



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

Higher Education Institution/Education Provider Organization:	UNIVERSITATEA „BABEȘ-BOLYAI” DIN CLUJ-NAPOCA / „BABEȘ-BOLYAI” UNIVERSITY OF CLUJ-NAPOCA
Doctoral School:	Școala doctorală de Științe Economice și Gestiunea Afacerilor/Doctoral School of Economics and Business Administration
Doctoral Domain:	ECONOMIE/ECONOMICS
The objective of the external evaluation:	Menținerea acreditării/Maintaining Accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	ABRUDAN MARIA-MADELA	Expert evaluator	
2.	ZADORI IVAN	International Expert	
3.	BULBOACĂ ȘTEFAN	PhD Student Evaluator	

I. Introduction

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

The external evaluation report was prepared by the ARACIS expert evaluators' commission for the external evaluation visit for the periodic evaluation process aimed at maintaining the accreditation (MAC) of the Economics Doctoral Study Field, held in the period June 22-23, 2026, at Babeş-Bolyai University of Cluj-Napoca (UBB), Doctoral School of Economics and Business Administration (SDSEGA). The commission was composed of: Prof. Maria-Madela ABRUDAN as the evaluating expert; Prof. Ivan ZADORI as the international expert; and doctoral student Ştefan BULBOACĂ as the student representative. The previous ARACIS external quality evaluation of the Economics Doctoral Study Field took place between November 2-5, 2021, during which all performance indicators were found to be met, resulting in the maintenance of the accreditation.

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

Babeş-Bolyai University (UBB) is one of the largest comprehensive universities in Romania, with academic roots dating back to 1580, when Stephen Báthory established the Jesuit Major College in Cluj. Throughout its historical evolution, the institution developed into a modern research-intensive university with a strong international profile and a broad spectrum of study programs across all major scientific fields. The university's mission combines excellence in education, scientific research, innovation, and societal engagement.

Doctoral studies are coordinated through the Institute for Doctoral Studies (ISD), established in 2006, which operates under the authority of the Council for Doctoral Studies (CSUD). The ISD ensures coherent organization, monitoring, and quality assurance of doctoral programs across the university. The governance framework includes regularly updated regulations, transparent procedures, and institutional mechanisms that support academic excellence, interdisciplinarity, and internationalization.

The evaluated doctoral domain, Economics, is organized within the Doctoral School of Economics and Business Administration (SDSEGA), which is part of the Faculty of Economics and Business Administration (FSEGA). Its mission is to train highly qualified researchers capable of conducting internationally visible and ethically responsible research. The university has implemented an internal quality assurance system based on periodic program evaluation, stakeholder participation, transparent governance, and continuous alignment with national and European quality standards. Internal and external quality evaluations are conducted regularly in accordance with ARACIS requirements and university regulations.

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

The doctoral field of Economics at Babeş-Bolyai University has a long tradition, having been established in 1964. The most recent formal evidence of the field's existence dates back to OMEC No. 4843 of 2006. The fundamental objective of the Economics doctoral domain, organized within the Doctoral School of Economics and Business Administration (SDSEGA), is to promote high-quality, visible, and internationally recognized fundamental and applied research.

Currently, the domain operates with four doctoral supervisors with expertise in Microeconomics, Macroeconomics, Applied Statistics, and Econometrics: Prof. Monica Ioana Silaghi, Prof. Zsolt Sandor, Assoc. Prof. Ioana Şchiopu, and Assoc. Prof. Irina Ban.

Since the last external quality evaluation procedure in 2021, the Economics doctoral domain has undergone significant positive developments and changes:

- A major change since the last evaluation was the affiliation of a new doctoral supervisor, Assoc. Prof. Irina Marilena Ban, in 2025, after obtaining her habilitation certificate. This affiliation successfully fulfilled the previous ARACIS recommendation from 2021 to increase the number of permanent faculty members in the field.
- Between 2020 and 2025, five doctoral theses were defended. Notably, in 2025, two doctoral theses were successfully defended in co-supervision with the University of Clermont Auvergne, France, before a mixed international jury of seven members. Two additional theses were defended in 2024, addressing highly relevant contemporary topics such as migration and climate change, and decision-making under uncertainty.
- The domain has actively adapted its research directions to align with current global technological and economic trends. Recent enrollments (2024 and 2025) feature cutting-edge research topics, including the effect of Artificial Intelligence on productivity, Transformer models in economics and finance, and income inequality and institutional quality.
- The domain has maintained a strong emphasis on utilizing quantitative tools and advanced methods from econometrics, panel econometrics, and time series econometrics. The curriculum and research approach ensure that doctoral students become highly proficient in fundamental micro- and macroeconomics, capable of providing coherent solutions for macroeconomic policy and strategic recommendations for economic agents.

II. Methods used

- [Analysed documents \(internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data\);](#)
- The Internal Evaluation Report (IER) for the Purpose of Maintaining the Accreditation of the Doctoral Study Field: ECONOMICS, drafted by UBB, Cluj-Napoca, FSEGA (2026).
- The annexes and addenda attached to the IER, which include: lists of doctoral supervisors and doctoral students, records of doctoral students' publications, conferences, and projects, lists of supervisory committees, habilitation files and orders (for Prof. Silaghi Monica, Prof. Sandor Zsolt, Assoc. Prof. Schiopu Ioana, and Assoc. Prof. Ban Irina), documents regarding the material resources (Room 508 Equipment and overall resources), and the staffing plans for the years 2021-2026.
- Publicly available institutional documents referenced in the report, such as the UBB Charter, UBB Internal Regulation, Code of Student Rights and Obligations, SDSEGA Regulations, UBB Human Resources Strategy, and various institutional methodologies (regarding admission, elections, and habilitation).
- Information available on the official websites of the university, the Institute for Doctoral Studies (ISD), and the FSEGA.
- [On-site visit \(general list of visited locations and categories of persons with whom debates have been organised\);](#)

During the evaluation visit, the expert panel conducted structured meetings and debates with the key actors involved in the Economics doctoral domain, as well as inspections of the relevant infrastructure:

