples**

The endowment of Laboratory 3 with integrated neuroscientific equipment (EEG Headset Brain Visions, Wearable eye tracker Pupil Invisible, Galvanic Skin Response Kit) and behavioral analysis



software (iMotions) represents an advanced research infrastructure, rarely available in business faculties in Romania, with direct potential for use in doctoral research.

✓ **Recommendations**

Arrangement of a space dedicated exclusively to doctoral activity (doctoral students' office/doctoral supervisors) in the building of the Faculty of Business, in order to create a distinct environment for advanced research and strengthen the identity of the future doctoral school.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

The evaluation commission analyzed the documents regarding the management of the UBB patrimony and the development plan of the Faculty of Business. Movable and immovable property are managed by the Directorate-General for Administration (DGA) through annual investment programmes. UBB has been implementing the UBB Goes Green program on infrastructure sustainability since 2016. At the level of the Faculty of Business, the development plan includes a section dedicated to the permanent improvement of the infrastructure. In the last three years, all lighting fixtures have been replaced with energy-efficient sources and water dispensers have been installed on each floor. The 2023-2024 renovations for accessibility (ramps, special chairs, tactile guidance system, Step Hear) were carried out with the support of the Center for Students with Disabilities.

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

The management of the material base of the Faculty of Business is carried out efficiently, with a clear commitment to sustainability and continuous modernization. Recent investments in energy efficiency and building accessibility demonstrate a proactive concern for the quality of the study and work environment. The annual investment planning, correlated with the faculty's development plan and the UBB strategy, ensures predictable and responsible management of resources. The indicator is met.

✓ **Aspects that constitute best practice examples**

The implementation of the Step Hear intelligent audio guidance system (with proximity sensors, Bluetooth technology and Beacon devices) for the visually impaired, along with the other accessibility measures in 2023-2024, reflects a real institutional commitment to the inclusion of people with disabilities, which exceeds the minimum regulatory requirements.

✓ **Recommendations**

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The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources



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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The staffing plan of the Faculty of Business for the academic year 2025-2026, the CVs and the enabling documents of the proposed doctoral supervisors were analyzed. The Faculty has 32 teaching staff (8 professors, 12 associate professors, 11 lecturers, 1 assistant), with a total of 63 positions (32 occupied, 31 vacant). Of the 7 qualified teachers, 3 are qualified in the field of Business Administration and are the initiators of the future doctoral school: Prof.univ.dr.habil. Smaranda Adina Cosma, Prof.univ.dr.habil. Dacinia-Crina Petrescu and Assoc.prof.dr Valentin Toader. All three meet the legal conditions to be doctoral supervisors. Student evaluations on teaching quality recorded average scores of 4.38-4.40 at the bachelor's level and 4.63-4.72 at the master's level (scale 1-5) for 2024-2025.
- ✓ **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 proposed for the establishment of DSUD Business Administration are adequate in terms of academic qualifications. The three proposed doctoral supervisors hold the certificate of habilitation in the field of Business Administration and meet the legal criteria in force. High scores in the teaching assessment confirm the teaching skills of the staff involved. The current number of doctoral supervisors (3) is sufficient to open a doctoral field, with potential for growth by stimulating the empowerment of other teaching staff. The indicator is met.
- ✓ **Aspects that constitute best practice examples**
The fact that one of the three initiators of the future doctoral school has direct experience as a doctoral supervisor affiliated to another doctoral school in UBB (SD CRPP) constitutes a significant operational advantage, ensuring the transfer of know-how in the management of doctoral processes right from the moment of establishment.
- ✓ **Recommendations**
Elaboration of a 5-year development plan of the human resource with the right to supervise the doctorate in the field of Business Administration, including stimulating the empowerment of eligible teachers and attracting new doctoral supervisors with international experience.

