



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

Higher Education Institution/Education Provider Organization:	UNIVERSITATEA BABEȘ BOLYAI DIN CLUJ-NAPOCA (UBB)
Doctoral School:	de Științe Economice și Gestiunea Afacerilor
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.	POPA Ion	Expert evaluator	
2.	HĂMURARU Maria	International Expert	
3.	ENESCU Adrian	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 8-10.06.2026, for the periodic evaluation of the Management doctoral study domain at Babeş Bolyai University of Cluj-Napoca.

- Description of the higher education institution;

Babeş-Bolyai University of Cluj-Napoca (UBB) is, in many respects, the largest and most comprehensive institution of higher education in Romania. The Romanian university of Cluj began its activity almost one year after the Great Union of 1 December 1918. By Royal Decree of 12 September 1919, published in the Official Gazette on 23 September 1919, [Decretul Regal din 12 septembrie 1919, publicat în Monitorul Oficial din 23 septembrie 1919](#), the Romanian University of Cluj was established, and it was formally proclaimed on 1 February 1920 by King Ferdinand I. The new university received "recognition as a legal entity under public law" through the act published in the Official Gazette no. 243 of 2 November 1924 [Monitorul Oficial nr. 243 din 2 noiembrie 1924](#).

After its exile to Sibiu and Timișoara (1940–1945), imposed by the cession of northern Transylvania to Hungary, two universities operated in Cluj between 1945 and 1959: a Romanian one, named "Victor Babeş" University [Universitatea „Victor Babeş”](#), and a Hungarian one, named "Bolyai" University [Universitatea „Bolyai”](#). Beginning in 1959, the two institutions were merged into "Babeş-Bolyai University" [„Universitatea Babeş-Bolyai”](#), with Romanian and Hungarian as languages of instruction. In 1995, UBB reorganized its structure by introducing a multicultural educational framework. Thus, three lines of study were created, based on linguistic criteria: the Romanian line, the Hungarian line, and the German line. At that time, Babeş-Bolyai University was the only multicultural institution in the country, with 16 faculties, 3 languages of instruction (Romanian, Hungarian, and German), and numerous programs taught in internationally used languages.

By Civil Sentence no. 9226/2002 issued by the Cluj-Napoca Court [Sentința civilă nr. 9226/2002 dată de Judecătoria Cluj-Napoca](#), UBB was recognized as the legal successor of "King Ferdinand I" University of Cluj. Starting with the 2020/2021 academic year, UBB offers study programs within 22 faculties [în cadrul a 22 de facultăți](#) (21 in Cluj-Napoca and 1 in Reșița, following the merger by absorption of "Eftimie Murgu" University).

The Institute of Doctoral Studies is a structure established on 1 May 2006, with the mission of administering, through appropriate regulations and measures, the doctoral schools of Babeş-Bolyai University, under an administrative model comparable to that of graduate schools in the international system, based on the activity of faculties and specialized departments.

- 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).

The Institute of Doctoral Studies operates on the basis of a Statute and an organizational framework approved by the Senate of Babeş-Bolyai University. The Institute of Doctoral Studies at Babeş-Bolyai University coordinates all administrative activities within the doctoral cycle, under the guidance of the Council for Doctoral University Studies (CSUD) and in cooperation with the councils of the doctoral schools. This structure ensures the unity of doctoral studies, provides an appropriate framework for the interdisciplinary approach to doctoral research, and promotes communication between faculties and doctoral schools. In accordance with national regulations and the internal methodologies developed by the Institute of Doctoral Studies—such as the Methodology for Organizing CSUD Elections [Metodologia de desfășurare a alegerilor CSUD](#),—the position of CSUD Director is filled through a competitive

selection process, in line with the Methodology for the Competition for the Position of CSUD Director [Metodologiei de desfășurare a concursului pentru funcție de Director CSUD](#).

Among the specific activities of the Council for Doctoral University Studies, we list: Elaboration and periodic updating of the Regulation on the organization and functioning of doctoral studies [Regulamentului de organizare și desfășurare a studiilor de doctorat](#), a document available on the website: <https://doctorat.ubbcluj.ro/ro/>; Approval of the regulations of doctoral schools undergoing revision; Decisions regarding the establishment or dissolution of doctoral schools within UBB; Endorsement of study programs proposed by UBB's doctoral schools; Adoption of internal regulations concerning the activity of the Institute of Doctoral Studies and the doctoral schools, actively contributing to solving issues and improving the activities of doctoral schools and doctoral students.

The Doctoral School of Economic Sciences and Business Administration (SD SEGA) operates within the Faculty of Economic Sciences and Business Administration (FSEGA), being its only component authorized to organize doctoral studies. The Faculty of Economic Sciences and Business Administration (FSEGA) of Babeș-Bolyai University (UBB) operates under Law no. 288 of 24 June 2004 on the organization of university studies, with subsequent amendments and completions, as well as under the National Education Law no. 1 of 5 January 2011, with subsequent amendments and completions. FSEGA is accredited/authorized under Government Decision no. 916 of 11 August 2005 (HG 916/2005). The Faculty has been part of UBB since 1961, having been initially established as an independent institution in 1920.

The declared mission of FSEGA, as a component of UBB and implemented in the curriculum of the study program under review, is to contribute to, support, develop, and promote innovation in the field of knowledge transfer for the creation of a knowledge-based society, and to contribute to the development of human resources involved in economic activities.

SD SEGA was established as part of the reorganization process of doctoral studies initiated by Babeș-Bolyai University in the early 2000s, when the model of doctoral schools as distinct institutional structures was adopted. SD SEGA is led by the Doctoral School Council, composed of the School Director, two doctoral supervisors, two representatives of doctoral students, and two distinguished representatives of the business environment holding a PhD in Economics (https://econ.ubbcluj.ro/n3.php?id_s=285&id_c=106&id_m=3)).

The mission of SD SEGA is to ensure the training of advanced-level researchers in the field of economic sciences by promoting original scientific research, academic excellence, and ethical integrity. The objectives of the doctoral school include: developing advanced research competencies among doctoral students; increasing the international visibility of scientific outputs; strengthening quality standards in the evaluation of doctoral supervisors and dissertations; and integrating doctoral students into academic networks and national and international research projects.

The doctoral field of **Management** was established as an area in which doctoral university studies may be organized through Order of the Ministry of Education and Research (OMEC) no. 4843/2006. The Management field is organized and operates within the Doctoral School of Economic Sciences and Business Administration (SEGA). The Doctoral University Studies Domain (DSUD) in **Management** has evolved both in terms of the visibility of doctoral supervisors and doctoral students, and in terms of research directions, program quality and efficiency, and internationalization. Course syllabi and curricula, regulations, methodologies, and procedures related to doctoral programs in the field of **Management** have been updated in accordance with the Higher Education Law no. 199/2023 and Order no. 3020/2024 regarding the framework regulation for doctoral university studies, as well as subsequent 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 (4), as well as the UBB canteen.

Meetings were held with the university leadership, the doctoral school, the team that prepared the internal evaluation report, 4 doctoral supervisors, 5 graduates of the Management doctoral program, employers of master's program graduates representing 3 companies/organizations/institutions, 9 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 UBB.