- Meetings and interviews with: the institutional management and the Director of the Council for Doctoral Studies (CSUD), the Director of the Doctoral School of Economics and Business Administration (SDSEGA) and the members of the SDSEGA Doctoral School Council, the PhD supervisors affiliated with the Economics domain (supervisors: Prof. Monica Ioana Silaghi, Prof. Zsolt Sandor, Assoc. Prof. Ioana Schiopu, Assoc. Prof. Irina Ban), current PhD students enrolled in the Economics doctoral program, graduates of the Economics doctoral domain, employers and representatives of the socio-economic and business environment, representatives of the organizational structures responsible for Quality Assurance (CEAC-UBB, the Qualitas Centre, and CEAC FSEGA), the members of the Ethics Commissions (UBB Ethics Commission and the FSEGA Ethics, Responsibility, and Sustainability Commission).
- Infrastructure and visited locations: FSEGA building facilities, specifically focusing on Room 508, which is uniquely designated for doctoral students in the Economics field and equipped with computers, printers,

and database access, computer laboratories and rooms 234, 410, and 411, where statistical software essential for economic research (Stata, Eviews, R, SPSS, GeoDa) is available for use, FSEGA Library "Aurel Negucioiu," including its new reading room (part of the BRD HUBs network) and the dedicated terminals providing access to Bloomberg, Statista, and Thomson Reuters Eikon databases, the offices of the Institute for Doctoral Studies (ISD) and the Office for the Recognition of Doctoral Diplomas, located in the Echinox Building, general educational spaces within FSEGA, including lecture halls, seminar rooms, and workspaces designed for individual and collective research activities.

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

DOMAIN A. Institutional capacity

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

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

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

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

UBB operates through a well-defined organizational structure regulated by the UBB Charter and the UBB Internal Regulation, in compliance with Higher Education Law no. 199/2023. The primary governance bodies at the institutional level are the University Senate and the Administrative Council. Doctoral studies are coordinated centrally by the Institute for Doctoral Studies (ISD), managed by the Council for Doctoral Studies (CSUD), which drafts and periodically updates the framework regulations. The Economics doctoral domain is organized within the Doctoral School of Economics and Business Administration (SDSEGA), functioning within the Faculty of Economics and Business Administration (FSEGA). SDSEGA is governed by its own Doctoral School Council, which includes a Director, teaching staff, and student representatives. The school operates based on specific SDSEGA Regulations, approved by CSUD, which introduce additional, rigorous quality criteria for the admission of doctoral supervisors, their evaluation, and the allocation of doctoral places.

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

The administrative and managerial components dedicated to the Economics doctoral domain are adequate, functional, and legally compliant. The hierarchical integration from the university level (CSUD) to the faculty (FSEGA) and doctoral school level (SDSEGA) ensures a coherent application of institutional policies while maintaining field-specific rigor. The management system is effective, as demonstrated by the periodic updating of methodologies and the implementation of specific internal regulations that adapt to current academic needs. Furthermore, the structured inclusion of students in decision-making bodies (maintaining the mandated 25% representation in the Senate and Faculty Council, alongside representation in the SDSEGA Council) guarantees a transparent and participatory governance model.

- ✓ Aspects that constitute best practice examples

The implementation of specific SDSEGA Regulations that introduce quality criteria for the affiliation and evaluation of doctoral supervisors that exceed the minimum national standards, focusing heavily on scientific performance and publications in prestigious international journals.

- ✓ Recommendations -
The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

At UBB level, the process of adopting and revising methodologies, regulations, and procedures is conducted in compliance with the UBB Charter, explicitly involving consultations with members of the academic community and third parties. The university establishes advisory councils, such as the Didactic Council, to collaboratively develop these regulations.

At the level of the Economics doctoral field, the field coordinator organizes periodic consultations with both doctoral supervisors and doctoral students to substantiate and update field-specific regulatory documents

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

The active involvement of stakeholders contributes to the development of policies that address the real needs of the academic community and the socio-economic environment. The participation of doctoral student representatives in the SDSEGA Council ensures their active role in the decision-making process. Consulting doctoral supervisors guarantees a diversity of perspectives during the drafting of the SDSEGA Regulation and related procedures.

Furthermore, the institution effectively utilizes feedback questionnaires from doctoral students and graduates as a concrete instrument to adjust the training program offered by SDSEGA.

Collaboration with the economic environment and foreign universities allows for the integration of employers' requirements into the professional training of doctoral students

- ✓ Aspects that constitute best practice examples .

The Qualitas platform, used for collecting and analyzing feedback from the academic community.

- ✓ Recommendations

Strengthen consultation mechanisms with external stakeholders, specifically alumni, employers, and local communities.

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

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

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

UBB manages an extensive infrastructure of over 100 buildings, with educational facilities covering approximately 210,000 square meters. These spaces include 54 amphitheatres, 173 lecture halls, 402 seminar rooms, 601 laboratories, and 124 reading rooms.

The university provides 7,186 accommodation places in 21 student dormitories that comply with technical, safety, and sanitary standards, alongside the comprehensive "Iuliu Hațieganu" Park sports base.

Documentation resources are extensive, managed through the Central University Library "Lucian Blaga" (BCU), which holds over 4 million volumes and vast electronic collections. Within FSEGA, the "Aurel Negucioiu" Library features a modern reading room integrated into the BRD HUBs network.

For the Economics doctoral domain specifically, doctoral students have a dedicated workspace in Room 508 of the FSEGA building, which is equipped with computers, a printer, internet connection, a library, and database access. Furthermore, rooms 234, 410, and 411 are equipped with specialized statistical software including Stata, Eviews, R, SPSS, and GeoDa.

FSEGA ensures institutional access to top-tier economic databases such as Thomson Reuters Eikon, Bloomberg, and Statista, accessible via dedicated library terminals or remotely.

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

The material base is well-developed, ensuring optimal conditions for both teaching and advanced research activities. The educational spaces are modernized, appropriately equipped, and specifically tailored to support an efficient educational process.

A significant strength of the faculty and the doctoral domain is the specialized research infrastructure; the combination of dedicated workspaces for doctoral students (Room 508), high-performance IT laboratories, and comprehensive access to international databases provides all the necessary tools for rigorous, high-quality scientific output

- ✓ Aspects that constitute best practice examples

The transformation of traditional library spaces into modern study and social interaction environments, such as the BRD HUBs network reading room.