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 evaluation committee analyzed the Methodology for occupying vacant teaching and research positions in UBB, the Procedure on the visibility of job advertisements (developed in 2022) and the documents on career promotion. The recruitment of teaching staff is carried out transparently, according to national regulations and the principles of CoARA (Coalition for Advancing Research Assessment), to which UBB has adhered. UBB holds the HR Excellence in Research distinction,



which is currently in the process of renewal. Career promotion is regulated by specific methodologies, both for teachers and for auxiliary and administrative staff. The recruitment of doctoral supervisors follows the procedure of habilitation and co-optation in the doctoral school, according to the IOSUD-UBB 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 procedures for recruiting teaching staff are in line with the national legal framework and European recommendations, applied transparently and documented. UBB's commitment to the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, reflected in the HR Excellence in Research award, provides an additional guarantee of the quality of the recruitment processes. The national and international recruitment procedure (since 2022) increases the accessibility and visibility of competitions. The indicator is met.

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

The adoption of the CoARA principles and the holding of the HR Excellence in Research distinction places UBB among the institutions that apply top European standards in the recruitment and evaluation of researchers, ensuring a solid basis for attracting doctoral supervisors with international visibility within the future SDAA.

- ✓ [Recommendations](#)

It is recommended to publish the specific criteria for co-optation in the future Doctoral School of Business Administration (including in English) on the faculty and ISD's website, in order to attract candidates with international experience in the field.

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 \(documents preferably included through links in the body of the IER\)](#)

During the visit, the documents regarding the digital transformation of UBB and the Faculty of Business were checked. DTIC UBB implements the Digital Transformation Strategy, with 14 digital services for employees and 12 for students (AcademicInfo, FluxUBB, Microsoft Teams, Online Admission, PhD Applications, PhD Student Liquidation Form, EduRoam, etc.). The Faculty of Business has been using Microsoft Teams for didactic and administrative communication since 2020, digital flows for approvals (reports of necessity, rector's decision, election of coordinators for works), certified electronic signature for all staff and the Turnitin platform for verifying the similarity of works. Students receive an @stud.ubbcluj.ro account with an Office 365 license, 1TB OneDrive, and Teams access. Teachers and students have access to e-nformation.ro (WoS, Scopus, ScienceDirect, Springer) and Euromonitor.

- ✓ [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 digital architecture of UBB and the Faculty of Business is coherent and covers the essential administrative and didactic processes. The extensive use of Microsoft Teams for teaching and administrative activities, along with the certified electronic signature for all staff, demonstrates an advanced level of digital maturity at the faculty level. Access to leading international databases (WoS, Scopus, ScienceDirect, Springer, Euromonitor) and the use of Turnitin for academic integrity provide the digital infrastructure necessary for doctoral research. The indicator is met.

✓ **Aspects that constitute best practice examples**

The use of the AI guide at the level of the Faculty of Business, together with the Turnitin platform for verifying similarity, reflects a proactive and responsible approach to the current technological challenges in the academic environment, particularly relevant for the training of doctoral students in the culture of research integrity.

✓ **Recommendations**

It is recommended to implement at the level of the future SDAA the digital modules specific to the doctoral cycle available in the UBB ecosystem (platform for doctoral student requests, electronic liquidation form, platform for pre-registration of non-EU candidates), fully capitalizing on the existing infrastructure of IOSUD-UBB.

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 evaluation committee examined the curriculum of the future Doctoral School of Business Administration (SDAA), available on the faculty's website, and the sheets of the three disciplines included. The training program based on advanced university studies takes place in the first semester of the first year and comprises 3 compulsory subjects: Business Advanced Concepts, Business Research Methods, Ethics and Academic Integrity, and Business Theories and Models in the Service Sector. The Academic Guidance and Integrity Committee consists of the doctoral supervisor and three specialists, at least one of whom is from outside the institution.

✓ **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 proposed curriculum for DSUD Business Administration is structured appropriately for ISCED level 8, combining basic methodological and theoretical training (semester I, year I) with an individual research program during years I-IV. The mandatory inclusion of the discipline of ethics

* 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.



and academic integrity in the first-year curriculum is an essential element of quality. The requirement for at least one member of the steering committee to come from outside the institution ensures diversity of perspective and orientation towards excellence. The curriculum is aligned with national and European good practices.

