



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

Higher Education Institution/Education Provider Organisation:	Babeş-Bolyai University, Cluj-Napoca Faculty of Economics and Business Administration
Doctoral School:	Marketing
Doctoral Domain:	Marketing
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.	Prof.univ.dr. Dobrin Cosmin	Expert evaluator	
2.	Prof.univ.dr. Turcan Rina	International Expert	
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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 2.06.2026 to 3.06.2026, for the periodic evaluation of the Marketing doctoral study domain at Babeş-Bolyai University Cluj-Napoca, Romania, Faculty of Economics and Business Administration.

- Description of the higher education institution;

Babeş-Bolyai University of Cluj-Napoca (UBB) is, in many respects, the largest and most comprehensive higher education institution in Romania. UBB's tradition dates to 1580, when Stephen Báthory, as King of Poland, Grand Duke of Lithuania, and Prince of Transylvania, issued the first founding document for the Jesuit Major College, to be located in the city of Cluj. In 1995, UBB reorganised its structure, introducing a multicultural educational model.

- General description of the doctoral study domain (evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

Presentation of FSEGA

The Doctoral School of Economic Sciences and Business Administration (SD SEGA) is part of the Faculty of Economics and Business Administration (FSEGA). It is the only component of the faculty that organises doctoral studies. The Faculty of Economics and Business Administration (FSEGA) of Babeş-Bolyai University (UBB) operates in accordance with Law no. 288 of 24 June 2004 regarding the organisation of university studies, as subsequently amended and supplemented, as well as National Education Law no. 1 of 5 January 2011, as subsequently amended and supplemented. FSEGA is accredited/authorized under Government Decision no. 916 of 11 August 2005 (HG_916-2005). The overall objective of FSEGA is to increase its contribution to achieving a high level of performance through the design of long-term development (strategy), the elaboration of measures to convert general options into actions (programs), and operational decisions. In this context, FSEGA's own strategic objectives, which give substance to its overall organisational objective, can be formulated as follows:

- training specialists in the economic field who are competitive on the national and international labour market;
- improving the instructional and educational process for students;
- promoting competitive scientific research in the field at national and international levels;
- achieving a continuous transfer of specialised knowledge to the community and the business environment.

Presentation of SD SEGA

Governance and Management Structure

At the doctoral school level, leadership is exercised by the SD SEGA Doctoral School Council, the primary decision-making body. The Council operates based on the principle of majority vote and meets frequently, depending on the academic and administrative needs of the doctoral school.

Following the elections held in September 2021 and validated by the Senate of Babeş-Bolyai University, as well as the subsequent elections of student representatives, the SD SEGA Council is currently composed of:

- Prof. Alexandru Todea, PhD, Director
- Prof. Cristian Dragoş, PhD, Member
- Prof. Gheorghe Cosmin Silaghi, PhD, Member



- Prof. Cosmin Iluț, PhD, Member, Duke University, USA
- Prof. Cristian Pop-Elecheș, PhD, Member, Columbia University, USA
- Andreea Maura Bobiceanu, PhD student, Student representative
- Mihai-Ioan Crișan, PhD student, Student representative

SD SEGA operates in accordance with the current national legislation, the regulations of Babeș-Bolyai University regarding doctoral studies, and its own Doctoral School Regulations, approved by the CSUD. The SD SEGA Regulations introduce additional quality criteria, beyond the national requirements, for the admission of doctoral supervisors, their evaluation, and the allocation of doctoral positions, with a strong emphasis on scientific performance and publications in internationally prestigious journals.

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 aim to:

- develop doctoral students' advanced research skills;
- increase the international visibility of scientific results;
- strengthen quality standards in the evaluation of doctoral supervisors and doctoral theses;
- integrate doctoral students into national and international academic networks and research projects.

General Description of the Doctoral Field of Study

All tenured professors of the doctoral field Marketing meet the CNATDCU minimum standards (OMECS [6129 of 2016](#), Annex 27 Economics and Business Administration) in force at the time of the evaluation, necessary and mandatory for obtaining the habilitation certificate, representing 100.00% of the doctoral supervisors in the field ([MA Alt habilitation sheet](#); Habilitation sheet [SA Cosma](#); [DC Dabija](#) habilitation sheet; [OI Moisesescu](#) qualification sheet; [CM Pop Qualification Sheet](#)). Each doctoral supervisor is supported in their work with each doctoral student by a steering committee consisting of three specialised professors in the doctoral thesis's research area.

Within the field of Marketing PhD, the following PhD supervisors have worked over time:

- Prof. Marius Dorel [POP](#), PhD. (retired from UBB in the academic year 2013-2014);
- Prof. Alexandru [CATANĂ](#), Ph.D. (deceased in December 2016);
- Prof. [Ioan Plăiaș](#), PhD, retired in 2016.

Between 2021 and 2025, **15 thesis defences took place within DSUD Marketing**, of which one in international co-supervision with France, respectively 3 defences of foreign doctoral students, and all of them were successful.

Between 2021 and 2025, [19 doctoral students were enrolled in DSUD Marketing](#), 18 of whom are Romanian citizens, and one from Republic of Moldova.

3 PhD students are also active in DSUD Marketing in February 2026 with an extension/grace between 2 and 4 years.

II. Methods used

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

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, SEGA Doctoral School Secretariat, workspaces for doctoral students, doctoral supervisors, and doctoral school leadership (129), as well as the BBU FSEGA canteen.

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 that function through adequate competences, responsibilities, processes, and implementation procedures, ensuring an effective management system.

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

The structure ([Structura](#)) and organisation of Babeş-Bolyai University ([organizarea UBB](#)) are regulated in accordance with the legal provisions in force. They are set out in the UBB Charter ([Carta UBB](#)). The UBB Internal Regulation ([Regulamentul de ordine interioară al UBB](#)) establishes the general provisions regarding staff conduct and work organisation, in compliance with the applicable legal framework. Election to leadership structures and positions is carried out in accordance with the regulations set out in the General Regulation on Elections to Leadership Structures and Positions within Babeş-Bolyai University ([Regulamentul general privind alegerea în structurile şi funcţiile de conducere din Universitatea Babeş-Bolyai](#)), adopted in 2024.

Analysis of the state of facts, in relation to 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

Given the need to organise administrative activity at faculty level as efficiently as possible, a series of functional structures have been established and operate within FSEGA, subordinated to the executive leadership, in accordance with the FSEGA Regulation on Organisation and Functioning ([Regulament de organizare si functionare FSEGA](#)), as follows:

- The Office for Admission and Educational Offer, whose main role is to support the admission process for bachelor's and master's studies and to promote the faculty's educational offer;
- The Office for International Relations, whose main role is the administrative management of student and academic staff mobility, of programs carried out in partnership with external universities and institutions, as well as the support of activities for visiting professors;
- The Office for Public Relations and Institutional Retrospective, whose main role is to support and manage activities related to events, institutional image, communication, and the historical development of the faculty;
- The Office for Executive Education Development, whose role is to manage partnerships with the business environment and to create study programs and educational modules in collaboration with it, to respond to the need for specialised training of employees in the national economic environment;
- The Office for International Accreditations and Rankings, whose main role is to manage activities related to international evaluations, accreditations, and certifications, as well as specific reporting and monitoring of the faculty's presence in international rankings and classifications;
- The Office for Information Technology Services, whose main role is to ensure the support necessary for the digitalisation of administrative and academic processes at faculty level;
- The Alumni Office, whose main role is to develop and support partnerships with the faculty's graduates;
- The Office for Physical Education, whose main role is to support sports activities;
- The Institutional Development Support Office, whose role is to support operational activities and institutional development initiatives;

–The Office for Distance and Part-Time Education, whose role is to organise activities specific to distance learning and part-time study programs at faculty level.