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 institutional structure is well defined, with a coherent managerial system centered on the delegation of responsibilities, transparency, and participation. Internal regulations ensure functioning in accordance with the Higher Education Law no. 199/2023. UBB uses digital systems (AcademicInfo, Research Management) to streamline administrative processes, while the General Administrative Directorate (DGA) coordinates technical and administrative activities. The administrative structure of FSEGA is clearly established, with well-defined responsibilities at both leadership and departmental levels. There are regulated processes and procedures for managing administrative and academic matters, and student involvement in decision-making—through representation in the Faculty Council—ensures transparency and decisions based on genuine feedback. The doctoral program is managed by the Council for Doctoral University Studies (CSUD), and its activities are carried out on the basis of a solid normative framework, periodically updated in accordance 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 normative framework and the ongoing updating of specific documents.

- [Recommendations](#)
- Regular revision of regulations and procedures, in alignment with the dynamics of the academic environment and the requirements of ARACIS.
[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.
--	--

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

At the faculty level, the decision-making process is carried out in accordance with the relevant legislation and the University Charter. The development of FSEGA is guided by the FSEGA Strategic Plan for a five-year period [Planul strategic FSEGA](#), the most recent covering 2024–2029, aligned with the UBB Strategic Plan for the same period. FSEGA's activities are implemented on the basis of the FSEGA Operational Plan 2024–2029 [FSEGA Planul operational 2024-2029](#), developed for the same timeframe and evaluated annually through the FSEGA Operational Plan Assessment [FSEGA Evaluarea Planului operational](#). The faculty's regulations and methodologies are periodically revised according to a clearly established process. These documents are reviewed by the faculty committees and submitted for approval to the Faculty Council, thus ensuring a transparent and inclusive decision-making process. Within the Doctoral School, the process of adopting and revising methodologies, regulations, and procedures is carried out through a participatory mechanism that includes consultation with the Faculty Council, doctoral supervisors, doctoral students, and other stakeholders. The specialized and special committees of the University Senate include representatives of both academic staff and students. The Doctoral School Council (CŞD) and the Council for Doctoral University Studies (CSUD) play an essential role in consolidating viewpoints and formulating proposals for amendments. Consultation takes place through periodic meetings and sessions of CŞD and CSUD, and the feedback received is integrated into the final documents, in compliance with the legislative framework 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 IOSUD-UBB level by the fact that the views of doctoral students, doctoral supervisors, guidance and academic integrity committees, as well as other stakeholders (employers, socio-economic partners), are integrated into the process of developing and revising institutional methodologies, regulations, and procedures, insofar as the applicable regulations allow their participation.

- [Aspects that constitute best practice examples](#)
- Organizational culture based on consultation and analysis.
- Formal representation of students within deliberative structures.
- Ongoing alignment with the legislative framework and ARACIS standards.
- [Recommendations](#)
[The indicator is: fulfilled.](#)

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

Standard S.A.2.1. Material resources

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

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.
--------------------------	--

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

The spaces and facilities designated for teaching and learning activities (lecture halls, classrooms and seminar rooms, laboratories, and areas intended for practical activities) meet the required standards in terms of size and equipment—multimedia systems such as computers, video projectors, overhead projectors, projection screens, flipcharts, sound systems, etc.—ensuring good to very good conditions for instructional activities. The spaces are adequately equipped, including with accessibility features for persons with disabilities, and provide optimal working conditions for academic, research, and administrative staff. To facilitate access to specialized literature, since 2012 FSEGA has used the EBSCO Discovery Services (EDS) platform, available from any device connected to the faculty network. Beginning with the 2017–2018 academic year, academic staff, researchers, and students have also benefited from access to top databases on companies and markets (Thomson Reuters Eikon, Euromonitor Passport, Statista), essential for supporting scientific research EBSCO. Furthermore, in alignment with international trends regarding access to specialized literature, a unified portal for querying relevant international databases was introduced and configured in 2012 through the EBSCO Discovery Services (EDS) platform Acces baze de date, enabling access to specialized literature from any electronic device connected to the faculty network (EBSCO, EUROMONITOR, STATISTA). In addition to these academic resources, FSEGA provides SD SEGA doctoral students with access to specialized databases for economic and financial analysis through institutional subscriptions to Thomson Reuters Eikon, Bloomberg, and STATISTA.

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 and infrastructure made available to the DSUD Management domain support the conduct of academic and research activities at appropriate standards. The accessibility of buildings and the adaptations for persons with disabilities represent a strong point. DSUD Management benefits from a dedicated room (Room 010) for doctoral students and doctoral supervisors, equipped with an all-in-one digital display. Doctoral supervisors and doctoral students have access to all rooms within FSEGA, regardless of their designated purpose.

Aspects that constitute best practice examples

- Free access for doctoral students and doctoral supervisors to all university rooms.
- 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.
--------------------------	---

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

The material resources and infrastructure supporting the university's activities—teaching, research, and administrative—are aligned with the objectives of these activities. The university provides educational and research spaces that meet qualitative standards in terms of size, equipment, technical condition, capacity, safety principles, and sanitary regulations. At the beginning of each mandate, the leadership of every faculty develops a strategic development plan aimed at improving the faculty's infrastructure [un proiect de dezvoltare](#). In addition to this initiative, the university introduced seed grants [granturile seed](#) for academic staff and researchers in 2020, and in 2024 performance grants for administrative staff, both contributing to ensuring optimal working conditions within the academic community [granturile pentru performanță administrativă destinate personalului administrativ](#). UBB offers extensive documentation resources through the “Lucian Blaga” Central University Library (BCU), including the FSEGA Library “Aurel Negucioiu” [Biblioteca FSEGA „Aurel Negucioiu”](#) located within the faculty building, which provides three reading rooms and a book collection fully covering the disciplines included in the curriculum of the study program under review. Since 2020, course bibliographies have also been available online, accessible to subscribers via authentication (<https://www.bcucluj.ro/ro/resursele-bibliotecii/bibliografie-cursuri>).

- 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 activities, 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 essential for doctoral research.

- Aspects that constitute best practice examples
 - Modern equipment in all classrooms and laboratories, in line with curricular requirements.
 - A strong point of the faculty is the availability of laboratories with advanced equipment and specialized software used both for teaching and for research. The integration of the digital library and online resources represents a significant advantage, facilitating access to essential information for students and academic staff.
 - Recommendations
- The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
--------------------------	---

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

The quality and relevance of academic activity are further supported by the publication of academic staff CVs on the faculty website, under the Departments section [Departamente](#), in accordance with the Higher Education Law no. 199/2023, Article 213(3), which stipulates their public character. Of the four doctoral supervisors, three obtained this status through habilitation in the field of Management, while the fourth was affiliated prior to the entry into force of national habilitation regulations. All doctoral supervisors were affiliated after meeting the criteria established by IOSUD for membership in the doctoral school. Currently, all doctoral supervisors within the DSUD

Management domain meet the applicable CNATDCU standards (https://econ.ubbcluj.ro/aracis/sd/UBB_SDSEGA_Fisa_indeplinire_standarde_MANAGEMENT.pdf).

Regarding teaching activities, the courses included in the DSUD Management curriculum (https://econ.ubbcluj.ro/n3.php?id_s=198&id_c=106&id_m=3) are delivered by professors with expertise in the respective subject areas, demonstrated through their academic background, professional experience, student evaluations, and scientific publications

- 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

Starting with the 2020–2021 academic year, academic staff and researchers employed by UBB are required to prepare an individual career/academic development plan for the duration of their contract, but for no longer than three years (Regulation on Job Positions and the Individual Career Plan – UBB [Regulament-State-de-functii-si-plan-individual-de-cariera-UBB](#)). The human resources of the DSUD Management domain include four doctoral supervisors. All doctoral supervisors meet the current CNATDCU criteria and supervise a maximum of eight doctoral students each. The courses included in the DSUD Management curriculum are taught by professors with relevant experience, demonstrated through their academic qualifications, professional seniority, and scientific publications, with their competence further supported by student evaluations.