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

The inclusion of the discipline Business Research Methods, Ethics and Academic Integrity as a distinct compulsory discipline in the first semester of the first year demonstrates the early commitment to the formation of the culture of research integrity, an element more relevant for a newly established doctoral school.

✓ [Recommendations](#)

Publication of the syllabuses of all subjects in the SDAA curriculum on the faculty's website before the first admission session, in order to ensure full transparency towards interested candidates. It is recommended that an optional subject be introduced into the SDAA curriculum.

[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).

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

The syllabuses of the SDAA curriculum and the documents on the correlation with the qualifications framework were examined. The title of Doctor of Business Administration provides holders with the necessary skills to conduct advanced research and academic activities in the field, in accordance with level 8 of the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC). Professional and transversal competences are highlighted in the competence grids and subject sheets. The expected learning outcomes aim to train researchers capable of making an original contribution to knowledge in areas such as sustainable tourism and hospitality, entrepreneurship and innovation, governance and digital transformation.

✓ [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 correlation between the expected learning outcomes and the competencies required by the occupations corresponding to the doctoral level in Business Administration is appropriate. The faculty's three strategic research areas (sustainable tourism and hospitality, entrepreneurship and SMEs, governance and digital transformation) cover areas with direct relevance to the academic and applied labor market, in line with the ESCO occupational classifications. The dual orientation - toward academic careers and advanced managerial practice - is consistent with the profile of a doctoral program in Business Administration.

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

Explicit definition of three strategic research areas (sustainable tourism and hospitality, entrepreneurship/SMEs/innovation, governance/digital transformation/responsible policies) as the foundation of the DSUD Business Administration ensures a clear and differentiated identity of the doctoral program from other similar existing fields, facilitating the orientation of candidates and alignment with regional socio-economic needs.



- ✓ Recommendations
This is not the case
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 evaluation commission analyzed the SDAA syllabuses, the educational philosophy of the Faculty of Business and the documents on pedagogical practices. At the UBB level, the Teaching Council (CD-UBB) and the Center for Innovation in Teaching and Learning (CIPI, founded in 2012) ensure the continuous training of teachers in student-centered methods. The syllabuses in the SDAA curriculum provide explicit correlations between learning outcomes, content and assessment mode, including individual study activities and their assessment. At the bachelor's and master's levels, the Faculty of Business implements student-centered methods: case studies, projects, debates, learning experiences connected to the business environment, international mobilities and the integration of the SDGs into the curriculum.
- ✓ 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 principles of student-centered learning are well anchored in the pedagogical culture of the Faculty of Business and are coherently documented in the discipline sheets. The adaptation of these principles to the doctoral level is explicitly provided for in the curriculum, and the individualized supervision structure (individual study plan, personalized guidance committee) provides the necessary framework for the academic autonomy of doctoral students. The commitment to interactive and business-connected methods is validated by AACSB's accreditation of the quality assurance process for the English Bachelor's degree program.
- ✓ Aspects that constitute best practice examples
Obtaining the AoL (Assurance of Learning) Certificate Program label from AACSB for the Business Administration in English program in November 2025 demonstrates the existence of a robust culture of facilitating and verifying the acquisition of learning outcomes, a solid foundation for implementing a similar process at the doctoral level.
- ✓ Recommendations
Organizing an annual doctoral seminar of the SDAA (doctoral colloquium) in which doctoral students present and submit to public debate the status of their research, thus concretely implementing the principle of learning through collaborative investigation specific to ISCED level 8.