- ✓ 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 centrally by the General Administrative Directorate (DGA), which oversees technical, administrative, and maintenance activities based on sustainable budget management and annual investment plans.

FSEGA has implemented clear internal policies for the sustainable management of resources, including procedures for periodic infrastructure verification and efficient resource allocation.

System engineers are employed at the faculty level to provide continuous technical support to doctoral supervisors and students. Doctoral students in the field of Economics have access to the research and documentation infrastructure (libraries, scientific databases, electronic resources) and to immovable and movable assets (learning/research spaces, computers, IT equipment, specialized software), made available within UBB and FSEGA.

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

UBB and FSEGA adopt a proactive, sustainable, and strategic approach to managing material resources. The existing facilities, IT equipment, and research spaces allocated to the Economics doctoral domain are properly maintained and optimally functional.

The correlation between annual investment plans and institutional needs ensures that the infrastructure remains capable of supporting the high standards required for doctoral research activities.

- ✓ Recommendations -
The indicator is: fulfilled .

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has 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)

FSEGA and SDSEGA possess adequate human resources for organizing and conducting doctoral studies, ensuring a high-quality academic framework.

In the field of Economics, there are currently four doctoral supervisors: prof. Monica Ioana Silaghi, assoc. prof. Irina Ban - permanent employees of the UBB and prof. Zsolt Sandor (Sapientia University, Romania), assoc. prof. Ioana Şchiopu (ESADE, Spain) – associate teaching staff.

All doctoral supervisors fully meet the mandatory CNATDCU minimum standards for obtaining the habilitation certificate. Their scientific activity is robust, each having at least five ISI publications in Web of Science-listed journals (Q1-Q4) in prestigious Core Economics journals.

Currently, there are five enrolled doctoral students (two of them in final stage - public defense of thesis), and each supervisory committee is composed of three teaching staff members who are specialists in the relevant research field. The members of the guidance committees come from UBB, as well as from other partner universities in the Universitaria Consortium (West University of Timișoara, University of Bucharest). Administrative support is efficiently provided by the faculty's Secretariat, including a dedicated referent for SDSEGA who works closely with the Institute of Doctoral Studies (ISD).

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

The human resources are highly qualified and suitable for the activities pertaining to the Economics doctoral domain. The CVs and scientific output of the teaching staff demonstrate that they possess the advanced professional competences required for teaching and supervising complex economic research.

The research topics developed by the supervisors and their doctoral students are deeply anchored in recent advancements in theoretical and applied economics.

- ✓ Aspects that constitute best practice examples

The international visibility and high-impact publication record of the doctoral supervisors in top-tier Core Economics journals.

- ✓ Recommendations

Promoting the recruitment of doctoral supervisors and academic staff with international experience to further diversify the doctoral school's expertise and strengthen its competitive position.

The indicator is: fulfilled.

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

To support the continuous development of its academic staff, UBB implemented the Individual Career/Academic Development Plan (PIC) in 2020. FSEGA offers a comprehensive and diversified range of training and professional development courses. These programs target teaching, research, and digital competencies, covering areas such as educational technologies (Moodle, SmartBoard), academic writing, advanced statistical modeling (PLS-SEM, R, Mplus), and foreign languages.

UBB actively stimulates academic performance through internal competitions, grants, and participation in international projects and alliances (EUTOPIA, GUILD).

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

UBB benefits from a highly functional system that actively supports professional development, seamlessly integrated into its institutional policies. The academic staff at SDSEGA is continuously involved in professional development activities, which directly contributes to maintaining a high standard in the educational process. The availability of targeted courses (especially in advanced statistical modeling) ensures that supervisors and guidance committee members remain at the forefront of economic research methodologies.

- ✓ Aspects that constitute best practice examples

The provision of highly specialized, methodological training courses (such as PLS-SEM and R) tailored specifically to the needs of researchers in economics and business administration.

- ✓ 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.

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

At UBB, the recruitment process is conducted transparently, in accordance with applicable legal provisions and the internal Methodology for Organizing Competitions for Vacant Teaching and Research Positions. The university has also adhered to CoARA (Coalition for Advancing Research Assessment) principles for recruiting researchers.

The recruitment of doctoral supervisors involves a rigorous two-stage process: obtaining the habilitation and subsequent co-option into the doctoral school.

The habilitation procedure is coordinated by the Institute for Doctoral Studies (ISD) according to national legislation and UBB Senate regulations. The transparency and legal compliance of this process for the Economics domain are evidenced by the habilitation files and ministerial orders attached to the internal report (UBB SDSEGA Fisa abilitare Silaghi Monica, UBB SDSEGA Ordin abilitare Silaghi Monica, UBB SDSEGA Fisa abilitare Ban Irina, UBB SDSEGA Ordin abilitare Ban Irina).

The co-option of a supervisor into the Doctoral School of Economics and Business Administration (SDSEGA) is validated by the Faculty Council, CSUD, and the UBB Senate (as documented in HS-no.-134-on-the-validation-of-the-proposal-to-coopt-new-doctoral-supervisors-into-doctoral-schools_(UBB_SDSEGA_Schiopu_I.).pdf).

SDSEGA enforces specific, highly selective criteria for co-option: candidates must achieve a scientific performance score at least equal to the median score of existing supervisors in the field and must have successfully completed a research project as a project director.

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

The recruitment procedures are compliant with national laws and are applied with complete transparency. SDSEGA's recruitment policies establish qualitative standards that are significantly higher than the minimum national requirements. By demanding scientific performance scores above CNATDCU standards and requiring publications exclusively in prestigious international Core Economics journals, the doctoral school guarantees the recruitment of academic staff with international visibility.

The multi-level validation process for co-option (SDSEGA Council, CSUD, University Senate) ensures objectivity, traceability, and legal compliance at every step.

- ✓ Aspects that constitute best practice examples

The implementation of highly selective internal criteria for co-opting new doctoral supervisors into SDSEGA, which mandate scientific output scores substantially exceeding national minimums and require proven experience in directing research projects.

- ✓ Recommendations -
The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

The digital transformation process is implemented at the university level by the Directorate for Information and Communications Technology (DTIC), in accordance with the UBB Digital Transformation Strategy.