- Aspects that constitute best practice examples
- The teaching and research staff possess the academic qualifications and professional competencies required for delivering the courses listed in the staffing plan, as well as for supervising doctoral theses.
- Compliance with ARACIS standards regarding the doctoral student–supervisor ratio contributes to maintaining a high level of doctoral student performance.
- Recommendations
- Encouraging the recruitment of academic staff and doctoral supervisors with international experience, in order to enhance the diversity and competitiveness of the doctoral school.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
--------------------------	--

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

To support the professional and personal development of academic staff, the Individual Career/Academic Development Plan (PIC) *Planul individual de carieră/dezvoltare academică (PIC)* was adopted in 2020 as an instrument that records personal career choices and measures the level of commitment assumed by academic staff in their academic activity. The *PIC* is based on a set of concrete actions undertaken by academic staff and researchers, according to their personal strategy and the existing institutional context. The *PIC* is used for: (a) outlining the academic profile of the academic staff member/researcher by establishing short-term development targets; (b) determining weekly teaching loads, as well as the activities/number of hours listed under “Other activities” in the staffing plan for academic and research personnel, in accordance with the Regulation on the preparation of staffing plans for academic and research staff at UBB for full-time education *Regulamentului privind întocmirea statelor de funcții ale personalului didactic și de cercetare din UBB la învățământul cu frecvență*; (c) the optimal allocation of departmental/research unit resources and activities among its members; (d) the evaluation of academic and research staff by the leadership; (e) peer evaluation of academic and research 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

UBB 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 included among the strategic objectives of the Institutional Development Plan, aiming at continuous professional development and internationalization. At the level of FSEGA, and implicitly within SD SEGA, a comprehensive and diverse offer of training and professional development courses is available, supporting the enhancement of teaching, research, and digital competencies among staff. The training topics include the use of educational technologies (Moodle, SmartBoard, Cadscope), academic writing, advanced statistical modeling (PLS-SEM, R, Mplus), foreign languages for teaching (English and French), as well as soft skills and personal development courses. The programs are tailored to the needs of academic, auxiliary, and administrative staff and are organized both onsite and online, ensuring flexibility and accessibility (FSEGA Human Resource Development Programs [Programe FSEGA de dezvoltare a resursei umane](#)).

. 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 involvement in editorial boards facilitate the dissemination of research results, academic collaboration, and the strengthening of the national and international reputation of the DSUD Management domain.
- Recommendations
- Adopting an active strategy for recruiting and integrating new doctoral supervisors, with a focus on attracting young academic staff with high scientific potential and promoting academic excellence.

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.
--------------------------	--

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

The recruitment process for UBB employees is carried out transparently, in accordance with the legal provisions in force. At the institutional level, the recruitment process for filling vacant academic and research positions is conducted in accordance with the Methodology for the Competition for Filling Vacant Academic and Research Positions at Babeş-Bolyai University. For filling vacant auxiliary academic and administrative positions, recruitment is conducted based on the Internal Procedure regarding the content and circulation of documentation required for approving competitions for filling vacant or temporarily vacant auxiliary or non-academic positions. In addition to these methodologies and procedures, a System Procedure on the Recruitment and Selection of Personnel for Positions Outside the Organizational Chart, created for the implementation of specific projects, has also been adopted. The habilitation procedure is carried out under the coordination of the Institute of Doctoral Studies (ISD), in accordance with current legislation and the Regulation of Babeş-Bolyai University on the Public Defense of Habilitation Theses and the Appointment of Doctoral Supervisors. This regulation was developed in compliance with Order no. 3994/2024 and approved by the UBB 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

In accordance with Order no. 5.956 of 13 August 2024 approving the Methodology for the automatic recognition of the status of doctoral supervisor obtained in higher education or research-development institutions abroad, as well as with UBB Senate Decision no. 34/10.03.2025 regarding the Methodology for the recognition of doctoral degrees, doctoral titles, and the status of doctoral supervisor [Metodologia privind recunoaşterea diplomei de doctor şi a titlului de doctor în ştiinţe sau într-un domeniu profesional, a calităţii de conducător de doctorat](#), UBB ensures the recognition of the status of doctoral supervisor. The integration of an academic staff member who holds the right to supervise doctoral studies or a habilitation certificate into a doctoral school is carried out in accordance

with Article 11 of the Regulation of Babeş-Bolyai University on the Public Defense of Habilitation Theses and the Appointment of Doctoral Supervisors [Regulamentul Universității Babeş-Bolyai privind susținerea publică a tezelor de abilitare și cooptarea conducătorilor de doctorat](#), published on the website of the Institute of Doctoral Studies.

- Aspects that constitute best practice examples
- The analysis of the procedures for recruiting doctoral supervisors within the Doctoral School of Economic Sciences and Business Administration (SD SEGA) shows that these procedures not only fully comply with national and institutional legal provisions, but also establish quality standards significantly higher than the minimum requirements imposed at the national level. Through the high level of rigor embedded in its criteria and evaluation processes, SD SEGA positions itself as one of the most selective doctoral schools in the field of economic sciences in Romania with respect to the recruitment of doctoral supervisors.
- 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.
--------------------------	---

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

DTIC implements the Digital Transformation Strategy of Babeş-Bolyai University, developing dedicated services for employees (14 services: [FluxUBB](#), [Email](#), [Microsoft Teams](#), [Admitere Online](#), [Înscriere grad didactic](#), [AcademicInfo](#), [Managementul cercetării](#), [State de funcții](#), [Evenimente – Plăți Online](#), [Dispoziția rectorului \(CMS UBB\)](#), [Evaluare Institutul STAR-UBB](#), [Cloud UBB](#), [EduRoam](#), [Hosting UBB](#)) and [studenți \(12 servicii dedicate: Cerere decont abonament CTP, Email, Microsoft Teams, Finalizare studii, Înscrieri burse, Admitere Online, Solicitări doctoranzi, Fișă lichidare doctoranzi, AcademicInfo, Cloud UBB, EduRoam\)](#). In line with the strategy, the majority of academic and administrative processes are already digitalized.

- 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 transformation process at FSEGA is well-organized and efficient, providing modernized administrative and academic support. The integration of digital systems such as AcademicInfo, FSEGA Online, and FSEGA SIS has led to more efficient resource management, reduced bureaucracy, and increased accessibility of services for both students and academic staff.