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.
✓	Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The evaluation commission checked the documents regarding the resources and support services available at the Faculty of Business. PhD students will benefit from: access to the Faculty of Business Library (over 6,600 volumes in 2025, with resources also in electronic format through BCU), access to international databases through e-nformation.ro (Web of Science, Scopus, ScienceDirect, SpringerLink, Statista) and Euromonitor International, access to specialized software (SmartPLS, Statgraphics, managerial simulators), use of laboratories equipped with advanced research equipment (including neuroscientific). The Center for Students with Disabilities (CSD) of UBB provides specific adaptations, and the faculty building is fully accessible. Academic support services (tutoring, counseling, career guidance) are available through UBB structures.
✓	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 resources and support services that will be made available to future SDAA doctoral students are adequate to the requirements of doctoral research. The combination of access to leading international databases (WoS, Scopus, ScienceDirect), specialized software for data analysis and equipment in the research laboratory provides an environment conducive to advanced investigation in the field of Business Administration. The accessibility of the building and the collaboration with the CSD guarantee equal access for doctoral students with disabilities.
✓	Aspects that constitute best practice examples The access of doctoral students to the integrated neuroscientific equipment in Laboratory 3 (EEG, Eye tracking, GSR) and to the human behavior analysis software (iMotions), complemented by managerial simulation packages, provides the future SDAA with a methodological portfolio of applied research distinct from other doctoral programs in the field.
✓	Recommendations Publication of a resource guide for SDAA doctoral students (available on the faculty's website), which centralizes access to all available databases, software, laboratory equipment and support services, facilitating the quick orientation of new doctoral students.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
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.
✓	Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The syllabuses of the SDAA curriculum were examined: Business Advanced Concepts, Business Research Methods, Ethics and Academic Integrity, and Business Theories and Models in the Service Sector. Each syllabus specifies the learning outcomes in terms of knowledge, skills and competences acquired by the doctoral student after completing the course. The forms, tasks and



evaluation criteria will be communicated in advance through the syllabuses. The structure and content of the worksheets allow a clear understanding of the expectations regarding the competences to be obtained at the end of each subject.

- ✓ 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 expected learning outcomes are adequately formulated in the SDAA syllabuses, are coherent, measurable and aligned with the specific competencies of a doctoral program in Business Administration. The content is specific enough to guide both the activity of the teacher in the design of the teaching and the orientation of the doctoral students towards the academic requirements. The evaluation of teaching performance by UBB doctoral students was recently introduced (2024) as an additional quality assurance mechanism.

- ✓ Aspects that constitute best practice examples

The annual evaluation of the doctoral internship by UBB doctoral students, introduced in 2024 as a specific tool for cycle III, complementary to the traditional evaluation of courses, will allow the collection of qualitative feedback adapted to the particularities of the doctoral experience, ensuring a mechanism for continuous improvement relevant to a newly established doctoral school.

- ✓ Recommendations

This is not the case

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 commission analyzed the doctoral studies regulations of UBB and the documents on the structure of the evaluation within the SDAA. The verification of the achievement of learning outcomes operates on three levels: (i) continuous and summative evaluation at the end of the first semester for the 3 subjects of the advanced training program; (ii) Annual evaluation of research progress – Scientific research project in year I (30 ECTS) and Research reports in years II, III, IV (60 ECTS each), evaluated by the steering committee; (iii) the public defense of the doctoral thesis, after the similarity check and the opinion of the steering committee. The faculty already applies a robust continuous assessment process to bachelor's and master's degree programs, certified by the AACSB AoL Certificate Program label (November 2025).

- ✓ 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 for evaluating learning outcomes is structured coherently and covers the entire doctoral path, from the first semester disciplines to the public defense of the thesis. The allocation of 30 ECTS for the research project in the first year and 60 ECTS for each research report in the second to fourth years reflects an appropriate distribution of the research effort throughout the programme. The well-founded culture of continuous evaluation at the level of existing programs, recognized by AACSB, provides a solid basis for the implementation of a similar system at doctoral level.

- ✓ Aspects that constitute best practice examples

Obtaining the AACSB AoL Certificate Program label for a faculty undergraduate program in 2025 demonstrates the existence of a rigorous and internationally verified learning outcome assurance system – a relevant prerequisite for implementing an equivalent standard at the future SDAA.