UBB provides 14 dedicated digital services for employees (including FluxUBB, AcademicInfo, Research Management, and Cloud UBB) and 12 dedicated services for students, such as Online Admission, Doctoral Student Requests, AcademicInfo, Microsoft Teams, and EduRoam.

Faculty of Economics and Business Administration has also implemented a dedicated, two-component information system: the FSEGA Online platform, intended for academic staff and management personnel, and the FSEGA SIS platform, which provides students with rapid access to relevant academic and administrative information.

Public transparency and accessibility are ensured through the official faculty website, structured logically via the FSEGA Website Map.

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

UBB and FSEGA have implemented a coherent, well-organized digital architecture strictly oriented toward administrative efficiency and accessibility.

The successful integration of comprehensive digital systems such as AcademicInfo, FSEGA Online, and FSEGA SIS has significantly streamlined communication flows. These IT tools actively reduce bureaucracy, enable more efficient resource management, and provide modernized administrative and academic support tailored to the needs of the Economics doctoral domain.

- ✓ Aspects that constitute best practice examples

The development and implementation of dedicated, faculty-specific digital platforms (FSEGA Online and FSEGA SIS) that integrates with centralized university systems to provide personalized academic and administrative services.



- ✓ Recommendations -
The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study progrAMMes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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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 program in Economics is organized by the Doctoral School of Economics and Business Administration (SDSEGA) based on a well-defined curriculum aligned with the European Credit Transfer and Accumulation System (ECTS).

The advanced training program for first-year doctoral students features a common core comprising compulsory courses, specifically Research Methodology and Academic Writing Techniques, and a quantitative course selected from a pool of Advanced Statistics and Econometrics disciplines.

The curriculum provides a robust selection of specialized courses, including Advanced Topics in Macroeconomics, Advanced Econometrics, Advanced Statistics for Academic Research in Business, and Qualitative Research Methods in Business and Accounting.

Each course has a standardized syllabus (FD Model) available on a dedicated platform, which explicitly details the training objectives, acquired competencies, assessment methods, and estimated workload.

Beyond the standard curriculum, doctoral students in the field are actively encouraged to participate in extracurricular courses and intensive research workshops organized by international networks, such as CESEENET, INFER, and ERMAS.

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

The educational model implemented at UBB and FSEGA is student-centered, flexible, and fully compatible with European standards for researcher training.

The structure of the doctoral program logically bridges fundamental research methodology with highly specialized quantitative tools, ensuring that doctoral students acquire the rigorous competencies necessary for advanced economic analysis.

The strict adherence to the ECTS system ensures the transparency of the workload and facilitates the international recognition of the competencies acquired by the doctoral students.

The inclusion of interdisciplinary disciplines allows doctoral candidates to personalize their academic pathway in direct correlation with the specific requirements of their thesis research topics.

- ✓ Aspects that constitute best practice examples

The active facilitation and integration of extracurricular international courses (CESEENET, ERMAS) into the doctoral training experience, which provides students with exposure to advanced, globally relevant quantitative techniques.

- ✓ 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.

Periodically review the doctoral training plan to integrate emerging disciplines relevant to new research directions in economics, technology, and data sciences; continuing to define learning outcomes in accordance with qualification Level 8 EQF and European Skills, Competences and Occupations (ESCO).

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

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

Internal evaluations of the curriculum, carried out by the UBB Curriculum Committee, ensure alignment between course content and the qualification level. The integration of learning outcomes into course descriptors represents an important step in ensuring coherence between the curriculum and the qualification, facilitating the monitoring of student progress and the verification of the competencies acquired.

The study plans combine quantitative disciplines with specialized courses (for example, Advanced Topics in Macroeconomics), ensuring that doctoral students acquire both fundamental and highly specialized knowledge.

All courses offered by SDSEGA specify the exact competences, skills, and abilities that doctoral students are expected to achieve upon completion.

Through this approach, the study program at FSEGA is aligned with the National Qualifications Framework, offering a clearly structured training pathway that is recognized both nationally and internationally.

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

The internal curriculum evaluations conducted by the UBB Curriculum Committee successfully ensure a strict alignment between course content and the qualification level framework. The SDSEGA doctoral program is firmly aligned with European occupational standards, which facilitates the professional recognition of the acquired competencies and strongly supports the integration of graduates into the labor market, research institutes, and the socio-economic environment. The design of the program ensures that all relevant activities: teaching, practical applications, and research - cumulatively lead to the achievement of a Level 8 university qualification.

- ✓ Recommendations -
The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator
I.P.B.3.1.1

The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

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

UBB guarantees the implementation of student-centered learning principles through a flexible curriculum and the use of innovative teaching strategies, guided by the UBB Teaching Council (CD-UBB) which plays

an essential role in developing and monitoring educational policies, promoting curricular adaptability and interactive teaching methods.

Continuous teacher training is facilitated by the Centre for Innovation in Teaching and Learning (CIPI), which provides digital resources and methodological guidelines for technology-based teaching methods. Within the SDSEGA Doctoral School, the educational process integrates interactive methods that stimulate the academic autonomy of doctoral candidates, supported directly by the faculty's digital infrastructure, including the Moodle and FSEGA SIS platforms.

A structured mentoring program is implemented at the doctoral level to ensure continuous guidance in scientific endeavors, maintaining a permanent dialogue with supervisors.

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

The principles of student-centered learning are coherently and effectively integrated into the advanced training activities of the Economics doctoral domain.

The robust digital infrastructure (Moodle, FSEGA SIS) and the resources provided by CIPI successfully create a flexible learning environment tailored to the individual needs of doctoral candidates and the specific nature of advanced research.

The implementation of continuous feedback mechanisms and the active representation of students in advisory councils strengthen their participation in the educational process.

- ✓ Aspects that constitute best practice examples

The establishment and active utilization of the Centre for Innovation in Teaching and Learning (CIPI) to continuously train academic staff in modern, student-centered pedagogical methodologies.

- ✓ 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) coordinates mobility programs at UBB, operating under the Babeş-Bolyai University Internationalisation Strategy 2025-2029.

Doctoral students have access to physical and virtual mobilities, including Erasmus mobilities, summer schools, and Blended Intensive Programmes (BIP). UBB's membership in the EUTOPIA European University Alliance further facilitates academic collaboration and student mobility.