- 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 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.
--------------------------	---

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

The doctoral study program at FSEGA is carried out through the SD SEGA and is structured on the basis of a well-defined curriculum oriented toward achieving the expected learning outcomes, in accordance with the European Credit Transfer and Accumulation System (ECTS) – UBB Student Regulations [UBB regulamente studenti](#). The curriculum is developed annually and covers fundamental, specialized, and complementary fields. Each course has a standardized course descriptor (Model FD), created in a dedicated platform, which includes objectives, competencies, assessment methods, and the estimated workload. In the advanced training program for first-year doctoral students, a common core has been introduced for all doctoral candidates, regardless of their field, consisting of two compulsory courses. The first course is Research Methodology and Academic Writing Techniques, and the second is a quantitative course selected from a pool of Advanced Statistics and Econometrics courses, depending on the doctoral student's level. The SEGA Doctoral School offers a comprehensive set of courses that provide both the theoretical foundation required for any doctoral thesis and the methodological tools specific to each research area. Courses such as Research Methodology and Ethics and Introduction to Econometrics provide the essential conceptual framework for a rigorous understanding of the scientific process and for the use of basic quantitative methods, being relevant for all doctoral students regardless of specialization. At the same time, the programs include advanced and specialized courses that allow for the deepening of specific research directions. Thus, courses such as Advanced Statistics for Academic Research in Business, Advanced Topics in Applied Statistics and Econometrics, Advanced Econometrics, Qualitative Research Methods in Business and Accounting, or Advanced Topics in Macroeconomics help doctoral students develop methodological competencies tailored to economic, management, accounting, or marketing research. The programs also include applied courses—such as Business Enterprise and Process Modeling or Marketing Research Using Various Data Collection Tools—which ensure the development of practical and analytical skills essential for modern research in a digitalized economy. The program totals 240 ECTS and ensures national and international recognition, contributing to a university 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

The DSUD Management program is based on a curriculum structured in accordance with national and international standards, aimed at achieving the expected learning outcomes. The curriculum is designed to ensure that doctoral students acquire advanced scientific research competencies, the ability to conduct critical analysis, synthesis and evaluation, as well as academic and professional communication skills at an international level. The Management doctoral program (<https://econ.ubbcluj.ro/documente2024/Plan%20invatamant%202025-2026.pdf>) integrates: one fundamental course, one complementary course, two specialized courses, research and dissemination activities, scientific seminars, international mobilities, participation in scientific conferences and summer schools, semester evaluations (for first-year courses) and annual

* 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.

evaluations through the presentation of doctoral progress reports. All these components contribute to a university qualification at ISCED level 8.

- [Aspects that constitute best practice examples](#)
- The structure of the doctoral study program is solidly grounded and aligned with European standards for researcher training.
- Its organization based on the ECTS credit system ensures the international recognition of the competencies acquired. The curriculum offers a diverse range of academic experiences, combining advanced courses, independent research activities, methodological seminars, and direct interactions with established academics and researchers.
- [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).

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

Internal evaluations of the curriculum, carried out by the UBB Curriculum Committee Comisia pentru Curriculum UBB, ensure alignment between course content and the qualification level. The integration of learning outcomes into course descriptors represents an important step in ensuring coherence between the curriculum and the qualification, facilitating the monitoring of student progress and the verification of the competencies acquired. Through this approach, the study program at FSEGA is aligned with the National Qualifications Framework, offering a clearly structured training pathway that is recognized both nationally and internationally.

- [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 doctoral program aims to develop both professional and transversal competencies specific to the field of Management. With regard to learning outcomes, these target: norms of ethics and academic integrity, including the legal and deontological aspects of research; fundamental and emerging paradigms and theories in the field of management; advanced concepts and scientific research methodologies; research project management and risk management in research, among others. The learning outcomes are aligned with the requirements of occupations listed in the ESCO classification related to leadership, organization, and coordination of resources in public and private organizations, such as: general manager, public sector manager, project manager, management consultant, business analyst, organizational development officer, entrepreneur, or department coordinator.

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

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

The UBB Teaching Council [Consiliul Didactic al UBB](#) (CD-UBB) plays a key role in the development and monitoring of educational policies, ensuring the coherence and relevance of study programs. Through its activities, curricular adaptability is promoted, and interactive teaching methods are encouraged, with a focus on collaboration and the development of students' critical thinking skills. The UBB Teaching Council operates on the basis of a regulation approved by the UBB Senate [regulament aprobat de Senatul UBB](#). Since continuous professional development is the main factor that ensures the effectiveness and relevance of teaching, the University has organized summer schools, workshops, and academic sessions dedicated to issues of pedagogy and university didactics. UBB also hosts the Center for Innovation in Teaching and Learning [Centrul pentru Inovare în Predare și Învățare](#) (CIPI), established in 2012 [constituită în 2012](#), which provides continuous training services for the university's academic 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

Within the SEGA Doctoral School, student-centered learning principles are coherently integrated into advanced training activities through the use of interactive methods that stimulate doctoral students' academic autonomy and the development of critical thinking. The educational process is supported by the digital infrastructure of FSEGA and UBB, including the Moodle and SIS platforms, which facilitate access to scientific resources, research tools, and continuous feedback mechanisms. Moreover, the use of modern technologies—such as smart displays and the digital resources provided by CIPI—contributes to creating a flexible learning environment adapted to the individual needs of doctoral students and the specific requirements of advanced research.

- Aspects that constitute best practice examples
- The mentoring program provides continuous guidance for doctoral students in their scientific endeavors, ensuring a permanent framework for dialogue with supervisors and the academic community.
- UBB's institutional structures, such as the Teaching Council and the regulations governing student activities, strengthen the active participation of doctoral students in the educational process and in the periodic updating of the curriculum.

- 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.
---------------------------	--

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

The Centre for International Cooperation [Centrul de Cooperări Internaționale](#) (CCI) is the UBB structure that supports the university's internationalization process. The internationalization of studies at UBB is carried out systematically and coherently, in accordance with the Babeș-Bolyai University Internationalization Strategy 2025–2029 [Strategia de Internaționalizare a Universității Babeș-Bolyai 2025–2029](#), adopted by the UBB Senate in January 2025. This strategy continues the UBB Internationalization Strategy 2015–2020, with our university being among the first in Romania to take significant steps toward internationalization. Further strengthening its internationalization efforts, in November 2021 UBB joined the EUTOPIA European University Alliance [Alianța Universităților Europene EUTOPIA](#), a consortium of prestigious European universities whose ambitious objective is to redefine

the future directions of European higher education. Babeş-Bolyai University recognizes study periods completed abroad in accordance with the UBB Regulation on the Recognition of Study Periods Completed Abroad and promotes the European Doctorate, awarding this label under specific conditions established by internal 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 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; specialized administrative support, which reduces access barriers; and physical/virtual flexibility, which preserves the international dimension regardless of logistical or financial constraints. The allocation of credits is carried out in accordance with the Operational Procedure for the Approval of Extracurricular Activities and the Awarding of Transferable Credits for Blended Intensive Programmes (BIP), spring/summer/autumn/winter schools, and other types of short-learning programmes.

- Aspects that constitute best practice examples
- The explicit integration of mobility activities into the Individual Doctoral Plan and the study plan.
- The valorization of mobility experiences through internal dissemination (presentations, research reports).

- Recommendations

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
--------------------------	---

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

UBB and FSEGA promote access to their programs for students from various disadvantaged groups, supporting their academic and social integration. To ensure equal opportunities for all students and staff, the university has implemented inclusive institutional policies, updating and expanding two essential guidelines: the UBB Gender Equality Guide [Ghidul pentru egalitatea de gen al UBB](#) and the Anti-Discrimination Guide [Ghidul pentru combaterea discriminării](#). The latter, in its new version, includes three annexes: the Code of Conduct on Antisemitism, the Guide for Preventing and Combating Sexual Harassment and Moral Harassment in the Workplace, and the Code of Conduct for Preventing and Sanctioning Xenophobia, Radicalization, and Hate Speech.