- ✓ Recommendations Not Applicable

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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..
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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 methodology for admission to doctoral studies at UBB and the admission regulations of the Faculty of Business for SDAA were analyzed. Admission to doctoral studies is organized by competition, by UBB through the Institute of Doctoral Studies, according to Law no. 199/2023. The Faculty of Business develops its own admission regulations, based on the UBB framework regulation, taking into account the recommended calendar and the list of necessary documents. The SDAA Admission Regulation is available as an annex to the REI. The admission procedure includes its own selection and tie-breaking criteria, admission tests and the calendar of sessions.

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

The admission procedural framework is properly regulated, both at the institutional level (UBB) and at the faculty level. The elaboration of SDAA's own admission regulations, adapted to the specifics of the field of Business Administration and included in the REI annexes, demonstrates that the faculty anticipated and formalized the selection procedure before the opening of the first session. Organizing through FDI ensures consistency with IOSUD-UBB practices.

- ✓ Aspects that constitute best practice examples

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- ✓ Recommendations

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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 establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The evaluation commission verified the UBB admission methodology and the admission regulations of the SDAA regarding the observance of the principles of equity. Admission to doctoral programs complies with Law no. 199/2023 and does not include as selection criteria: age, gender, ethnicity, mother tongue, religion, race, political affiliation or chronic diseases without collective risk. UBB offers special places for Romanians from all over the world and Roma candidates. The SDAA Regulation provides, in addition to Romanian and EU/EEA/CH citizens, specific categories for Non-EU citizens and scholarship holders of the Romanian state. The Faculty of Business respects the principles of equity in all existing admission processes, allocating places for candidates from rural areas, Romanian ethnicity in the Republic of Moldova and non-EU citizens.

- ✓ 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 admissions framework of the SDAA is fully in line with the requirements of fairness and equal opportunities. The faculty's own regulations cover all categories of candidates provided by the legislation and the UBB regulations. The existing practice of the Faculty of Business to promote academic diversity by allocating special places for vulnerable categories extends accordingly to the level of the future doctoral school. The collaboration with the Center for Students with Disabilities ensures the necessary adaptations for candidates with special needs as well.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Commission examined the Regulation on the professional activity of students based on ECTS, the Code of Rights and Obligations of the UBB Student and the documents regarding the academic support of the Faculty of Business. The standard duration of the doctoral program is 4 years, with the possibility of extension according to UBB regulations. The individual study plan, the study contract, the annual progress reports and the evaluation by the guiding committee are the tools for monitoring the academic path. The Faculty of Business implements a comprehensive support system for undergraduate and master's students: induction week, weekly tutoring, academic counseling, anti-dropout commission (established in 2024-2025), collaboration with the UBB Career Center and partnerships with the business environment (internships, mentoring, Young Business Day, Career Week).

✓ 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 normative framework that governs the academic path of doctoral students is coherent and ensured at the institutional level by the IOSUD-UBB regulations. The academic support culture developed by the Faculty of Business at the level of existing programs – with proactive systems for identifying students in difficulty and early intervention – provides a valuable premise for building a similar system of accompaniment for doctoral students. The partnership with the business environment for career opportunities is a distinct asset of the faculty, also relevant for the professional insertion of future PhDs in Business Administration.

✓ Aspects that constitute best practice examples

The establishment in 2024-2025 of a commission dedicated to reducing the dropout rate, based on data collected from faculty, administrative sources and student feedback, reflects a proactive and data-driven approach to academic path management – a model that can be adapted for monitoring doctoral progress.

✓ Recommendations

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The indicator is: fulfilled.