In the field of Economics, all doctoral students apply for at least one international mobility program. For example, doctoral students have benefited from mobilities at Université d'Orléans and Université Clermont Auvergne (France), supported by Eiffel Scholarships awarded by the French Government.

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

The Economics doctoral domain is successful in providing and promoting diverse mobility opportunities. The transparent recognition of credits obtained abroad ensures the coherence of the doctoral pathway. The increased accessibility of virtual mobility and UBB's participation in the EUTOPIA alliance significantly amplify the international dimension of doctoral training, offering concrete opportunities for research collaboration and international educational experiences.

- ✓ Aspects that constitute best practice examples

Within the doctoral field of Economics, the doctoral school actively encourages PhD students to participate extracurricularly in highly specialized courses delivered by various renowned academic figures from abroad to acquire advanced-level knowledge complementary to their field of study.

- ✓ Recommendations -

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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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 ensures equal opportunities through inclusive institutional policies, specifically the UBB Gender Equality Guideline, the Guideline for Combating Discrimination, 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.

The university's social equity initiatives are practically supported by projects such as CNFIS-FDI-2023-F-0394 "Enhancing Inclusion Capacity Through Adequate Academic Support Measures Open2UBB".

Within the Economics doctoral field, educational equity is realized through methodological flexibility and personalized support tailored to doctoral students with diverse academic and professional profiles.

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

UBB and SDSEGA demonstrate an institutional commitment to educational equity and the promotion of a tolerant, open, and multicultural academic environment. The personalized approach to doctoral supervision in the Economics field ensures that both fundamental research (theoretical modeling) and applied research (based on real economic data) are equally supported, aligning directly with the individual aspirations of the candidates. The integration of mental health procedures and updated ethical conduct guidelines further consolidates an inclusive doctoral framework.

- ✓ Recommendations -
The indicator is: fulfilled.

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

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

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

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

UBB and FSEGA guarantee access to appropriate educational and research resources through a modern infrastructure, which includes spaces fully equipped with digital technologies (smart boards, video projectors).

Doctoral students in the field of Economics benefit from unrestricted access to the Central University Library (BCU) resources and the EBSCO database through their institutional email addresses. Furthermore, they have complete access to international scientific databases available through the platform www.e-information.ro, to which UBB is institutionally subscribed.

To support educational equity, the Centre for Students with Disabilities (CSD) plays a key role in identifying effective solutions for students with special needs and providing recommendations for adapting study materials. This initiative is financially and strategically supported by institutional development funds, specifically through the project CNFIS-FDI-2024-F-0292.

Although there have been no doctoral students with disabilities enrolled in the Economics field thus far, the faculty is structurally and procedurally fully prepared to align with profile requirements and facilitate immediate access if needed.

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

The educational infrastructure is robust and highly inclusive, specifically supporting doctoral students through simplified digital access to advanced resources and essential research tools. Digital accessibility, combined with institutional readiness and dedicated funding (the FDI project) to provide personalized support for students with special educational needs, ensures equitable integration into research activities for all potential candidates.

- ✓ Recommendations -
The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

The expected learning outcomes (knowledge, aptitudes, responsibilities, and autonomy) are accurately described and communicated transparently through the Syllabus (Fișele disciplinelor), which are publicly available on the faculty's official website. The course descriptions clearly outline the evaluation methods, tasks, and criteria in advance. For highly specialized disciplines in the Economics domain, the explicit mapping of learning outcomes can be observed in specific syllabus, for example: Advanced Topics in Macroeconomics.

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

SDSEGA ensures clear and verifiable coherence between the objectives of the doctoral programs, the rigorous content of advanced disciplines, and the intended learning outcomes. Learning outcomes are explicitly formulated, communicated at the beginning of each academic year, and aligned with the course content and teaching–assessment methods. The transparent online communication of assessment criteria and learning expectations facilitates efficient planning for doctoral students and guarantees that teaching staff explicitly align their evaluations with the development of advanced research competencies.

- ✓ Recommendations -
The indicator is: fulfilled.

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

The verification of learning outcomes is rigorously conducted through continuous assessment during the semester and summative assessment at the end of each semester, in strict accordance with the ECTS regulations implemented at UBB.

For the courses attended by doctoral students in the Economics field, the Moodle platform is extensively utilized. All learning materials, assessment methods, complex homework assignments, and final grades are managed and posted on this digital platform.

The evaluation process is complemented by regular face-to-face and online consultations held between supervisors, teaching staff, and students to monitor progress, provide in-depth feedback, discuss grading rationales, and analyze how specific research skills can be improved.

The doctoral research program aims at the successful development and public defense of the thesis, structured through the following mandatory milestones: topic approval - successful defense of the initial scientific research project to validate the thesis topic; progress monitoring - presentation of a minimum of three scientific research reports across the second, third, and fourth years of study; final evaluation and public defense: thesis drafting and a two-stage anti-plagiarism check; a public pre-defense followed by a 90-day public consultation period; the final public defense before a committee of internal and external experts, culminating in the awarding of the doctoral title based on academic merit and originality.

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

The evaluation process is coherently structured, combining continuous methodological assessments and summative exams that effectively monitor the complex progress required at the doctoral level. The proactive and standardized use of digital tools (Moodle) combined with highly personalized qualitative feedback sessions guarantees that the achievement of advanced learning outcomes is thoroughly, fairly, and transparently verified.

- ✓ Recommendations -
The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

Admission to the doctoral program in the field of Economics is organized in strict compliance with the general methodology approved by the UBB Senate and the specific regulations of the Council for Doctoral Studies (CSUD) and SDSEGA. The entire admission process is transparent. All relevant information, including the number of state-funded and fee-based places, eligibility criteria, thematic areas proposed by doctoral supervisors, bibliography, and required documents are published well in advance on the official websites of UBB and the FSEGA. The admission competition is conducted through the dedicated institutional platform (UBB Online Admission), which simplifies the application process. The evaluation process typically consists of a thorough analysis of the candidate's application file and a rigorous oral examination (interview), during which the candidate must present and defend their initial scientific research project before an admission committee.