At the same time, within the faculty, there have also been established and operate a Quality Evaluation and Assurance Commission (CEAC FSEGA) ([Comisia CEAC FSEGA](#)), a Commission for Research and Academic Competitions, and a Career Guidance and Professional Counselling Centre ([COCP FSEGA](#)).

Aspects that constitute best practice examples

- Continuous monitoring of the regulatory framework and ongoing updating of specific documents.
- Maintaining an organisational culture focused on compliance and quality.
- Continuous development of information management systems.
- [Recommendations](#)

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1

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

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

At the level of Babeş-Bolyai University, the process of adopting and/or revising methodologies, regulations, and implementation procedures is carried out in accordance with the UBB Charter ([Carta UBB](#)) and in compliance with the legal provisions in force, with members of the academic community and other third parties being consulted whenever such processes take place (UBB Charter, Chapter 4.2.3. Principles of Organization and Functioning). UBB regulations, procedures, and methodologies are developed in collaboration with the UBB community, the university having established advisory councils for various fields (e.g., the Didactic Council, etc.) ([Consiliul Didactic](#)).

- [Analysis of the state of facts, in relation to 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 contributes to the development of policies and procedures that respond to the needs of the academic community and of the socio-economic environment. Doctoral student representatives within the SD SEGA Council actively participate in the decision-making process, and the consultation of doctoral supervisors ensures a diversity of perspectives in the drafting of the SD SEGA Regulation and of the various procedures adopted. The use of feedback questionnaires for doctoral students and graduates is an effective instrument for adjusting the training program offered by SD SEGA. Collaboration with the economic environment and with other foreign universities enables the integration of employers' requirements into the professional training of doctoral students.

- [Aspects that constitute best practice examples](#)
- Strengthening consultation mechanisms with external stakeholders (alumni, employers, local communities).
- Increasing the level of active participation of doctoral students through training and motivational initiatives.
- Expanding the use of community feedback data to substantiate strategic decision-making.
- [Recommendations](#)
- Expanding collaboration with the stakeholders.

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

- Periodic review of regulations based on consultation.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At present, Babeş–Bolyai University administers over 100 buildings. More than 85 of these are allocated as educational facilities, with a total built-up area of approximately 210,000 square meters, of which 74,556.62 square meters represent teaching space. Within these educational facilities, there are 54 amphitheatres (11,619.43 sq. m), 173 lecture halls (15,487.09 sq. m), 402 seminar rooms (16,884.72 sq. m), 601 laboratories (22,626.30 sq. m), and 124 reading rooms (7,939.08 sq. m). In addition to the facilities located in Cluj-Napoca, the university benefits from an extensive academic network ([o rețea academică vastă](#)) comprising university centres and extensions, academic and research centres, as well as student practice facilities located in 23 localities across 14 counties.

- Analysis of the state of facts, in relation to 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

Teaching activities at FSEGA in Cluj-Napoca are carried out in a building owned by UBB, comprising 27 lecture halls, 33 seminar rooms, 25 laboratories, and 3 reading rooms, totalling 4,406 seats and 6,780.2 sq. m ([FSEGA Tur virtual](#) FSEGA Virtual Tour). The equipment of the educational spaces (lecture halls, seminar rooms, laboratories) of FSEGA in Cluj-Napoca is aligned with the mission and objectives of all the faculty's study programs, as well as with the specific characteristics of all disciplines included in their curricula, allowing for the implementation of innovative and creative teaching methods centred on students' needs ([Situatia spatiilor si a dotarilor FSEGA](#) Situation of FSEGA Facilities and Equipment). The equipment of FSEGA's scientific research facilities is aligned with the mission and objectives of all research fields within the faculty. In this regard, given their number and capacity, the faculty's laboratories serve a mixed purpose, with the equipment and software packages available within them used for both teaching and scientific research.

- Recommendations

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

The movable and immovable assets of UBB are managed through the General Administrative Directorate ([DGA UBB](#)), which coordinates technical, administrative, patrimonial, maintenance, payroll, and financial-accounting activities. Maintenance and development activities are planned annually through investment

programs. University facilities are maintained in good technical condition and comply with hygiene, safety, and comfort requirements.

- Analysis of the state of facts, in relation to 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 adopts a sustainable, strategic policy for managing material resources. The General Administrative Directorate (DGA) 's operations are efficiently structured, and financial reports indicate sustainable budget management. Annual investment plans align with institutional needs, reflecting a proactive approach to infrastructure maintenance and expansion. Rehabilitation works are also oriented toward increasing energy efficiency and accessibility.

- Aspects that constitute best practice examples
- Increase the efficiency of material base management,
- Implementation of digital resource management solutions is recommended,
- enabling the optimisation of resource allocation and utilisation.
- Recommendations

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

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

Human resources represent a major institutional priority. Through the UBB Human Resources Strategy ([Strategia de Resurse Umane UBB](#)) adopted by Senate Decision (HS) no. 449/15.01.2018, UBB aims to support good practices within a unified personnel policy. Furthermore, through Senate Decision (HS) no. 105/14.09.2021, a set of measures applicable to UBB employees was adopted to ensure their mental well-being ([set de măsuri aplicabile angajaților UBB în vederea asigurării bunăstării mintale a acestora](#)). In the context of the current European situation, through Administrative Council Decision (HCA) no. 1.952/28.02.2022, the procedure regarding the co-option/invitation of academic staff from areas prone to conflicts or at risk with respect to academic freedom ([procedura privind cooptarea/invitarea unor cadre academice din zone predispuse conflictelor/cu risc pentru libertatea academice](#)) was approved.

- Analysis of the state of facts, in relation to 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 benefits from a functional system that supports professional development and is integrated into its institutional policies. Individual career development plans ensure coherence between personal objectives and the university's strategic goals. Through internal competitions and offered grants, UBB actively stimulates academic performance. Participation in international projects and in alliances such as GUILD and EUTOPIA contributes to professional development and to the internationalisation of human resources.

In the academic year 2025-2026, 5 (five) [PhD supervisors work in the field of](#) Marketing PhD, all of whom are tenured professors in the field of marketing (4 in the SEGA [SDS](#) and one in [the CRPP](#) SD). They coordinate 19 doctoral students (16 in internship).

The schedule of doctoral students coordinated by the DSUD Marketing doctoral supervisors between 2021 and 2025 is as follows. In no academic year has the maximum number of 8 doctoral students coordinated simultaneously been exceeded, and all the legal regulations had been followed.

The doctoral supervisors of DSUD-Marketing meet the minimum CNATDCU standards in force at the time of the evaluation, necessary and mandatory for obtaining the habilitation certificate, and all of the supervisors are meeting the criterias need for supervising.

- [Aspects that constitute best practice examples](#)
- The qualifications and experience of the teaching staff who teach the subjects in the training programme and of the doctoral supervisors ensure a high standard of teaching and research, contributing to the recognition of the value of the doctoral school and the full integration of doctoral students into the international scientific community.
- Compliance with ARACIS standards regarding the ratio of doctoral students to doctoral supervisors, which contributes to a high level of performance among doctoral students.
- [Recommendations](#)
- Attracting teaching staff with international experience to the training process and/or doctoral supervisors to increase the diversity and competitiveness of the DS Marketing.
- Attracting new doctoral supervisors to DS Marketing, with particular emphasis on those with international experience.
- Expanding and diversifying international mobility opportunities for doctoral supervisors and concluding new cooperation agreements with foreign universities.
- Increasing, if possible, the number of joint supervisions

[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, and implicitly of doctoral supervisors, the Individual Career/Academic Development Plan ([Planul individual de carieră/dezvoltare academică \(PIC\)](#)) was adopted in 2020 as an instrument that records the individual's personal option/career project and measures the level of commitment assumed by academic staff in their academic activity.