DOMAIN C. Quality management

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 procedures for initiating, monitoring and reviewing the study programs at the Faculty of Business, the Quality Assurance Program and the CEAC documents were analyzed. The Faculty systematically applies: periodic evaluation of programs through performance indicators (pass rates, employability, student/employer feedback), annual evaluation of teachers according to UBB methodology, monitoring of learning outcomes through internal mechanisms for reviewing subject sheets, academic integrity procedures (Turnitin), periodic consultation of stakeholders. The initiation of DSUD Business Administration is based on the Operational Procedure IOSUD-UBB (POC-DUMC-AC 16) and has gone through the endorsement chain: the Faculty Council → CSUD → Board of Directors → the 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 Faculty of Business has a mature administrative structure and a quality-oriented institutional culture, proven by the consistent application of monitoring and review procedures at the level of the existing bachelor's and master's programs. The main strengths identified – continuity in monitoring, rigorous evaluation of teaching staff, functional system of academic integrity and strengthened links with the economic environment – constitute the necessary prerequisites for the management of a future doctoral field. The procedure for initiating DSUD complied with the institutional chain of approval provided by the UBB regulations.

✓ Aspects that constitute best practice examples

In the context of the functioning of existing programs, the faculty systematically applies: periodic evaluation of programs, including through the analysis of performance indicators (pass rate, employment rate, feedback from students and employers); evaluation of teachers, carried out annually, according to the UBB methodology; monitoring of learning outcomes, through internal mechanisms for checking and reviewing subject sheets; academic integrity procedures, applicable to all levels of study, including the verification of the similarity of written works (projects, dissertations), according to the institutional norms and legislation in force; stakeholder consultation.

✓ Recommendations

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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)

✓ The documents regarding the involvement of the academic community and external stakeholders in the quality assurance processes at the Faculty of Business were examined. The involvement is



achieved through: the participation of teachers in the elaboration of the syllabuses and the updating of the curriculum, the role of CEAC as an advisory body, the semester evaluation of teachers by students, the representation of students in the Faculty Council (25%), periodic consultations with employers and business partners for the review of programs, collaborations with external partners through application projects, internships and mentoring. All mechanisms are documented through annual CEAC reports, minutes and questionnaires.

- ✓ 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 Faculty of Business demonstrates a participatory organizational culture, with formalized and functional mechanisms for the involvement of the academic community and external stakeholders. Collaborations with the business environment are documented and structured, not just occasional. The transparency of the processes is ensured by publishing the relevant documents on institutional channels. This strong participatory culture can be scaled up and adapted to effectively support the establishment and operation of the SDAA.

- ✓ Aspects that constitute best practice examples

The periodic organization of the Young Business Day, Career Week and tUBBusiness events – with the direct involvement of business partners and student representatives – exemplifies a three-dimensional collaboration model (faculty, students, professional environment) with direct potential to capitalize on the validation of doctoral research topics and the insertion of graduates.

- ✓ Recommendations

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The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Commission has verified the history of external quality evaluations applied to UBB and the Faculty of Business. UBB obtained the High Degree of Trust rating from ARACIS in 2009, 2014 and 2020. The status of 5-star QS university, obtained in 2021 and reconfirmed in 2025 with a higher score, attests to the international recognition of quality. The Faculty of Business obtained NIBS accreditation in 2015 and re-accreditation in 2024, AACSB AoL Certificate Program accreditation in November 2025, and is in the advanced AACSB accreditation process with the planned visit in 2026. The AACSB self-assessment report was accepted. The faculty systematically provided all the documents requested in the external processes and implemented the recommendations of the evaluators.

- ✓ 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

UBB and the Faculty of Business fully comply with the legal obligations regarding the periodic external quality assessment. ARACIS' consistent track record of positive ratings, combined with the international NIBS and AACSB accreditations (ongoing), demonstrates a sustained institutional commitment to quality at national and international standards. The organizational capacity to manage complex external evaluation processes — demonstrated by the experience gained —



provides the necessary premises for the fulfillment of the external evaluation obligation of the future doctoral field.

✓ **Aspects that constitute best practice examples**

The acceptance of the self-assessment report and the planning of the AACSB accreditation visit in 2026, successfully completed meanwhile – a first for the Faculty of Business – places DSUD Business Administration in the context of an academic program that is actively aligning with the most demanding international quality standards in the field of business education, a strong argument in favor of the viability and competitiveness of the future doctoral school.