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

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

The organizational component correctly applies the institutional admission procedures, ensuring equitable access to doctoral studies for all applicants. The digitalization of the application process enhances transparency and accessibility for national and international candidates alike. The requirement to defend a scientific research project during the admission interview guarantees an initial quality filter, ensuring that admitted candidates possess a viable research topic and the foundational knowledge required to undertake advanced economic research.

- ✓ Aspects that constitute best practice examples

The comprehensive digitalization of the admission process through the dedicated UBB Online Admission platform, which streamlines administrative steps and facilitates application tracking for candidates.

- ✓ Recommendations -
The indicator is: fulfilled.

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

UBB ensures fairness and equal opportunities during the admission process through a series of inclusive institutional policies, specifically the UBB Gender Equality Guideline and the Guideline for Combating Discrimination.

According to the UBB Admission Methodology, special provisions are systematically established to support vulnerable groups. Dedicated admission quotas (state-funded places) are annually allocated for candidates of Roma ethnicity, candidates graduating from high schools in rural areas, and young people coming from the social protection system.

Furthermore, the university has institutionalized the Centre for Students with Disabilities (CSD). During the admission process, candidates with special educational needs or disabilities can request specific accommodation (adapted examination formats, extended time, accessible venues) to ensure their equitable participation in the competition.

Within the Economics doctoral domain, admission evaluations prioritize the scientific merit of the proposed research project and the candidate's academic background, actively preventing any form of discriminatory bias.

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

The organizational component strictly and proactively complies with the principles of fairness and equal opportunities.

The existence of dedicated admission quotas for vulnerable groups and the operational capability of the CSD to adapt examination procedures demonstrate an institutional commitment to inclusion. These measures guarantee that social or physical vulnerabilities do not represent barriers to accessing advanced academic training at SDSEGA.

- ✓ Recommendations -
The indicator is: fulfilled.

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

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

The academic journey of doctoral students at UBB and SDSEGA is strictly regulated and monitored through the UBB Regulation for Doctoral Studies and the general Regulation regarding the professional activity of students. These documents are public and can be accessed via the doctoral school's official page: https://econ.ubbcluj.ro/Scoala_Doctorala/reg_sc_doct.php](https://econ.ubbcluj.ro/Scoala_Doctorala/reg_sc_doct.php).

The rights and academic responsibilities of the doctoral candidates are clearly defined in the Code of Student Rights and Obligations at Babeş-Bolyai University, which is applied consistently across all study cycles.

The specific academic and research trajectory of each PhD candidate in the Economics domain is governed by the Individual Doctoral Study Plan. This core document structures the timeline for courses, the presentation of the three mandatory scientific research reports, and the thesis defense, being periodically updated and validated by the doctoral supervisor and the guidance committee.

The administrative and academic tracking is fully digitalized. Doctoral students manage their professional activity, view their academic records, and access their study contracts through the centralized AcademicInfo platform and the faculty-specific FSEGA SIS platform.

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

SDSEGA ensures a rigorous, transparent, and legally compliant framework for managing the professional activity of its doctoral students. The strict adherence to the Individual Doctoral Study Plan guarantees that the academic journey is systematic and that each doctoral candidate receives continuous guidance and evaluation throughout the program. The operational integration of digital platforms (AcademicInfo and FSEGA SIS) significantly reduces administrative burdens, providing students with immediate, 24/7 access to their academic status, grades, and essential administrative documents.

- ✓ Aspects that constitute best practice examples

The integration of faculty-specific digital tools (FSEGA SIS) with the university's centralized system (AcademicInfo), which provides a highly transparent, efficient, and user-friendly digital environment for real-time tracking of the doctoral students' academic and research trajectory.

- ✓ Recommendations -
The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

The internationalization process at UBB is structurally guided by the Babeş-Bolyai University Internationalisation Strategy 2025-2029, with mobility operations efficiently managed by the Centre for International Cooperation (CCI).

A major driver of internationalization is UBB's active membership in the EUTOPIA European University Alliance and the GUILD network of research-intensive universities, which facilitate advanced academic and research collaborations.

Within the SDSEGA Doctoral School, the Economics domain is highly internationalized. The faculty maintains numerous Erasmus+ bilateral agreements that support both teaching staff and student mobilities. As highlighted in the best practice records, SDSEGA deeply integrates its candidates into international collaborative networks. Doctoral students actively participate in specialized training and mobility programs, such as those organized by CESEENET (Central and South-East European PhD Network) and the ERMAS network (Annual Conference of Romanian Academic Economists from Abroad).

International cooperation is also materialized through joint doctoral supervision agreements (cotutelle) and extended research stays. For instance, doctoral students in Economics have successfully secured prestigious international funding, such as Eiffel Scholarships, completing research stages at partner institutions like Université d'Orléans and Université Clermont Auvergne in France.

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

SDSEGA demonstrates an exceptional capacity for internationalization. The integration into major European alliances (EUTOPIA) and highly specialized academic networks (CESEENET) provides doctoral students and teaching staff with direct access to a globally competitive research environment.

These international cooperation actions effectively and directly improve the quality of doctoral research. By facilitating mobilities, cotutelle agreements, and participation in international workshops, the doctoral school ensures that its students are exposed to diverse methodological approaches, rigorous international standards, and valuable cross-border collaborative networks.

✓ Aspects that constitute best practice examples

The institutionalized integration of the Economics doctoral domain into international research networks (such as CESEENET and ERMAS), which grants students direct access to advanced quantitative courses delivered by internationally recognized experts.

✓ Recommendations -

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Within the Doctoral School of Economics and Business Administration (SDSEGA), the entire advanced university training program is intrinsically driven by scientific investigation. The curriculum is specifically designed so that mandatory disciplines (such as Research Methodology and Academic Writing Techniques, Advanced Statistics and Econometrics, or Advanced Topics in Macroeconomics) utilize the latest scientific literature, case studies, and empirical datasets to achieve the defined learning outcomes.

The expected learning outcomes at this academic level (Level 8 EQF) explicitly demand the ability to conduct independent, original research. This is practically materialized and capitalized upon through the elaboration and public presentation of the three mandatory scientific research reports during the doctoral journey.