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

The human resources at SD SEGA are adequate for conducting teaching and research activities, and the recruitment and selection process complies with the principles of transparency and meritocracy. Academic staff are well qualified and actively involved in research and continuous professional development, which helps maintain a high standard of the educational process. The faculty provides opportunities for professional advancement through specialised training courses and projects funded at national and international levels. In this regard, collaboration with various research institutions and partner universities supports the academic career development of staff members.

- [Aspects that constitute best practice examples](#)
- To maintain and enhance the quality of human resources involved in the doctoral university study program, SD SEGA will implement systematic measures aimed at strengthening the continuous professional development of doctoral supervisors and members of guidance committees
- Access for academic staff to international research resources, scientific databases, academic networks, mobility programs, and institutional partnerships will be facilitated.
- [Recommendations](#)

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

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

Career advancement is regulated both for academic staff, through the Methodology on the Organization and Conduct of Promotion Examinations in the Academic Career at Babeș–Bolyai University ([Metodologia privind organizarea și desfășurarea examenului de promovare în cariera didactică la Universitatea Babeș–Bolyai](#)), and for auxiliary teaching and administrative staff, through the System Procedure on the Organization and Conduct of Promotion Examinations for Auxiliary Teaching and Administrative Positions ([Procedura de sistem privind organizarea și desfășurarea examenelor de promovare în funcții didactice auxiliare și administrative](#)).

Habilitation – Obtaining the Habilitation Certificate or the Recognition of the Status of Doctoral Supervisor

UBB organises habilitation procedures in 32 doctoral fields ([domenii de doctorat](#)) within 32 doctoral schools ([scoli doctorale](#)). ISD UBB publishes on its official website ([pe site-ul web](#)) all relevant information regarding the conduct of habilitation procedures (template documents, files under evaluation, public defences of habilitation theses - [documente template](#), [dosare aflate în evaluare](#), [susținerea tezelor de abilitare](#)). Habilitation application files are submitted to the Institute of Doctoral Studies, located on the first floor of the Echinox Building, Universității Street no. 7–9, office 26. Additional information may be obtained at the email address abilitari.isd@ubbcluj.ro.

Co-option into a Doctoral School

The co-option 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 Babeș–Bolyai University regarding the public defence of habilitation theses and the co-option of doctoral supervisors ([Regulamentul Universității Babeș-Bolyai privind susținerea publică a tezelor de abilitare și cooptarea conducătorilor de doctorat](#)), published on the website of the Institute of Doctoral Studies.

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

The analysis of the implementation of recruitment procedures for doctoral supervisors within the Doctoral School of Economic Sciences and Business Administration indicates that these procedures not only fully comply with national and institutional legal provisions but also establish qualitative standards significantly higher than the minimum requirements imposed at the national level. Through the rigour of its criteria and the stringency of its evaluation process, SD SEGA positions itself as one of the most selective doctoral schools in the field of economic sciences in Romania in recruiting doctoral supervisors.

Aspects that constitute best practice examples

- The procedures for filling positions and affiliating doctoral supervisors comply with the legislation in force, ensuring fairness and non-discrimination.
- The Doctoral School of Economic Sciences and Business Administration will maintain and further refine the existing procedural framework, preserving its high selection standards and firm orientation toward scientific excellence.
- Recommendations
- Attracting foreign specialist to diversify the educational process



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 services provided to members of its community and to third parties.

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

Established in 2012 through the reorganisation of the Department of Informatisation and the Communications Centre, the Directorate for Information and Communications Technology ([Directia Tehnologiei Informatiei si Comunicatiilor](#)) is the UBB entity that provides IT&C services to all users within the faculties and the administrative and research units of Babeş-Bolyai University. At the same time, DTIC UBB collaborates with similar departments at other academic institutions and with the IT&C business environment to continuously improve the IT&C services provided within the University and by the University to the public and private communities. DTIC implements the UBB Digital Transformation Strategy ([Strategia de Transformare Digitală UBB](#)), developing specific services for employees - [angajați](#) (14 dedicated 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 for students - [studenți](#) (12 dedicated services: [Cerere decont abonament CTP](#), [Email](#), [Microsoft Teams](#), [Finalizare studii](#), [Înscrieri burse](#), [Admitere Online](#), [Solicitări doctoranzi](#), [Fișă lichidare doctoranzi](#), [AcademicInfo](#), [Evaluare Institutul STAR-UBB](#), [Cloud UBB](#), [EduRoam](#)) so that, in accordance with the strategy, the majority of academic and administrative processes are already digitalized.

- Analysis of the state of facts, in relation to 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 implemented a coherent digital architecture oriented toward administrative efficiency, transparency, and accessibility for all members of the university community. The use of integrated platforms and mobile applications helps reduce bureaucracy, increase the autonomy of students and academic staff, and optimise educational services. Digital transformation aligns with European standards for digital education and university governance. Easy access to data, the centralisation of information, and integration with library, research, and administrative services enhance institutional quality and support internationalisation.

- Aspects that constitute best practice examples
- develop new digital modules that enable the personalisation of students' educational experience and support academic and administrative decision-making.
- expand the use of artificial intelligence and data analytics to enhance the capacity to monitor academic performance and to identify students' needs in real time.
- 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.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UBB offers a complex educational structure through its academic programs, which include 268 bachelor's programs, 254 master's programs, and 31 doctoral schools, available in several languages (Romanian, Hungarian, German, English, French, etc.). The doctoral study program at FSEGA is carried out through the SEGA doctoral school. It is structured around a well-defined curriculum, oriented towards achieving the expected learning outcomes, and in accordance with the European Transferable Credit System (ECTS) and [UBB student regulations](#). The curricula are developed annually and cover fundamental, specialised and complementary areas. Each subject has a standardised worksheet ([Model FD](#)) developed in a dedicated platform, which includes the objectives, competences, assessment methods and estimated workload.

The [FSEGA Discipline Sheets](#) clearly describe the training objectives and expected learning outcomes that PhD students must achieve. The timetable [of the doctoral school's courses](#) enables the normal development of the educational process, in accordance with the law and the structure of the academic year, as can be seen on the [FSEGA page on the structure of the academic year](#). Thus, according to the FSEGA procedure for developing the timetable, as set out in the FSEGA Decision on the organisation of the timetable, it is organised to optimise the activities of the teaching staff and, respectively, those of the students, the latter having priority.

- Analysis of the state of facts, in relation to 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 Marketing program is developed and structured around the expected learning outcomes defined at level 8 of the CNC/EQF ([OME 3020/2024](#)). It is organised based on transferable study credits (ECTS). The study program includes a training program based on advanced university studies (30 ECTS) and an individual scientific research program, reflected in [the curriculum](#) and, respectively, in [the analytical programs](#). It coherently integrates learning, teaching, research, and assessment activities that lead to a university qualification. [The discipline sheets](#) contain the specific objectives (expected results) and the skills intended to be developed in doctoral students through the taught content, the designed applications, and the knowledge assessment system. The structure of the curriculum is regularly reviewed and updated by IOSUD and the SEGA SDS, in consultation with stakeholders, to maintain academic relevance and consistency among content, learning outcomes, and qualifications.

Aspects that constitute best practice examples

- Correlation of curricular documents with the National and European Qualifications Framework.
- Intensifying international collaborations is recommended, so that doctoral candidates may benefit from academic mobility, access to advanced research infrastructures and participation in interdisciplinary projects carried out in partnership with prestigious universities and institutes.
- Recommendations

* 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.

- Regularly updating the curriculum, in collaboration with teaching staff/doctoral supervisors, doctoral students, and socio-economic partners, to incorporate new research directions and trends in management.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The expected learning outcomes are correlated with the competencies required by the corresponding occupations, in accordance with national and European policies. The declared objectives and expected outcomes for students enrolled in this study program are explicitly expressed in the definition of the competencies acquired upon completion of the bachelor's program. These competencies are included in the Diploma Supplement (Annex 4) and are publicly available through the National Register of Qualifications in Higher Education [Registrul Național al Calificărilor din Învățământul Superior](#), in accordance with the qualification level (Level 6 EQF/NQF).