✓ **Recommendations**

It is recommended that the SDAA develop and publish, after the first ARACIS external evaluation, an action plan with clear deadlines and responsibilities for the implementation of the recommendations received, thus demonstrating the institutional capacity for continuous improvement based on external feedback.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ UBB has a solid academic tradition and institutional reputation ✓ Existence within the Faculty of Business of 7 bachelor's and 8 master's programs in the field of Business Administration ✓ The research infrastructure corresponds to the mission and objectives assumed, highlighting the research infrastructure; PhD students in the field of Business Administration will benefit from the logistical support and equipment provided by the Faculty of Business ✓ Scientific expertise in three relevant strategic areas ✓ Partnerships with companies, NGOs and public institutions focused on applied projects ✓ The involvement of doctoral supervisors in teaching activities at bachelor's and master's level in the field of Business Administration ensures an increased	INTERNAL FACTORS ①	✓ Lack of its own doctoral school so far ✓ The need to strengthen WoS scientific production ✓ Only 3 teachers are qualified in the field of business administration ✓ International visibility on the rise, but still below potential ✓ Supporting the effort to attract foreign PhD students and PhD supervisors. Drawing up a procedure for the implementation of an internationalization plan with clear and specific measures. Concluding partnerships in order to carry out doctorates in co-supervision ✓ Poor capitalization at national and regional level of research results in economic activity, insufficient involvement of researchers in capitalizing on the results of their activity in transferring them to the level of companies.

visibility of them among possible future doctoral students.		
SWOT analysis		
Opportunities: ✓ Increased demand for applied business research ✓ The existence of economic partners who express interest in collaboration within the PhD field of Business Administration ✓ Possibility of attracting international PhD students ✓ Aligning with global trends in interdisciplinary doctoral education	EXTERNAL FACTORS	Threats: ✓ Competition from other doctoral schools in the field of economics ✓ Possible legislative changes in the field of doctorates or public funding: regulatory changes or funding variability ✓ Student migration to doctoral programs abroad ✓ The economic, social and political context could have a long-lasting negative impact on both scientific research and the educational system, at national and international level.

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	Elaboration of a specific regulation of the future Doctoral School of Business Administration (SDAA) and its publication on the faculty website prior to the opening of the first admission session, in order to ensure full transparency towards potential candidates.
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	F	Formalized inclusion of representatives of the business environment (faculty partners) in the consultation process for the elaboration of the regulations and



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		criteria of the future doctoral school, thus capitalizing on the existing partnership network of the Faculty of Business.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Arrangement of a space dedicated exclusively to doctoral activity (doctoral students' office/doctoral supervisors) in the building of the Faculty of Business, in order to create a distinct environment for advanced research and strengthen the identity of the future doctoral school.
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	Elaboration of a 5-year development plan of the human resource with the right to supervise the doctorate in the field of Business Administration, including stimulating the empowerment of eligible teachers and attracting new doctoral supervisors with international experience.
6.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	It is recommended to publish the specific criteria for co-optation in the future Doctoral School of Business Administration (including in English) on the faculty and ISD's website, in order to attract candidates with international experience in the field.
7.	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	It is recommended to implement at the level of the future SDAA the digital modules specific to the doctoral cycle available in the UBB ecosystem (platform for doctoral student requests, electronic liquidation form, platform for pre-registration of non-EU candidates), fully capitalizing on the existing infrastructure of IOSUD-UBB.
DOMAIN B. Educational efficacy			
8.	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	Publication of the syllabuses of all subjects in the SDAA curriculum on the faculty's website before the first admission session, in order to ensure full transparency towards interested candidates. It is recommended that an optional subject be introduced into the SDAA curriculum.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
9.	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	
10.	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	Organizing an annual doctoral seminar of the SDAA (doctoral colloquium) in which doctoral students present and submit to public debate the state of their research, thus concretely implementing the principle of learning through collaborative investigation specific to ISCED level 8.
11.	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	Publication of a resource guide for SDAA doctoral students (available on the faculty's website), which centralizes access to all available databases, software, laboratory equipment and support services, facilitating the quick orientation of new doctoral students.
12.	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	
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
15.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
19.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the	F	It is recommended that the SDAA develop and publish, after the first