Doctoral students are actively integrated into the faculty's research system. They participate in internal research seminars, national and international conferences (such as ERMAS), and are strongly encouraged to publish their preliminary findings in internationally indexed academic journals as a fundamental part of validating their learning progress – 33 publications of PhD. Students between 2021 and 2025 - https://econ.ubbcluj.ro/aracis/sd/UBB_SDSEGA_Publicatii_doctoranzi_ECONOMIE%20.pdf

Research results are constantly feedback into the teaching process; doctoral supervisors frequently update their course materials and bibliographies (documented in the Fișele disciplinelor) to reflect the latest methodological advancements and discoveries in the field of Economics.

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

The integration of scientific research into the educational process is comprehensive and structural. Learning is not merely theoretical but is directly applied through continuous investigation, data analysis, and scientific writing. The requirement to publicly present research reports and the emphasis on publishing results before the final thesis defense demonstrate that research outputs are effectively capitalized upon to measure and validate the achievement of the program's advanced learning outcomes. The doctoral school successfully cultivates a research-intensive environment where the boundaries between learning and scientific investigation are integrated, fully preparing candidates for high-level academic or professional careers.

Between 2021 and 2026, the doctoral supervisors of the Economics Doctoral Domain published 6 articles in Web of Science-indexed journals (SSCI and SCIE). Among the WoS-indexed publications, the quartile distribution is as follows: 3 articles in Q1 journals, 1 in Q2, 1 in Q3, and 1 in Q4, according to the Article Influence Score (AIS) indicator -

✓ Aspects that constitute best practice examples

Involvement of doctoral students in publications and research projects.

✓ Recommendations

Dissemination of research results through publication in high-impact journals.

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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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 level, to ensure transparent monitoring, all research activities are registered in the UBB Academic/Scientific Activity Management application, providing a real-time overview of publication volumes and the academic community's national and international recognitions (awards, distinctions, professional memberships). Reflecting this commitment to research excellence and global visibility, UBB achieved a five-star world-class university rating from the Quacquarelli Symonds (QS) platform in 2021, a status that was officially reconfirmed in 2025.

The scientific research conducted by the members of the Economics Doctoral Domain is visible at the international level, primarily through systematic publications in prestigious Web of Science (WoS) indexed journals. The research results are capitalized upon by the international scientific community, as evidenced by the high volume of citations in top-tier WoS journals. For instance, the publications of the doctoral supervisors are frequently cited in leading global journals such as the Journal of the European Economic Association, Journal of Public Economics, Quantitative Economics, and Journal of Economic Behavior & Organization.

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

The scientific research outcomes of both doctoral supervisors and PhD candidates are validated through high-impact indexed publications, international citations, and successful participation in competitive grant projects. This validation is further reinforced by their active roles on editorial boards, peer-review activities, and sustained engagement in international academic networks. These research achievements are integrated into the advanced curriculum and utilized directly in doctoral training, enhancing the global visibility and scientific impact of the Doctoral School.

✓ Aspects that constitute best practice examples

Active involvement in global academic networks and conferences.

✓ Recommendations

Increasing the visibility of doctoral research results by expanding participation in conferences and publishing in journals indexed in international databases, in particular WoS and Scopus.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UBB has established an institutional quality assurance framework coordinated by the Evaluation and Quality Assurance Committee (CEAC-UBB) and supported by the Qualitas Center. The Economics doctoral domain operates within this institutional framework through the structures of the Doctoral School of Economics and Business Administration (SDSEGA), the Faculty of Economics and Business Administration, the Institute for Doctoral Studies (ISD), and the Council for Doctoral Studies (CSUD). Quality assurance policies, procedures, and regulations are regularly reviewed and updated in accordance with national legislation and ARACIS requirements.

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

Quality assurance is integrated into the strategic governance of the university and the doctoral school. The institutional quality assurance system is functioning as a continuous improvement instrument. The interaction between institutional, faculty, doctoral school, and doctoral domain levels ensures consistency in quality standards while allowing flexibility for disciplinary specificities. Quality culture characterised by regular monitoring, stakeholder participation, systematic review processes, and evidence-based decision-making shows clearly the importance of this strategic orientation. The existence of multiple governance layers contributes to accountability and transparency, while the clear allocation of responsibilities supports effective implementation of quality assurance policies.

- ✓ Aspects that constitute best practice examples

Strong institutional support through CEAC-UBB and the Qualitas Center

- ✓ Recommendations

Increase the visibility of quality assurance results among doctoral students and external stakeholders.

Continuing to attract colleagues from foreign institutions to participate in the operational processes of the doctoral school.

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

Stakeholders participate in quality assurance activities through representation in governance structures, including doctoral school councils, faculty councils, and university decision-making bodies. Doctoral students are represented in SDSEGA governance structures, while academic staff participate in program development and evaluation processes. Feedback mechanisms involving students and academic staff are integrated into quality management activities.

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

Stakeholder involvement appears systematic. The participation of doctoral students in governance bodies reflects alignment with European quality assurance principles and contributes to institutional transparency. Stakeholder participation extends beyond formal representation and supports program development and quality enhancement. The involvement of academic staff in curriculum review, doctoral supervision

monitoring, and strategic planning contributes to the continuous adaptation of the doctoral domain to evolving academic and societal requirements.

✓ Aspects that constitute best practice examples

Stakeholder participation in decision-making

Integration of stakeholder feedback into review procedure

✓ Recommendations

Strengthen Alumni engagement mechanisms.

Collaboration with the business environment and professional organizations is an important priority.

Proposing research themes could strengthen academia-industry links.

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)

Quality assurance structures operate at institutional, faculty, doctoral school, and doctoral domain levels. The Economics doctoral domain benefits from the governance and monitoring mechanisms of SDSEGA, the Faculty Council, CSUD, CEAC-UBB, and the UBB Senate. These bodies regularly review academic regulations, program performance, doctoral supervision quality, and research outcomes.

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

The quality assurance structures are clearly defined and operational. Responsibilities are distributed transparently, ensuring efficient monitoring and continuous improvement of doctoral education. Stakeholders also participate in consultations regarding regulations and procedures. Their feedback is collected through consultations, questionnaires, and meetings within the Doctoral School Council and faculty structures.

✓ Aspects that constitute best practice examples

Strong integration between doctoral governance and university-level quality assurance

Active involvement of doctoral student representatives in decision-making bodies

✓ Recommendations

Strengthen international participation in periodic reviews.