- Analysis of the state of facts, in relation to 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 internal evaluations of the curriculum, carried out by the [UBB Curriculum Commission](#), ensure consistency between subject content and the qualification's classification level. Integrating learning outcomes into subject sheets is an important step toward ensuring consistency between the curriculum and the qualification, making it easier to monitor students' progress and verify the acquisition of the necessary skills. Through this approach, the study program at FSEGA is aligned with the National Qualifications Framework, providing clearly structured, nationally and internationally recognised training. A notable aspect is that the SEGA doctoral program is already aligned with European occupational standards, which facilitates the professional recognition of acquired competencies and supports graduates' integration into research fields and the socio-economic environment.

- Aspects that constitute best practice examples
- ensure full alignment between doctoral-level learning outcomes and the competencies defined by ESCO; the process of updating study program data in RNECIS will continue, so that all programs within the SEGA Doctoral School are rigorously aligned with the European competence framework.
- strengthening partnerships with the business environment, regulatory institutions and relevant professional organisations
- 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 student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

UBB has assumed, as a major objective, the task of ensuring excellence in education and training, a process that, in the context of new requirements for defining higher education institutions, requires a permanent focus on the student as the beneficiary of university training programs. Students are represented in consultative councils at all levels of organisation (faculty/extension/university, etc.).

Student-centredness in teaching activities is ensured at UBB through the practical implementation of the following concrete imperatives: ensuring transparency in the instructional and training process; designing teaching activities based on students' learning and development needs and interests; ensuring active student participation in the deepening and construction of knowledge; diversifying and differentiating forms of academic assessment.

- [Analysis of the state of facts, in relation to 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, the principles of student-centred learning are coherently integrated into advanced training activities through interactive methods that foster doctoral candidates' academic autonomy and the development of critical thinking. The educational process is supported by FSEGA and UBB digital infrastructure, including Moodle and SIS platforms, which facilitate access to scientific resources, research tools and continuous feedback mechanisms. The use of modern technologies, such as smart displays and digital resources provided by CIPI, helps create a flexible learning environment tailored to the individual needs of doctoral candidates and the specific nature of advanced research.

- [Aspects that constitute best practice examples](#)
- continuous training of academic staff in the use of student-centred teaching methods adapted to the specific nature of doctoral education, where autonomy and advanced research play an essential role
- Strengthening the digital competencies of supervisors and doctoral lecturers to facilitate the integration of modern tools for analysis, collaboration and assessment, useful in managing doctoral research projects.
- [Recommendations](#)

The indicator is: fulfilled.

Indicator I.P.B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The Centre for International Cooperation (CCI) is the structure within UBB that supports the internationalisation process. Internationalisation at UBB is pursued systematically and coherently, in accordance with the Babeş-Bolyai University Internationalisation Strategy 2025–2029, adopted by the UBB Senate in January 2025. This continues the 2015–2020 UBB Internationalisation Strategy, as our university was among the first in Romania to initiate such internationalisation efforts. Continuing to expand its internationalisation efforts, UBB joined the EUTOPIA European University Alliance in November 2021, a network of prestigious European universities aiming to redefine the future of European higher education.

- [Analysis of the state of facts, in relation to 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, doctoral candidates' academic mobility is supported by a solid institutional infrastructure coordinated by the International Cooperation Centre (CCI), facilitating both physical and virtual mobility. Transparent and efficient recognition of credits obtained abroad, including through Blended Intensive Programmes (BIP) or international summer schools, is carried out in accordance with UBB operational procedures, ensuring coherence of the doctoral pathway.

- [Aspects that constitute best practice examples](#)
- expanding the network of partner universities, so that doctoral candidates have access to mobility opportunities in increasingly diverse and interdisciplinary research areas
- Development and consolidation of hybrid mobility programs – combining physical and virtual components – will facilitate the participation of a larger number of doctoral candidates in international academic activities, reducing logistical barriers
- [Recommendations](#)
- Enhancing the visibility of opportunities by regularly sending summary calls to all doctoral students; monitoring participation to increase the rate of access to mobility opportunities.

[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, aligned with their potential and aspirations, while taking into account the diversity of learning styles and abilities.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

UBB and FSEGA promote access to their programmes for students from various disadvantaged groups, thereby supporting their academic and social integration. To ensure equal opportunities for all students and staff, the university has implemented inclusive institutional policies, updating and supplementing two essential guidelines: the UBB Gender Equality Guideline and the Guideline for Combating Discrimination. The latter, in its new version, includes three addenda: the Code of Conduct Against Antisemitism, the Guide on Preventing and Combating Sexual Harassment and Moral Harassment in the Workplace, and the Code of Conduct for Preventing and Sanctioning Xenophobia, Radicalisation, and Hate Speech.

- [Analysis of the state of facts, in relation to 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 developed a robust institutional ecosystem supporting educational equity, and these directions are reflected in activities dedicated to SEGA doctoral candidates, who benefit from inclusive policies and an academic framework adapted to their professional and cultural diversity. In line with institutional policies on equal opportunities, anti-discrimination, and the promotion of a multicultural environment, the doctoral program integrates advanced support instruments, including digital resources, academic counselling, and access to up-to-date ethical conduct guidelines. Doctoral candidates are supported through mentoring mechanisms and continuous dialogue with supervisors and program coordinators to facilitate academic integration and research progress.

[Aspects that constitute best practice examples](#)

- Expand prevention and training initiatives in academic ethics dedicated to doctoral candidates through specialised workshops, applied sessions and information campaigns tailored to their needs.
- Apply a mentoring program through the active involvement of supervisors and ethics experts, ensuring an inclusive framework aligned with the principles of educational equity
- Support in applying academic ethics standards to facilitate the responsible and integrated development of the doctoral pathway.



- Recommendations

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The indicator is: fulfilled.

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Centre for Students with Disabilities (CSD) has played a key role in identifying effective solutions for evaluating students with disabilities under optimal conditions and in addressing accessibility issues. The CSD has regularly provided faculty members with recommendations for adapting study materials to the needs of students with disabilities. These efforts have been supported by institutional development funds, through the project CNFIS-FDI-2024-F-0292, implemented in 2024.

- Analysis of the state of facts, in relation to 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 infrastructure and learning resources available within UBB and FSEGA meet the requirements of doctoral-level education, ensuring access to up-to-date scientific literature and advanced research tools. Institutional subscriptions to international databases represent a major strength, supporting the publication of research in internationally recognised journals. The integration of digital platforms into the doctoral educational process enhances accessibility and efficiency, allowing doctoral candidates to manage academic resources flexibly and independently. However, the continuous updating of software licences, the expansion of access to specialised databases, and the modernisation of digital research tools remain constant priorities for maintaining competitiveness at the international level.

- Aspects that constitute best practice examples
- Ensuring continuous digital access to scientific resources.
- Organising regular training sessions on how to use databases.
- Expand its support services for PhD students with special educational needs, including through the development of accessible infrastructure and digital resources tailored to advanced research.
- 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 support understanding of students' and teachers' expectations regarding the content of the subject matter in the curriculum.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Teaching evaluation at UBB is continuously evolving, given the diversity of the student body and the focus on recognising and addressing individual and group particularities. Course instructors announce in advance, through the course descriptions, the evaluation methods, tasks, and criteria to be used. Written examinations are preceded by partial exams and ongoing formative assessments, with the weight of each evaluation method in calculating the final grade clearly specified. Expected learning outcomes are communicated to students in terms of their relevance to personal development, acknowledging valuable contributions and explaining why a performance is recognised, thereby fostering motivation to learn.