- 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

In line with institutional policies on equal opportunities, anti-discrimination, and the promotion of a multicultural environment, the doctoral program integrates advanced support tools such as digital resources, academic counseling, and access to updated guidelines on ethical conduct. Doctoral students are supported through mentoring mechanisms and continuous dialogue with supervisors and program coordinators, facilitating their academic integration and progress in research.

- Aspects that constitute best practice examples
- The integration of equality and inclusion principles into internal regulations and procedures.
- Access to educational resources, teaching activities, and extracurricular opportunities is guaranteed regardless of gender, age, ethnic origin, socio-economic status, or any other criteria that may generate discrimination.
- Recommendations

- The expansion of preventive initiatives and training activities in academic ethics for doctoral students, through specialized workshops, applied sessions, and information campaigns tailored to their needs.

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)

Seeking to strengthen the learning partnership model, UBB has promoted students' freedom of choice in selecting study alternatives (specializations, language of instruction, courses, seminars, study formats and tasks, assessment methods, etc.) by increasing the proportion of optional and elective courses within academic programs and by diversifying the range of complementary study programs. The Center for Students with Disabilities [Centrul pentru Studenții cu Dizabilități](#) (CSD) has played a key role in identifying effective solutions for assessing students with disabilities under optimal conditions, as well as in addressing accessibility issues. CSD has provided continuous recommendations to academic staff regarding the adaptation of learning materials for students with special needs. The efforts of CSD were supported through the institutional development fund, via the [CNFIS-FDI-2024-F-0292](#) project implemented in 2024.

- 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 FSEGA benefit from a solid and inclusive educational infrastructure that specifically supports doctoral students by ensuring easy access to advanced resources, digitalized administrative services, and research tools essential for academic development. Digital accessibility, together with personalized support for doctoral students with special educational needs, contributes to the equitable integration of all students into research activities and doctoral training.

- Aspects that constitute best practice examples
- Ensuring continuous digital access to scientific resources.
- Mentoring and academic counseling offered within the doctoral program strengthen institutional support, providing an environment conducive to the scientific and professional advancement 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.
--------------------------	--

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

Teaching evaluation at UBB is undergoing continuous diversification, given the expanding typology of students and the university's commitment to recognizing and addressing their individual and group-specific characteristics. Course holders announce in advance—through the course syllabi—the forms, tasks, and evaluation criteria to be used. Written examinations are preceded by partial assessments and ongoing formative evaluations, with the weighting of each evaluation component in the final grade explicitly specified. The expected learning outcomes are presented to students in terms of their relevance for personal development, the appreciation of valuable contributions, and the justification of performance-related judgments, all of which stimulate learning motivation. Moreover, the advance presentation of evaluation criteria facilitates self-assessment and reflection on one's own performance, behavior, and learning achievements. If students consider themselves unfairly evaluated in examinations at Babeş-Bolyai University, they may appeal the results in accordance with the regulations outlined in the Guide on the Procedure for Contesting Evaluations [Ghidul privind modalitatea de contestare a evaluării](#). In the course syllabi of the FSEGA doctoral program [FD FSEGA](#), the expected outcomes of the teaching process (knowledge, skills, responsibility, and autonomy) are clearly specified.

- 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 explicitly formulated, communicated at the beginning of each academic year, and aligned with the course content and teaching–assessment methods. Their development and updating involve academic staff and members of the Doctoral School, while their relevance is periodically verified through: analysis of doctoral students' feedback; correlation with developments in the field and professional standards; and the annual revision of course syllabi.

- Aspects that constitute best practice examples
- SEGA ensures clear coherence between the objectives of the doctoral programs, the content of advanced courses, and the learning outcomes, providing doctoral students with full transparency regarding academic expectations.
- The adequacy of learning outcomes is periodically validated through the analysis of feedback from students and academic staff, as well as through continuous alignment with developments in the field and with relevant professional standards.
- 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.
--------------------------	---

- 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 applies a unified and transparent evaluation system, ensuring that the verification of learning outcomes is conducted systematically and rigorously throughout the semesters and at the completion of studies. The achievement of learning outcomes is assessed through continuous evaluation during the semester and summative evaluation at the end of each semester. These activities are organized in accordance with the Regulation on Students' Academic Activity Based on the European Credit Transfer and Accumulation System (ECTS). The individual program of scientific/applied research has as its final objective the development and public defense of the doctoral thesis. It requires the completion of all activities established by the doctoral supervisor within the individual doctoral study plan, including the preparation and defense of the scientific research project and a minimum of three scientific research reports. The acceptance and successful defense of the scientific research project signify the approval of the doctoral thesis topic and the continuation of the individual scientific or applied research program. In the second, third, and fourth years, the doctoral student presents at least three scientific research reports. The completion of

studies includes: thesis preparation; a two-stage anti-plagiarism check; public pre-defense; public consultation (90 days); public defense before a committee composed of 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 fairness.

- 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. Evaluation combines curricular performance (ECTS credits) with scientific performance (publications, research activity, thesis development). Responsibilities are distributed transparently: academic staff assess theoretical training, while the supervisor and the advisory committee monitor research progress. Learning outcomes are assessed through: Evaluation within the advanced university studies training program (Year I), based on continuous and summative assessment (tests, colloquia, case studies, presentations), applying the course syllabi approved by CSUD and ŞDSEGA; Evaluation within the individual research program, based on continuous assessment through periodic doctoral student-supervisor-committee meetings, and annual summative evaluation based on the progress report and compliance with the Minimum Criteria for Defending the Doctoral Thesis. The verification of originality and the public defense further reinforce academic rigor 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 advisory committees.
 - Recommendations
- The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.
--------------------------	--

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

In accordance with the provisions of the Higher Education Law 199/2023, admission to the doctoral cycle is carried out through a competitive examination. Based on institutional autonomy, the university develops and updates annually the Methodology for Admission to Doctoral Studies as well as the Regulation on the Organization and Conduct of Doctoral University Studies, both entering into force after being approved by the University Senate. Selection criteria for doctoral candidates in the admission process: Starting with the 2015–2016 academic year and continuing to the present, the admission examination has consisted of two components: A written specialty exam, based on a publicly available syllabus; An oral presentation of a research project by the candidates.

A detailed description of the admission criteria for each doctoral supervisor is available at: https://econ.ubbcluj.ro/n2.php?id_c=24&id_m=4.

- 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 characterized by transparency, accessibility, and fairness. Its implementation is standardized and partially digitalized, with clearly defined stages and publicly

available criteria. The early publication of information, the clarity of evaluation standards, and the absence of any discriminatory elements contribute to an atmosphere of institutional trust.

- [Aspects that constitute best practice examples](#)
 - The publication of topics and detailed criteria for each doctoral supervisor enhances transparency and helps prospective doctoral candidates prepare effectively for the admission process.
 - The use of clear enrollment regulations ensures accessibility and procedural traceability.
 - 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.
--------------------------	---

- [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 Program in Management is carried out in accordance with the principles of equity, equal opportunities, and social inclusion, in line with national regulations and UBB's institutional policy. The Doctoral School promotes an accessible and equitable admission framework, adapted to the needs of candidates from vulnerable groups, those facing 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 DSUD Management rigorously applies the admission methodology approved at UBB level, maintaining a standardized, verifiable, and well-documented process that upholds the principles of equity and equal opportunities. The allocation of places includes both state-funded and tuition-based positions, distributed according to institutional decisions, with specific allocations for candidates from priority categories (e.g., Romanians from abroad, Roma ethnicity), as well as support measures for candidates with disabilities or special educational needs (e.g., fee exemptions upon justified request). After admission, each doctoral student signs a Doctoral Studies Contract, which regulates their rights, obligations, and individual educational pathway.