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.		ARACIS external evaluation, an action plan with clear deadlines and responsibilities for the implementation of the recommendations received, thus demonstrating the institutional capacity for continuous improvement based on external feedback

Summary Table of Performance Indicators – Degree of Fulfillment

Domain Rating	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7		
Domain B. Educational efficacy	9		
Domain C. Quality management	3		
Total	19		



VI. Conclusions

The PhD program **Business Administration** assumes the mission of developing advanced and applied scientific research in support of the sustainable transformation of the business environment, with a focus on entrepreneurship, innovation and social responsibility.

The Doctoral School of Business Administration within the Faculty of Business aims to:

- Increasing scientific quality and research productivity by consistently publishing papers in top WoS journals and increasing the number of competitive projects (national/international) coordinated by teachers.
- Strengthening scientific areas of strategic interest (mentioned above) by creating research groups (professors and doctoral students).
- Forming and retaining a competitive and international community of doctoral students, as well as developing partnerships with doctoral schools in the country and abroad.
- Develop strong links with the business/public sector to ensure the transformation of research results into practical recommendations, consultancy studies and public policies.

Aspects to highlight:

- together with the partner universities of the European alliance EUTOPIA, the Ecotopia program has been launched, in which students develop their business skills in a sustainable perspective through the teaching activities and summer schools included in the program.
- the internationalization efforts were validated by obtaining the NIBS (Network of International Business Schools) reaccreditation in 2024, respectively by obtaining the prestigious AACSB (Association to Advance Collegiate Schools of Business) institution in 2026.

Plan of measures and proposals - preparation of guidance documents for doctoral students specific to the field of Business Administration, such as:

Guide for Doctoral Theses in Business Administration;

List of prestigious conferences in the field of Business Administration and a list of journals of maximum relevance in the field;

Inclusion in the information flow of the UBB Doctoral School of scientific events from the community of researchers and professionals in Business Administration (both on official channels and through social media networks);

Attracting PhD students in Business Administration by presenting in detail the doctoral studies offer and the academic path in the Doctoral School community, as well as by documenting the advantages of this educational path;

Analysis of the opportunity to introduce optional subjects into the preparation plan, differentiated according to the specific needs of the training of doctoral students in the field;

Close collaboration with the business environment in Romania, in order to harmonize the training of doctoral students with the current challenges of practicing the profession;

Encouraging the obtaining of the qualification in Business Administration and the PhD in Business Administration for teachers and researchers with top performance;

Establishing, as the doctoral field of Business Administration develops, a research center to support the correlated scientific approach of doctoral supervisors and doctoral students;

Attracting specialists from abroad to the specific activities of doctoral training, for example as members of the steering committees;

Collaboration with other doctoral schools in relevant fields within UBB Cluj

The Ph.D. degree program Business Administration is aimed at graduates with undergraduate studies in the field of economics to complement professional and research skills.



The doctoral training program offers doctoral students the opportunity to accumulate knowledge and skills, which allows them to have interdisciplinary approaches, to capitalize on their research results in the content of articles published both in conference volumes and in specialized journals.

Following the visit of the **ARACIS External Committee** for the quality evaluation of the doctoral study domain **Business Administration** it was decided **** Accreditation (AC)****.

No.	Doctoral Degree Program	Location	Form of education	Number of credits (ECTS)
1	Business Administration (scientific and professional)	Cluj Napoca	Full-time education/ Part-time education	240

- a) **provisional authorisation to operate (PA)/accreditation* (AC)**;

VII. Annexes

Program of the evaluation visit