- [Analysis of the state of facts, in relation to 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](#)

SEGA ensures clear coherence among the objectives of doctoral programs, the content of advanced disciplines, and learning outcomes, providing doctoral students with full transparency regarding academic expectations. PhD students are informed in advance about the evaluation criteria, methods and tasks, which facilitates effective planning of research and training activities. Teachers and coordinators use these benchmarks to design formative and summative assessments, ensuring their relevance to the development of research skills. At the doctoral level, the results are tailored to the specifics of the field and aligned with the current requirements of the academic environment and the labour market.

[Aspects that constitute best practice examples](#)

- Direct alignment between learning outcomes, course content, and assessment methods.
- Transparent communication to doctoral students at the beginning of each academic year and clear definition of the targeted objectives.
- Annual review of learning outcomes based on feedback and developments in the field.
- [Recommendations](#)
- Enhancing formative assessment using interactive digital tools.

[The indicator is: fulfilled.](#)

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The verification of learning outcomes is carried out through continuous assessment during the semester and summative assessment at the end of each semester. These activities are organised in accordance with the Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System (ECTS). Summative assessment at the end of a study cycle is conducted in accordance with the Regulation for Organising and Conducting the Final Examination for Short-Cycle, Bachelor's, and Master's Studies and consists of two components: Component 1 – assessment of fundamental and specialised knowledge; Component 2 – presentation and defence of the diploma project. At the doctoral level, several regulations and methodologies are relevant: the Methodology for organising and conducting the evaluation of students' competencies at UBB; the Methodology for conducting teaching activities in a mixed or online system; the UBB Regulation for conducting doctoral studies; and the SD SEGA Regulation for organising and conducting doctoral studies.

- [Analysis of the state of facts, in relation to 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 process is coherently structured, combining continuous assessment throughout the semester with summative assessment at the end, in accordance with institutional regulations and the European Credit Transfer System (ECTS). This approach allows for monitoring student progress and systematic verification of the achievement of learning outcomes established by the curricula.

The evaluation along the way includes exams, colloquia, applied activities, and evaluations conducted by the Guidance [and Academic Integrity Commission](#), with the role of monitoring the progress of doctoral students and verifying the phased achievement of the learning outcomes related to the disciplines in the curriculum. The evaluation methods are adapted to level 8 of the qualification and aim to develop the skills of research, critical analysis, synthesis, ethics, and academic autonomy. The final evaluation consists of an analysis of the doctoral thesis by the members of the Guidance and Academic Integrity Commission, followed by the public defence, in accordance with art. 22 para. (6) of [OME no. 3020/2024](#), representing the integrated verification of the learning outcomes and the original scientific contribution of the doctoral student.

Aspects that constitute best practice examples

- diversify the continuous assessment methods within the FSEGA doctoral programs, so that they more clearly highlight progress in research and the development of individual scientific skills
- periodically update the regulations and procedures for doctoral evaluation, in line with international academic standards and the dynamics of economic fields.

• Recommendations

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The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1

The organisational component applies the admission procedures.

- 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 no. 199/2023](#), admission to the doctoral cycle of studies is based on a selection competition. In accordance with institutional autonomy, the university annually drafts and updates the Admission Methodology for Doctoral Studies and the Regulation on the Organisation and Operation of Doctoral Studies, both of which enter into force upon adoption by the University Senate. Admission to doctoral university studies is based on a selection competition organised by Babeş-Bolyai University, through the Institute for Doctoral Studies, in accordance with the admission methodology for doctoral studies. Each faculty operates the framework regulation through a specific regulation that establishes its own selection and ranking criteria, admission exams, calendar, and registration conditions.

- Analysis of the state of facts, in relation to 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 at SEGA is conducted in accordance with the provisions of the Higher Education Law no. 199/2023 and the [institutional methodology](#) developed annually by Babeş-Bolyai University, ensuring a transparent and predictable framework for candidates. The organisation of the competition through the Institute of Doctoral Studies, in conjunction with the faculty's specific regulations, allows the selection criteria to be adapted to the particularities of the economic fields and to current academic standards. The structure [of the admission tests](#), which combines the specialised written exam with the oral presentation of a research project, highlights both the level of theoretical knowledge and the candidates' potential for scientific development.

Aspects that constitute best practice examples

- Annual and early publication of research topics, available positions, and the admission schedule.
- Use of a digital platform for application submission and admission management.

- Two-stage evaluation process (language proficiency + scientific assessment).
- [Recommendations](#)
- Implement ongoing initiatives to engage potential foreign doctoral candidates in research activities, supporting the recruitment and selection of individuals with high research potential.

[The indicator is: fulfilled.](#)

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

Admission to doctoral study programmes is conducted in compliance with Law no. 199/2023, in accordance with the principles of equity and equal opportunity. At Babeş-Bolyai University (UBB), the following are not considered selection criteria for admission: age, sex, ethnicity, mother tongue, religion, race, political affiliation, membership in legally established organisations (whose activities do not violate Romanian laws), or chronic illnesses that do not pose a risk to the community.

- [Analysis of the state of facts, in relation to 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 demonstrates a consistent institutional commitment to upholding equity in admissions by allocating special places, adapting competition conditions, and actively promoting inclusion. At the SEGA level, the direct involvement of the managers and the adaptability of the administrative process contribute to increasing access and facilitating the academic integration of vulnerable candidates.

- [Aspects that constitute best practice examples](#)
- Fully online management of application submission and communication of results.
- Dedicated allocations for priority categories.
- Support measures for candidates with special requirements.
- [Recommendations](#)
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[The indicator is: fulfilled.](#)

Standard S.B.7.2. Academic journey of students	
The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

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

Students' academic activity is organised in accordance with the Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System (ECTS), as well as the Code of Students' Rights and Responsibilities. At UBB, students are considered strategic partners and equals of the University in all areas of its activity and interest. They are members of the university community, enjoying rights and responsibilities in accordance with the principles set out in Article 4 of the Higher Education Law No. 199/2023, as amended and supplemented.

- [Analysis of the state of facts, in relation to 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 professional activities of students and doctoral students are regulated by the institutional regulatory framework, based on the European Credit Transfer System (ECTS) and the Code of Student Rights and

Obligations, which enshrines their status as equal partners of the university in academic life. Student representation is ensured through the Student Council, the only official representation body at the University level, which operates in accordance with legal regulations and the University Charter. Doctoral students are encouraged to get involved in student organisations and benefit from institutional support through grants and initiatives dedicated to the development of the academic community. The participation of doctoral students in the SEGA Doctoral School Council strengthens participatory governance, contributing to increasing decision-making transparency and adapting educational policies to the real needs of the doctoral community.

- Aspects that constitute best practice examples
- Distinct and detailed regulation of interruptions and re-enrollment.
- Controlled flexibility regarding the duration of studies.
- Annual monitoring of individual situations.
- Recommendations
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The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The EUTOPIA initiatives aim to create integrated thematic networks in which professors, researchers, and students collaborate in knowledge-based activities. These seek to consolidate best practices in challenge-based learning and research through inter-university connections at the European level (Connected Communities – CCs). Through the EUTOPIA Young Leaders Academy (YLA), UBB facilitates research exchange among early- and mid-career researchers from all EUTOPIA partner universities, supporting their career development. YLA members form a research community that shares and promotes European values and the vision of an interconnected academic environment.

The DISCOVER – Researcher's Experiences at EUTOPIA Innovation Challenges for Researchers programme aims to transform universities into agents of societal change by encouraging international and regional collaboration with public and private stakeholders and leveraging creative environments to stimulate interdisciplinary and multidisciplinary approaches to current challenges.