- [Aspects that constitute best practice examples](#)
 - 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 provides a flexible framework for the completion of doctoral studies, in accordance with institutional regulations. The standard duration is four years, and study interruptions are permitted for periods of one year, upon the doctoral student's justified request. Re-enrollment and interruptions are regulated separately within the institutional rules. The status of doctoral student is maintained throughout the entire study period, including during mobility programs, except for periods of interruption. Extensions, interruptions, and other special situations are endorsed by CSUD and approved by the UBB 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 progress of doctoral students is monitored and documented by the specialized administrative service, reflecting their academic standing, advancement, and individual performance throughout the entire duration of the doctoral program. Monitoring includes both the recording of academic and scientific results and the evaluation of compliance with ethical norms and standards of university conduct.

- Aspects that constitute best practice examples
- Distinct and detailed regulation of interruptions and re-enrollments.
- 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.
--------------------------	---

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

EUTOPIA projects and initiatives aim to create integrated thematic networks in which professors, researchers, and students collaborate in knowledge-building activities, seeking to strengthen existing good practices in challenge-based learning and research by developing inter-university connections at the European level (Connected Communities (CCs)). Through the EUTOPIA Young Leaders Academy (YLA), UBB seeks to facilitate research exchanges among early-career and mid-career researchers from all EUTOPIA partner universities, supporting their career development. Members of the EUTOPIA YLA form a community of research leaders who share and promote European values and the vision of an interconnected academic environment.

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

Within the DSUD Management, internationalization is a consistently supported strategic direction, reflected in the involvement of academic staff in Erasmus+ mobilities, participation in international projects and conferences, as well as in academic collaborations established through institutional agreements. In addition, external members are invited to serve on advisory committees and on public defense committees for doctoral theses, strengthening the School's international academic integration.

- Aspects that constitute best practice examples
- Clearly defined institutional strategy for internationalization.
- Extensive network of Erasmus+ agreements and global partnerships.
- Active support for mobilities and research placements.
- Recommendations

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.
--------------------------	--

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

Research activities aim to align scientific topics with the fields of study and the needs of the socio-economic environment. The institutional research strategy promotes excellence, international visibility, interdisciplinarity, and the dissemination of results through publication in indexed journals (WoS, Scopus), participation in projects, and the attraction of external funding (Horizon Europe, PNCDI, etc.). UBB supports research by providing access to databases, digital resources, training for early-career researchers, and robust policies on ethics and academic integrity. Doctoral supervisors integrate into their work with doctoral students the conceptual models and methodologies developed within research projects, as well as recent findings published in relevant management journals.

- [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](#)

Academic staff and doctoral supervisors contribute to strengthening the research culture by providing direct support in the development of scientific articles, encouraging participation in conferences, and fostering the academic competencies of doctoral students. Between 2021 and 2026, members of the Management Doctoral School published 23 articles in Web of Science-indexed journals (SSCI and SCIE). Among the WoS-indexed publications, the quartile distribution is as follows: 13 articles in Q1 journals, 7 in Q2, 2 in Q3, and 1 in Q4, according to the Article Influence Score (AIS) indicator.

- [Aspects that constitute best practice examples](#)
- Alignment of institutional research with the doctoral program.
- Integration of recent research results into activities with doctoral students.
- Involvement of doctoral students in publications and research projects.
- [Recommendations](#)
- Dissemination of research results through publication in high-impact 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.
--------------------------	---

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

Research results are capitalized through scientific publications, technology transfer via consultancy centers and science parks, as well as through the development of new products and services. The outcomes of research activities are recorded in the UBB Academic/Scientific Activity Management application, which provides continuous insight into the number of publications (across all categories) and the level of national and international recognition of members of the academic community (awards, distinctions, membership in academies or professional societies, etc.). In 2021, following an extensive audit conducted by the Quacquarelli Symonds (QS) platform, UBB obtained the status of a five-star world-class university, a distinction reconfirmed in 2025 [reconfirmat și în anul 2025](#). The audit also relied on an evaluation of UBB's international visibility in the field of research.

- 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 through 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 DSUD 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.
- 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
--------------------------	--

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

Quality assurance and competitiveness within UBB are regulated through a series of internal decisions grounded in the directions outlined in the University's Quality Assurance Policy. In parallel, through the 2024–2029 Strategic Plan, the annual Operational Plans, and the Annual Quality Assurance Programs, Babeş-Bolyai University aims to continuously improve the quality of teaching, research, student relations, external engagement, and university management. At the end of each program cycle, the achievement of the established objectives is evaluated. The procedures developed by the Quality Center (CQ) and by any administrative unit of UBB comply with current legal regulations and are published in the Quality Manual, on the Qualitas Center website [site-ul Centrului Qualitas](#), or on the Administrative Council 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

Institutional quality-assurance mechanisms ensure continuous oversight and 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 structures and faculty-level units. At the faculty level, the FSEGA Quality Evaluation and Assurance Committee (Comisia CEAC FSEGA) develops quality-assurance programs (Program de asigurare a calitatii FSEGA 2024-2029) and evaluates their implementation (Evaluare program AC FSEGA). The quality-assurance system includes periodic evaluations of study programs, the use of student feedback, and the involvement of academic staff in optimizing the educational process. At the same time, the principles of university ethics and professional conduct are upheld, integrated into institutional regulations, and applied consistently. The development of curricula for each

study program complies with current legal provisions and follows the curriculum-design guidelines established at UBB and at FSEGA (FSEGA Curriculum Development Notice [Notificare FSEGA privind intocmirea planurilor de invatamant](#)).

- Aspects that constitute best practice examples
 - Functional quality committees ensuring integrated collaboration.
 - 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.
--------------------------	--

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

The professional activity of academic staff and researchers is evaluated by the leadership [de către conducere](#), as well as through peer review [evaluarea colegială](#), in accordance with dedicated operational procedures that define performance standards and measures for capitalizing on evaluation results. These procedures assess achievements in teaching, research, and civic engagement—activities carried out for the benefit of the institution and society—thus reflecting the extent to which the objectives set through the Institutional Development Plan ([PIC](#)) are met. The Quality Center (CQ) prepares annual summary reports on the outcomes of leadership evaluations and peer evaluations. The evaluation of teaching performance by doctoral students is conducted each semester, following specific procedures that also include measures for using the results to improve teaching. The questionnaires are accessible through the online application available on the [AcademicInfo](#) platform. CQ prepares annual reports based on these evaluations [rapoarte anuale](#).

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

The system is structured and integrated, ensuring the formalized collection of feedback, the inclusion of student and employer representatives in decision-making bodies, alignment of the program with labor-market requirements, the use of feedback for continuous improvement, and active partnerships with the professional 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 in governance and quality-assurance structures.
 - Use of feedback in the continuous improvement process.
 - Recommendations
- The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
---------------------------	--

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

The Code of Ethics and Professional Conduct [Codul de etică și deontologie profesională](#), updated in 2025, is grounded in the following core values: academic freedom, competence and professionalism, integrity, intellectual honesty, collegiality, loyalty, justice and fairness, non-discrimination and equal opportunities, and responsibility. Responsibility for complying with the provisions of the Code lies primarily with each member of the academic community, while the institution ensures and monitors its application through dedicated practices and mechanisms. The institutional body responsible for overseeing the implementation and observance of the Code is the UBB Ethics Committee—an independent structure in relation to both the Senate and the Rectorate. It operates in accordance with the provisions of the Higher Education Law 199/2023, Government Decision no. 305/2024 on the Framework Code of University Ethics and Professional Conduct, and the Framework Regulation of 30 September 2024 on the organization and functioning of university ethics committees, approved by Order no. 6.869/30 September 2024. The Committee functions based on its own Regulation on the Organization and Functioning of the UBB Ethics Committee. Its composition includes at least 25% student members.