- Analysis of the state of facts, in relation to 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 extensive internationalisation of UBB is directly reflected in the academic careers of the doctoral students of the SEGA Doctoral School, who benefit from access to extensive international cooperation networks, European projects, and academic partnerships with prestigious universities. The university's participation in strategic alliances such as the EUTOPIA initiatives offers doctoral students concrete opportunities for mobility, research exchanges and integration into interdisciplinary European scientific communities. The developed research infrastructure, UBB's international visibility, and consolidated links with the economic and technological environment create a favourable framework for the development of doctoral theses with practical relevance and societal impact. At the same time, UBB's membership in elite academic networks and the support offered through programs dedicated to early-career researchers contribute to increasing the competitiveness and international insertion of SEGA doctoral students.

At the same time, it is noted that in the period 2021-2025, within DSUD Marketing, there are two international quotas:

No. crt.	Name and surname PhD student	Thesis coordinator	Thesis language	Cotutela	Public support	Thesis confirmation order
1	Silvana Prodan	DC Dabija	English	France	19.9.2025	UBB 20564/29.12.2025
2	Cerasel Ovidiu Cuteanu	CM Pop	English	Canada	PhD student in the 2nd year thanks to	

Within DSUD Marketing in the period 2021-2025, 3 foreign doctoral students were enrolled in the PhD, namely:

No. Crt.	Name and surname PhD student	Thesis coordinator	Thesis language	Citizenship of the PhD student	Public support	Thesis confirmation order
1	Zsuzsanna J. Jarfas	CM Pop	English	Hungary	20.7.2021	OM 5610/19.11.2021
2	Peter M. Konhäusner	DC Dabija	German	Austria	13.9.2021	OM 3131/14.2.2022
3.	Michael Philip Heide	DC Dabija	German	Germany	22.7.2024	OM 7722/12.12.2024

- [Aspects that constitute best practice examples](#)
- Clearly defined institutional internationalisation strategy (2016–2027).
- Extensive network of Erasmus+ agreements and global partnerships.
- Involvement of international experts in supervision and public defence committees.
- [Recommendations](#)
- Develop measures designed to increase the number and duration of international mobility periods for doctoral students and academic staff.

[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 supports and capitalises on the achievement of the learning outcomes envisaged through the study programme.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The doctoral study programmes at UBB are integrated with research internships and with the involvement of doctoral students in ongoing research projects within UBB.

An important element is public access to the document "Scientific profile/research topics" of the doctoral supervisors of the SEGA Doctoral School, which enables alignment of doctoral students' interests with the coordinators' expertise. This openness contributes to an informed selection of topics and to greater coherence between the programme's objectives and the learning outcomes. Overall, the systematic integration of research into the doctoral educational process at UBB–SEGA ensures the development of solid, transferable, and relevant scientific skills for the contemporary academic and socio-economic environment.

- [Analysis of the state of facts, in relation to 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 Doctoral School of Economics and Business Administration at UBB, the educational process is based on learning through scientific investigation, with research representing a central element in achieving the assumed learning outcomes. The methodological disciplines and research seminars included in the

curriculum support the development of analytical skills, academic autonomy and the capacity to elaborate scientific studies. Curricular transparency is ensured by publishing the curriculum and information on the content of the disciplines, facilitating the orientation of doctoral students in their academic career. At the same time, the public availability of the scientific profiles and research topics of doctoral supervisors helps align doctoral students' research interests with the coordinators' expertise and strengthen the coherence of the doctoral program.

- [Recommendations](#)
- Enhanced capitalisation of research outcomes through publication in high-impact journals.
The indicator is: fulfilled.

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

The organisational component conducts scientific research aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The research results are leveraged through scientific publications, technology transfer via consultancy centres and science parks, and the development of new products, among other avenues. The outcomes of research activities are submitted in the UBB Academic/Scientific Activity Management application, which provides continuous tracking of the number of publications (all categories), as well as the degree of national and international recognition of the academic community members (awards, honours, membership in academies, professional societies, etc.).

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

Within the SEGA Doctoral School, the results of scientific research are systematically capitalised on through publications in prestigious journals, technology transfer, and collaborations with the economic environment, reflecting a real integration of research into the professional and academic development of doctoral students. Scientific activity is institutionally monitored through the UBB Academic/Scientific Activity Management application, which enables the ongoing highlighting of publications, awards, and national and international recognition of members of the SEGA academic community. The consistent presence of doctoral supervisors and doctoral students in Web of Science-indexed journals across accounting, economic informatics, economics, finance, management, and marketing supports international visibility. These performances are part of the broader context of UBB's institutional recognition, as confirmed by its QS 5-star university status and consistent positioning in national university metarankings.

- [Aspects that constitute best practice examples](#)
- Continuous publication in journals and conferences indexed in international databases.
- Integration of research results into teaching activities.
- Active participation in international networks and conferences.
- [Recommendations](#)
- Implement initiatives to support doctoral students and academic staff in publishing their research outcomes in high-impact journals and conferences.
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, demonstrating their impact on improving the quality of education at the study programme level.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Within UBB, quality assurance and competitiveness are regulated through a series of internal decisions, based on the directions set out in the [Quality Assurance Policy](#).

At the same time, through the [Strategic Plan 2024–2029](#), [the annual Operational Plans of UBB](#), and the [Annual Quality Assurance Programs](#), Babeş-Bolyai University aims at the continuous improvement of the quality of teaching and research activities, the relationship with students and the external environment, as well as the improvement of university management. At the end of the period covered by these programs, the achievement of the assumed objectives is evaluated. The [procedures developed by the Quality Committee \(CQ\)](#) and by any administrative unit of UBB comply with the applicable legal provisions and are published in the [Quality Manual](#), on the [Qualitas Centre website](#), or on the [Administration Council website](#).

- Analysis of the state of facts, in relation to 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 quality assurance system is implemented at all levels institutional, faculty, and program coherently, with effective evaluation tools and an organisational culture oriented toward continuous improvement. FSEGA and the study program demonstrate the systematic application of these procedures, including through data analysis, active stakeholder involvement, and concrete corrective/optimisation measures.

- Aspects that constitute best practice examples
- Functional quality assurance commissions at central and faculty level, with integrated collaboration.
- Systematic feedback from doctoral students.
- Periodic updating of teaching materials.
- Recommendations
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The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

The HEI demonstrates that it engages stakeholders who are actively involved in applying the procedures.

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

Each year, an internal evaluation of the main activities (teaching–learning, research, services) is conducted at both the university level and the level of its component subunits, and improvement measures are adopted based on the evaluation results. The results of the annual internal academic audit and the improvement measures are included in the [Rector's Report](#), which is discussed in the Senate.

The evaluation of the professional activity of teaching staff and researchers by the [management](#), as well as [peer evaluation](#), is carried out in accordance with dedicated operational procedures that include performance standards and measures for the use of evaluation results. These evaluations assess achievements in teaching, research, and civic engagement activities carried out for the benefit of the institution and society, and reflect the attainment of the objectives set out in the [PIC](#). The Quality Committee (CQ) prepares annual summary reports on the results of [management](#) and [peer evaluations](#). The evaluation

of teaching performance by doctoral students is conducted each semester according to specific procedures that also include measures for the use of the results. Questionnaires are accessible through the online application on the [AcademicInfo platform](#). The CQ prepares [annual reports](#) on these evaluations.

- [Analysis of the state of facts, in relation to 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 demonstrate a high level of stakeholder involvement in quality decision-making processes. Consultation mechanisms are functional, and the collected opinions are actively integrated into the revision and implementation of procedures. At the program level, collaboration among coordinators, students, and external partners is essential for continuous alignment with current educational and professional needs.

- [Aspects that constitute best practice examples](#)
- Formal representation of doctoral students and employers in the Council of Faculty and CEAC-F.
- Annual bilingual feedback questionnaire.
- Advisory Board including socio-economic actors.
- [Recommendations](#)
- Strengthen partnerships with the socio-economic environment and use feedback to update procedures and the doctoral program.

[The indicator is: fulfilled.](#)

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

Standard S.C.2.2. Operation

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

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

UBB has continued to implement the message of the founders of the Romanian University in Cluj, according to which academic freedom, social responsibility, and intellectual and moral integrity are mutually inclusive. The [Code of Ethics and Professional Deontology](#), updated in 2025, is founded on the following values: academic freedom, competence and professionalism, integrity, intellectual honesty, collegiality, loyalty, justice and equity, non-discrimination and equal opportunity, and responsibility.

[Analysis of the state of facts, in relation to 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 a formal, independent, and effective structure for managing ethical matters, while FSEGA complements this framework through proactive education and awareness actions. At the program level, there is a constant concern about integrating ethical norms into academic culture, a concern that coordinators and teaching staff support. Communication of these norms is active, and incidents are prevented through training and engagement.

- [Aspects that constitute best practice examples](#)
- Autonomous Ethics Commission with direct reporting to the Senate.
- Annual publication of reports and decisions.
- Mandatory anti-plagiarism verification for all academic papers.
- [Recommendations](#)
- -

[The indicator is: fulfilled.](#)

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The [Curriculum Committee of the University Senate](#) is the Senate's specialised structure whose mission is the internal accreditation, regulation, and monitoring of doctoral-level study programs, in accordance with UBB's development strategy and the requirements of national and international external accreditation. This is achieved primarily through the evaluation and approval of curricula for each specialisation in compliance with applicable regulations, by verifying the authorisation or accreditation files of doctoral schools and, depending on their quality, endorsing them for submission to external accreditation bodies.

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

The procedures for monitoring and reviewing study programs function efficiently, and the continuous updating of curricula reflects the requirements of the labour market and the academic community. The inclusion of students and employers in the decision-making process helps align programs with economic realities.

- Aspects that constitute best practice examples
- Comprehensive regulatory framework aligned with external standards.
- Digital monitoring through institutional platforms.
- DS Action Plan for performance enhancement and remediation of deficiencies.
- Recommendations
- -

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The process of initiation, authorization, accreditation, monitoring, and periodic evaluation of doctoral fields/schools involves the following steps: (a) the documentation is prepared at the doctoral school level and endorsed by the Doctoral School Council; (b) it is submitted for approval to the Faculty Council to which the doctoral school belongs; (c) after obtaining approval, it is sent to the Institute of Doctoral Studies for verification and endorsement by the Council for Doctoral Studies (CSUD); (d) following the positive endorsement of CSUD, it is forwarded for approval to the UBB Administrative Council; (e) after approval from the Administrative Council, it is submitted to the University Senate, where the [Senate's Curriculum Committee](#) reviews the documentation before the final vote.

- Analysis of the state of facts, in relation to 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

Stakeholder involvement is consistent and functional throughout all stages of the educational process. At the institutional level, UBB applies a consolidated participatory model, while FSEGA extends this approach through direct collaboration with the economic sector and through the active role of program coordinators. Students have clear channels for expressing their opinions, and employers help shape the graduate profile.

At the program level, a culture of consultation is reflected in the annual improvements to the curriculum structure.

- [Aspects that constitute best practice examples](#)
- Involvement of doctoral student representatives in decision-making structures.
- Periodic consultation of the external environment (employers, experts, professional organisations).
- Clear, staged procedure for the revision of regulations.
- [Recommendations](#)
- Strengthening a formalised annual mechanism for consulting the academic community, systematically collecting and analysing feedback, and integrating proposals into the revision process of IOSUD-BBU procedures.

[The indicator is: fulfilled.](#)

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

Standard S.C.4.1. Procedures

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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- [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

[The evaluation of the professional activity of teaching staff and researchers by management](#), as well as [peer evaluation](#), is conducted in accordance with the operational procedures adopted by the UBB Senate. These procedures establish performance standards and measures for the use of evaluation results and target achievements in teaching, research, and civic engagement activities carried out for the benefit of the institution and society, and also reflect the achievement of objectives set out in the PIC.

- [Analysis of the state of facts, in relation to 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 mechanism is functional, systematic, and transparent, ensuring an effective feedback loop between students, teaching staff, and institutional management. At the UBB and FSEGA levels, data collection and reporting tools are standardised, while at the study program level, results are analysed in detail and correlated with concrete improvement measures.

- [Aspects that constitute best practice examples](#)
- Unified institutional methodology for the evaluation of academic staff.
- Inclusion of doctoral students' feedback as an essential component of doctoral staff evaluation.
- Centralised analysis and institutional validation of results.
- [Recommendations](#)

[The indicator is: fulfilled.](#)

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

Administrative activities are supported by three integrated IT systems developed within the [Centre for Information Systems](#), which bring together services for employees and students and provide access based

on credentials (username and password). Units within the General Administrative Directorate use the [ManageAsist](#) application, which provides managerial assistance features at various levels. Faculty secretariats use [AcademicInfo](#), a software package that allows tracking of students' academic trajectories and the conduct of online course evaluations by students. The Centre for Research Management, as well as UBB teaching staff and researchers, use the UBB [Academic/Scientific Activity Management application](#) to record all professional activity results.

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

Data collection systems are well-structured and functional at UBB and FSEGA level, and their use for quality improvement is consistent. The integration of digital platforms (e.g., Moodle, FSEGA SIS, AcademicInfo) enhances the efficiency of data collection and access. At the program level, data are analysed contextually and used to support academic and administrative decisions.

- Aspects that constitute best practice examples
- Use of integrated digital platforms for activities monitoring.
- Permanent CSUD and DS access to institutional data.
- Evaluation of doctoral progress through a dedicated portal.
- Recommendations

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The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

At UBB, [public interest information](#) is provided through multiple channels: official statements by the spokesperson, [press releases issued by the Directorate of Communication and Public Relations](#), press conferences, notice boards placed in university buildings, [the University website](#), social media accounts ([Facebook](#), [X](#), [LinkedIn](#), [YouTube](#), [Instagram](#), etc.), [faculty websites](#), and admission brochures for [bachelor's](#) and [master's programs](#). The Spokesperson's Office responds to all media inquiries and prepares the university's official statements.

- Analysis of the state of facts, in relation to 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 detailed publication of information on the website contributes to a clear and accessible educational process, supporting both prospective and enrolled students as they navigate their academic paths. Accessibility reduces the need for additional information requests, lowering bureaucracy and providing a centralised point for administrative and academic matters.

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

• -

The indicator is: fulfilled.

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

To support those interested in accessing public information, UBB makes its public-interest information available on its website. Any person can obtain public information concerning UBB by accessing the [INFOUBB](#) section of the university website. At the FSEGA level, public interest information is available on the [faculty's official website](#). The page dedicated to the doctoral school can be accessed at https://econ.ubbcluj.ro/n2.php?id_c=106&id_m=3, and information about the FSEGA Student Council is available in the [Faculty Council and Senate – students section](#).

- Analysis of the state of facts, in relation to 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 promote transparency in decision-making through multiple channels: official websites, digital platforms, representation in governing bodies, and direct consultations. The decision-making process is participatory, and documentation is carried out systematically. At the program level, decisions are communicated efficiently to both teaching staff and students. Student involvement in decision-making processes is not only formal but also active, through participation in committees and consultations.