- [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 DSUD level, ethical principles are promoted through adherence to the rules of academic conduct outlined in the UBB Student Rights and Obligations Code, as well as through their communication within the course Methodology and Research Ethics. The program coordinator supports the observance of ethical standards in teaching and assessment and collaborates with the faculty's ethics committee in situations requiring preventive measures or ethical counselling.

- [Aspects that constitute best practice examples](#)
- Autonomous ethics committee with direct reporting.
- Annual publication of reports and decisions.
- Mandatory anti-plagiarism screening 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.
--	---

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

The Curriculum Committee of the University Senate [Comisia pentru Curriculum a Senatului](#) is the specialized body responsible for the internal accreditation, regulation, and monitoring of doctoral study programs, in alignment with UBB's development strategy and with the requirements of national and international external accreditation bodies. This mandate is fulfilled primarily through the evaluation and approval of curricula for each specialization, ensuring compliance with current legal provisions, as well as through the verification of authorization and accreditation files submitted by doctoral schools. Depending on their quality, these files are endorsed for submission to external accreditation agencies. Each year, the doctoral schools develop or update their curricula in accordance with the objective needs related to the scientific progression of doctoral students. The curricula are validated by the Doctoral School Council (CȘD), approved by the Faculty Council, and subsequently endorsed by the University Council for Doctoral Studies (CSUD). Once approved, they are made publicly available so that prospective applicants have full access to relevant information. The courses included in the curricula

are also reflected in the individual doctoral study plan, which is prepared and signed by each doctoral student as an annex to the study contract.

- 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-assessment and external evaluation.

- Aspects that constitute best practice examples
- Comprehensive regulatory framework fully aligned with external standards.
- Internal consultation in developing 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.
--------------------------	---

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

The process of initiating, authorizing, accrediting, monitoring, and periodically evaluating doctoral fields/schools involves the following steps: (a) the files are prepared at the level of the doctoral school and endorsed by the Doctoral School Council; (b) they are submitted for endorsement to the Faculty Council to which the respective doctoral school belongs; (c) after obtaining the endorsement, the file is forwarded to the Institute of the Doctoral School for verification and for endorsement by the University Council for Doctoral Studies (CSUD); (d) following a positive endorsement from CSUD, the file is submitted to the UBB Administrative Council for further approval; (e) after receiving the endorsement of the Administrative Council, the file is submitted for approval to the University Senate, where it is reviewed by the Senate Curriculum Committee Comisia pentru Curriculum a Senatului prior to the final vote.

- 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

Within ŞDSEGA, the procedures for initiating, monitoring, and revising doctoral study programs are developed and updated at the level of the Doctoral School and of IOSUD-UBB, with the participation of members of the academic community. The ŞDSEGA community consists of doctoral supervisors, doctoral students, members of the guidance and academic integrity committee, the director and the council of the Doctoral School, administrative staff, the University Council for Doctoral Studies (CSUD), and the FSEGA Council. To these are added internal stakeholders (such as the Ethics Committee and the Quality Assurance Committee – CEAC), as well as external stakeholders (alumni, employers, economic and institutional partners, external experts in the field of management, ARACIS / CNATDCU).

- Aspects that constitute best practice examples
- Involvement of doctoral student representatives in decision-making structures.
- Periodic consultation of stakeholders (alumni, employers, experts) in the improvement process, ensuring the program's relevance and quality.
- Integration of feedback into the formal revision and updating cycle.

- Recommendations

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
---------------------------------	---

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

The evaluation of the professional activity of academic staff and researchers by the leadership, as well as peer evaluation, is carried out in accordance with the operational procedures adopted by the UBB Senate. These procedures establish performance standards and measures for capitalizing on evaluation results, and they assess achievements in teaching, research, and civic engagement—activities undertaken for the benefit of the institution and society—thus reflecting the extent to which the objectives set through the Institutional Development Plan (PIC) are met. The procedure for evaluating the professional activity of academic staff and researchers by the leadership, together with the peer-evaluation procedure, applies to all academic staff and researchers employed on permanent or fixed-term contracts, with the exception of associate teaching staff. Faculties may decide, through a Faculty Council resolution, that the operational procedure also applies to teaching staff and doctoral students who carry out teaching activities on an hourly-paid basis. Furthermore, in accordance with the procedure adopted in March 2024, an annual evaluation of the doctoral stage is conducted by UBB doctoral students [evaluarea stagiului doctoral, de către doctoranzii UBB](#).

- 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 the institutional level, conducted periodically and documented, and complemented by the annual feedback provided by doctoral students. It is centered on competence, teaching performance, research activity, and professional ethics, and it is applied consistently across all levels of study. The existing mechanisms enable continuous monitoring of quality and provide a solid basis for informed improvement decisions.

- Aspects that constitute best practice examples
 - Institution-wide unified methodology for the evaluation of academic staff.
 - Centralized analysis and institutional validation of the 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.
---------------------------------	---

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

The Center for the Management of Scientific Research, together with UBB academic staff and researchers, uses the UBB Academic/Scientific Activity Management application to record all outcomes of their professional activity. [AcademicInfo](#) supports the modelling of academic record-keeping processes and provides the following functionalities: integration at UBB level (selection of courses from the university-wide offer); extension of teaching activity types (bachelor's, master's, doctoral, continuing education modules, specific study plans); multilingual support; integration of faculty and economic-department fees; integration of student requests; course evaluation. The main functionalities of the AcademicInfo system include: (a) Electronic management of academic records (curricula, student data, grades); (b) Automatic generation of documents required by faculty secretariats; (c) Online grade entry by instructors; (d) Online access to academic information (courses, grades, etc.) for students and instructors; (e) Generation of analytical summaries relevant to the teaching process; (f) Student requests: submission and processing; (g)

Course evaluation. The AcademicInfo system includes the following main modules: (a) Admissions; [Admitere](#) (b) Academic Records; (c) Student and Instructor Access; (d) Fees; (e) Fees – Economic Department; (f) Teaching Performance Evaluation by Students; [Evaluare prestație didactică de către studenți](#); (g) Graduate Labour-Market Integration. [Insertia absolvenților pe piața 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

The data-collection systems are well structured and fully functional at both UBB and FSEGA levels, and the use of these data for quality enhancement is consistent. The integration of digital platforms (e.g., Moodle, AcademicInfo) contributes to the efficiency of data collection and access.

- Aspects that constitute best practice examples
- Use of integrated digital platforms for monitoring.
- Permanent CSUD access to institutional data.
- Decision-making grounded in periodic data analyses
- Recommendations

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

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

At UBB, public-interest information is disseminated through multiple channels: official statements by the spokesperson, press releases issued by the Directorate for Communication and Public Relations, press conferences, information boards displayed in university buildings, the University's website, social media accounts ([Facebook](#), [X](#), [LinkedIn](#), [Youtube](#), [Instagram](#), etc.), faculty websites, and admission brochures for bachelor's and master's programs. The Office of the Spokesperson is responsible for responding to all media inquiries and for preparing the University's official statements. FSEGA ensures access to information regarding its study programs by publishing them on the faculty website, providing direct access to all relevant details (FSEGA Educational Offer [Oferta Educationala FSEGA](#)).