- Aspects that constitute best practice examples
- Publication of decisions with general applicability on a dedicated website.
- Formal individual communication via email.
- Compliance with the principle of public accountability.
- Recommendations
- -

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

UBB was the first university in Romania to be evaluated by specialised international institutions:

- OSCE High Commissioner on National Minorities – 2000;
- Salzburg Seminar – 2002;
- European University Association (EUA) – 2001 and 2012;
- QS Stars – In 2018, UBB underwent an academic audit and obtained a four-star university status within the QS Stars evaluation, corresponding to an international university of excellence. In 2021, following an extensive audit by Quacquarelli Symonds (QS), UBB became the first five-star university in Romania, an international university of excellence confirmed by the QS Stars international audit. [This status was reconfirmed in 2025](#) with a higher score than in 2021. The audit also included the evaluation of institutional quality assurance processes.
- In 2018, Babeş-Bolyai University obtained the “[HR Excellence in Research](#)” distinction awarded by the European Commission to institutions implementing the principles of the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers*. UBB is currently renewing this distinction.

- Analysis of the state of facts, in relation to 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 have consolidated experience in participating in external evaluations and in complying with deadlines and ARACIS methodological requirements. Processes are well-structured and efficiently coordinated by the Curriculum Office, and collaboration between faculties and the university is effective. At the program level, the coordinator plays a central role, although the complexity of the process requires sustained documentation efforts and coherence between data.

- Aspects that constitute a best practice example
 - Compliance with the legal timetable for external evaluations.
 - Timely submission of the interim report.
 - Implementation of ARACIS recommendations.
 - Recommendations
 - -
- The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ All indicators were met at the periodic evaluation three years after the 2021 re-accreditation of the Marketing field ✓ The number of UBB holders qualified for PhD in Marketing management has increased (from 3 to 5) ✓ Cross-domain collaborations for guidance and academic integrity commissions and public advocacy commissions have increased, suggesting a broader adoption of an interdisciplinary perspective. ✓ PhD coordinators have relevant publishing activity (WOS Clarivate articles, BDI, volumes of international conferences) and far exceed the minimum standards of habilitation, thus being good benchmarks for coordinated PhD students. ✓ The results of the coordinators' and PhD students' research have been published in many journals relevant to the field of marketing (e.g. Journal of Business Research, Journal of Retailing and Consumer Services, International Journal of Consumer Studies, Psychology & Marketing, Journal of Product & Brand Management), which confirms the alignment with global trends in marketing research. ✓ The doctoral coordinators and members of the advisory committees have relevant experience in national and international research projects, and projects carried out in the economic environment. ✓ SD SEGA/CRPP have a wide range of optional, general and field-specific disciplines, allowing the formation of diverse skills, both for research and dissemination and other skills – transversal ✓ The specific Quality Standards regarding the way of carrying out the activities related to the fields of doctoral studies (cycle III), differentiated in relation	INTERNAL FACTORS ↑	✓ The initial training of new doctoral coordinators remains difficult; for better harmonisation of the doctoral research culture, the experience is acquired as a priority "on the go" ✓ There are still PhD students who do not fully use the available funding to participate in training placements or international conferences. It is also worth mentioning here the reduction in the number of projects with European funding targeting doctoral students. ✓ It is difficult to attract a more consistent number of foreign doctoral students, especially EU, but also non-EU ✓ The number of doctorates carried out under cotutelle is still low ✓ The offer of courses for the formation of skills specific to a career of doctoral students - graduates in the economic environment or communication remains restricted ✓ Although the research is rigorous, there is a time lag between the completion of the data collection by doctoral students and their actual publication in the international flow of publications.

to the fields of study, according to the ARACIS provisions applicable starting with 2025, are met.		
Opportunities: ✓ The participation of UBB in the university alliance EUTOPIA and GUILD allows the participation of coordinators and doctoral students in exchanges of experience and workshops to increase the quality of doctoral training and research. ✓ Awareness, at EU and national level, of the need for interdisciplinarity and cross-sectoral collaboration, leading to the emergence of interdisciplinary and inter-branch research projects ✓ Openness and support at faculty (FSEGA/FSPAC) and university (UBB) level for the development of doctoral studies ✓ Slightly increasing openness of the Cluj economic environment to support collaborative activities at the level of doctoral studies ✓ Recognition of the importance of doctoral studies at European level – on May 13, 2026, the European Doctoral Day will be celebrated for the first time, an event meant to raise awareness of the role of doctoral students in society ✓ The possibility to develop innovative research topics on artificial intelligence in marketing and consumer behaviour in immersive environments (metaverse, augmented reality, virtual reality, etc.) ✓ Collaboration with large retailers or e-commerce platforms for access to anonymised datasets, providing PhD students with complex research material.	 EXTERNAL FACTORS	Threats: ✓ Increased volatility of legislation, with frequent changes raising predictability issues ✓ Sub - funding of higher education in general, respectively of doctoral education, in relation to specific needs – especially access to secondary databases available only for a fee, expensive specialised software (neuroeconomics, for example) or subscriptions to generative AI models ✓ Deteriorated image of doctoral studies among public opinion, given certain problematic doctorates at the national level from the perspective of research ethics ✓ The general deterioration of the atmosphere in the field of university education in the EU and in the world, given economic crises, wars and political interventions ✓ The risk that the unassumed and unethical use of AI tools by doctoral students compromises the value of theses

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	• Expanding collaboration with the stakeholders-. • Periodic review of regulations based on consultation.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities about the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	• Attracting teaching staff with international experience to the training process and/or doctoral supervisors to increase the diversity and competitiveness of the DS Marketing. • Attracting new doctoral supervisors to DS Marketing, with particular emphasis on those with international experience. • Expanding and diversifying international mobility opportunities for doctoral supervisors and concluding new cooperation agreements with foreign universities. • Increasing, if possible, the number of joint supervisions.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law and are established and carried out transparently.	F	Attracting foreign specialist to diversify the educational process
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	Regularly updating the curriculum, in collaboration with teaching staff/ doctoral supervisors, doctoral students, and socio-economic partners, to incorporate new research directions and trends in management
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	Enhancing the visibility of opportunities by regularly sending summary calls to all doctoral students; monitoring participation to increase the rate of access to mobility opportunities.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	Enhancing formative assessment through the use of interactive digital tools.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Implement ongoing initiatives to engage potential doctoral candidates in research activities, supporting the recruitment and selection of individuals with high research potential.
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	Develop measures designed to increase the number and duration of international mobility periods for doctoral students and academic staff.
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	Enhanced capitalisation of research outcomes 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	Implement initiatives to support doctoral students and academic staff in publishing their research outcomes in high-impact journals and conferences.
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	Strengthen partnerships with the socio-economic environment and use feedback to update procedures and the doctoral program;
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures and proves their impact on quality assurance.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Strengthening a formalised annual mechanism for consulting the academic community, systematically collecting and analysing feedback, and integrating proposals into the revision process of IOSUD-BBU procedures.
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	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfilment

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

VI. Conclusions

The doctoral study domain in **Marketing**, organised within the **Faculty of Economics and Business Administration** at **Babeş-Bolyai University Cluj-Napoca**, is continuously adapted to the evolving economic and research environment, employer requirements, and international standards of excellence. In accordance with the BBU Charter and the university's strategic objectives, the programme provides doctoral students with comprehensive training that combines the in-depth study of economic theories, concepts, and methodologies with the development of the skills necessary to lead organisations in a global, digital, and dynamic context. The programme is distinguished by the high qualifications of the doctoral supervisors, who meet CNATDCU criteria, are active in research, and participate in international projects and conferences. They provide individual supervision for scientific research and foster advanced competencies in doctoral students, contributing to their integration into the global academic community. The programme structure combines advanced courses, research and dissemination activities, periodic evaluations, international mobility (Erasmus and other programs), and participation in scientific conferences, offering a comprehensive, competitive, and student-centred academic experience. Access



to updated digital resources, international databases, and modern teaching and supervision methods supports a high-performing educational environment. In addition, BBU has digitalised administrative processes, including admissions, tuition payments, and doctoral student records, thereby simplifying procedures and increasing efficiency.

No.	Doctoral study domain	Location	Form of education	Number of credits (ECTS)
1	Marketing	Cluj Napoca	Full-time	240

VII. Annexes

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