- 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

ȘDSEGA provides public-interest information on both the University and Faculty web pages, including details regarding the leadership of ȘDSEGA and doctoral supervisors (areas of specialization, CVs, contact information), research topics, reports, and regulations. The website also offers concrete and comprehensive information on doctoral study programs: admission to doctoral studies; doctoral study programs; activities related to the implementation of the doctoral program; activity schedules; fees, scholarships, and facilities; information sessions; course and seminar timetables; research programs; various forms; legislation applicable to doctoral programs; information on publication and mobility opportunities for doctoral students; criteria for pre-defense and defense of doctoral theses; announcements regarding thesis defenses; and information on habilitation.

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

- Transparency regarding doctoral supervisors and research areas
 - Recommendations
- The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
--------------------------	---

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

Any person may obtain public-interest information concerning UBB by accessing the [INFOUBB](#) section on the University's website. At the level of FSEGA, public-interest information is available on the faculty's official [site](#). The page dedicated to the Doctoral School can be accessed at the link provided (https://econ.ubbcluj.ro/n2.php?id_c=106&id_m=3), and information regarding the FSEGA Students' Council is available under the sections dedicated to the Faculty Council and the Senate – students. [Consiliul Facultatii si Senat - studenti](#).

- 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 DSUD Management, an efficient communication of decisions addressed to both doctoral supervisors and doctoral students is evident, as also confirmed during the meetings held throughout the visit to the education provider's premises. Transparency is ensured through the systematic publication of decisions and resolutions, clear and formalized institutional communication, adherence to a unified regulatory framework, and the direct notification of the individuals concerned.

- Aspects that constitute best practice examples
- Publication of decisions with general applicability on a dedicated website.
- Balance between transparency and personal data protection.
- Recommendations
- Strict compliance with personal data-protection regulations.

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 the level of IOSUD-UBB. The doctoral field of Management was evaluated by ARACIS in 2021 and received the qualification of maintaining accreditation, 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

UBB has extensive 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 program

- Aspects that constitute best practice example
- Compliance with the legally established schedule for external evaluations.
- Timely submission of the intermediate evaluation report.

- Ongoing monitoring of compliance with accreditation standards.
- Alignment of external evaluation processes with internal quality assurance mechanisms.
- [Recommendations](#)
- Continuing improvement efforts based on feedback received from ARACIS and other evaluation bodies.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: Institutional capacity: A clearly defined organizational structure, transparent governance mechanisms and administrative procedures, as well as modern and accessible infrastructure. A strong academic reputation at both national and international levels, confirmed by the university's presence in international rankings, which enhances the attractiveness of the doctoral program. Educational effectiveness: Human resources with international visibility, doctoral supervisors with publications in indexed journals and participation in international projects. Academic staff with recognized expertise, who disseminate scientific results internationally; a curriculum aligned with international standards and the ECTS system; and opportunities for international academic mobility. Quality management: A functional quality management system based on transparent decision-making, clear regulations, and periodic evaluations. Continuous updating of the regulatory framework and alignment of internal procedures with ARACIS and CNATDCU standards, reflecting an institutional culture of quality.	INTERNAL FACTORS ↑	Weaknesses: Institutional capacity: The high volume of administrative documentation (regulations, procedures, reports, evaluations) requires a significant amount of time, to the detriment of research and mentoring activities. Educational effectiveness: Unequal access to research projects for doctoral students, depending on the team or doctoral supervisor. A relatively small number of international doctoral candidates compared to major European doctoral schools, which limits the degree of internationalization of the program. 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 — such as PNRR, Horizon Europe, UEFISCDI and Erasmus+ — alongside internationalization policies aimed at attracting students and academic staff from abroad, as well as the availability of platforms that incorporate artificial intelligence. The growing demand for advanced competencies in management, driven by digitalization, sustainability, and organizational	EXTERNAL FACTORS ↓	Threats: Institutional capacity: The globalization of education intensifies competition with foreign universities offering attractive doctoral programs, which may reduce the number of applicants. There is also increased competitiveness from European universities that provide more appealing scholarships and superior infrastructure. Educational effectiveness: The

transformation, further enhances the program's relevance. Educational effectiveness: Expanded access to electronic resources and international databases supports the quality of research and scientific publications. Continuous participation in international conferences and workshops, together with the digitalization of education and its transfer to online environments, facilitates the involvement of doctoral supervisors and doctoral students in prestigious international conferences and provides access to various academic and professional networks for the exchange of best practices and the formation of research clusters. Quality management: Ongoing alignment with ARACIS standards and CNATDCU standards, enhanced online visibility of research outputs, and active participation in international quality assurance networks such as EUA-CDE, EURAXESS, and ENQA		rise in international academic mobility may lead to the loss of valuable human resources—doctoral students and early-career researchers—if effective mechanisms for reintegration and retention are not developed. Additionally, the absence of national-level research projects dedicated to doctoral students limits opportunities for professional and scientific development. Quality management: External pressures related to academic ethics and research integrity pose risks; insufficiently rigorous verification of originality or inconsistent application of anti-plagiarism regulations may affect the institution's reputation and the credibility of the doctoral school.
---	--	--

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	Regular revision of regulations and procedures, in alignment with the dynamics of the academic environment and the requirements of ARACIS.
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Encouraging the recruitment of academic staff and doctoral supervisors with international experience, in order to enhance the diversity and competitiveness of the doctoral school.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Adopting an active strategy for recruiting and integrating new doctoral supervisors, with a focus on attracting young academic staff with high scientific potential and promoting academic excellence.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
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	
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	The expansion of preventive initiatives and training activities in academic ethics for doctoral students, through specialized workshops, applied sessions, and information campaigns tailored to their needs.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
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	Dissemination of research results through publication in high-impact 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.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	structure or person in the higher education institution.		
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	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Strict compliance with personal data-protection regulations.
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	Continuing improvement efforts based on feedback received from ARACIS and other evaluation bodies

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 program in Management is aligned with the dynamics of the economic and research environment, with employer expectations, and with international standards of excellence. In accordance with the UBB Charter and the university's strategic objectives, the program provides doctoral candidates with comprehensive training that combines in-depth study of economic theories, concepts, and methodologies with the development of competencies required for leading organizations in a global, digitalized, and continuously evolving context.

The program is distinguished by the high professional level of its doctoral supervisors, who are actively engaged in research activities and participate in international projects and conferences. They provide individualized guidance throughout the doctoral research process and contribute to the development of advanced competencies, facilitating the integration of doctoral candidates into the international academic community.

The structure of the program integrates advanced courses—many of which are delivered in English—research and dissemination activities, periodic evaluations, international mobility opportunities (Erasmus and other programs), and participation in scientific conferences, offering a complex, competitive, and student-centered academic experience. Access to up-to-date digital resources,

international databases, and modern methods of teaching and supervision supports a high-performance educational environment.

The doctoral program in Management distinguishes itself through its attractiveness at both national and international levels, drawing 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 the alignment of doctoral candidates' competencies with labor market requirements.

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.	The doctoral study program	Location	Form of education	Number of credits (ECTS)
1	Management	Cluj-Napoca	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.