Increase dissemination of quality assurance outcomes among doctoral students.

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)

Assessment procedures are regulated by institutional and doctoral school regulations. Doctoral students are evaluated through coursework, research activities, progress reports, publications, and thesis defence procedures. Assessment criteria and academic requirements are publicly available and communicated to doctoral candidates. Procedures governing the organization and functioning of doctoral studies, program implementation, and monitoring are regulated at institutional level and periodically reviewed according to legislative changes and quality assurance recommendations.

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

The assessment procedures are transparent, coherent, and aligned with expected doctoral-level learning outcomes. The emphasis on research performance, critical thinking, methodological competence, and scientific contribution is consistent with international doctoral education standards. The assessment system provides adequate safeguards for fairness, objectivity, and academic integrity. The use of multiple evaluation stages contributes to the reliability of assessment outcomes.

- ✓ Aspects that constitute best practice examples

Transparent assessment criteria

Strong emphasis on research quality

- ✓ 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)

Doctoral theses are evaluated according to national regulations and university procedures. Thesis evaluation includes independent review, public defence, and compliance with academic integrity requirements.

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

There is a substantial evidence of rigorous doctoral thesis evaluation procedures. Particularly noteworthy are the international co-supervision arrangements and mixed international defence committees mentioned in the internal evaluation report. These practices contribute significantly to academic quality and international visibility.

- ✓ Aspects that constitute best practice examples

International co-supervision arrangements

Mixed international thesis defence committees

Strong emphasis on scientific contribution

- ✓ Recommendations

Expand the number of internationally co-supervised theses.

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.
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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)



Academic staff involved in doctoral education are subject to periodic evaluation based on teaching, research, supervision, and academic service activities. SDSEGA applies additional quality criteria for doctoral supervisors regarding scientific productivity, publication performance, and supervision activities. Allocation of doctoral positions also considers research performance and compliance with internal quality standards.

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

The evaluation system promotes merit-based academic development and supports the maintenance of high scientific standards among doctoral supervisors.

- ✓ Aspects that constitute best practice examples

Additional SDSEGA-specific quality requirements

Performance-based allocation of doctoral positions

- ✓ Recommendations

Introduce annual reports on teaching quality based on student feedback.

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)

UBB maintains institutional databases and information systems supporting doctoral studies, program monitoring, academic management, research reporting, and quality assurance activities. These systems facilitate data collection, reporting, decision-making, and compliance monitoring across all doctoral domains. The Center for the Management of Scientific Research, together with UBB academic staff and researchers, uses the UBB Academic/Scientific Activity Management application to record all outcomes of their professional activity. The main functionalities of the AcademicInfo system include: (a) Electronic management of academic records (curricula, student data, grades); (b) Automatic generation of documents required by faculty secretariats; (c) Online grade entry by instructors; (d) Online access to academic information (courses, grades, etc.) for students and instructors; (e) Generation of analytical summaries relevant to the teaching process; (f) Student requests: submission and processing; (g) Course evaluation. The AcademicInfo system includes the following main modules: (a) Admissions; (b) Academic Records; (c) Student and Instructor Access; (d) Fees; (e) Fees – Economic Department; (f) Teaching Performance Evaluation by Students; (g) Graduate Labour-Market Integration.

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

The availability of integrated institutional databases supports evidence-based quality assurance and enables effective monitoring of program performance. The data-collection systems are well structured and fully functional at both UBB and FSEGA levels, and the use of these data for quality enhancement is consistent.

- ✓ Aspects that constitute best practice examples

Centralized data management

Integration of doctoral administration and quality assurance functions

- ✓ Recommendations -

The indicator is: fulfilled

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

and qualifications

Standard S.C.6.1. Transparency

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

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

UBB publishes regulations, governance documents, quality assurance procedures, doctoral admission information, doctoral school regulations, and institutional decisions through publicly accessible online platforms. Students and stakeholders have access to information regarding programs, regulations, governance structures, and academic requirements. FSEGA ensures access to information regarding its study programs by publishing them on the faculty website, providing direct access to all relevant details (FSEGA Educational Offer *Oferța Educatională* FSEGA).

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

The information infrastructure provides reliable support for evidence-based management and quality assurance. The availability of institutional databases facilitates monitoring, reporting, and strategic planning activities. The existing information systems contribute significantly to institutional transparency and operational efficiency.

- ✓ Aspects that constitute best practice examples

Accessible institutional websites and information systems

- ✓ 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)

Decision-making processes are conducted through formal governance structures of the university. Regulations and decisions are available. Any person may obtain public-interest information concerning UBB by accessing the INFOUBB section on the University's website.

At the level of FSEGA, public-interest information is available on the faculty's official site. The page dedicated to the Doctoral School can be accessed at the link provided (https://econ.ubbcluj.ro/n2.php?id_c=106&id_m=3), and information regarding the FSEGA Students' Council is available under the sections dedicated to the Faculty Council and the Senate – students.

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

The governance framework ensures transparency, participation, and accountability in institutional decision-making. The Economics doctoral domain demonstrates a high level of transparency regarding academic requirements, supervision arrangements, admission procedures, and doctoral regulations. Stakeholders can access relevant information through institutional platforms and official documentation. The transparency level fully consistent with ESG standards and international good practice.

- ✓ Aspects that constitute best practice examples

Clear communication of doctoral regulations

Public access to governance and procedural information

Consistent institutional communication practices

- ✓ Recommendations

Further improve the visibility of doctoral student achievements.

The indicator is: fulfilled

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

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

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

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

The SDEGA applies the legal procedures regarding external quality evaluation, coordinated at the level of IOSUD-UBB. The Economics doctoral field was evaluated by ARACIS in 2021 (ARACIS Council Decision No. 132 of December 16, 2021) and received the qualification of Maintaining accreditation, and after three years the intermediate evaluation report was submitted and validated (https://www.aracis.ro/wp-content/uploads/2022/02/IOSUD382_C6_07.08.2025.pdf).

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

UBB demonstrates significant expertise in managing ARACIS external evaluations. The institution consistently adheres to all methodological requirements and deadlines, a performance driven by well-organized internal processes and collaboration between the central university administration and the doctoral domain. The efficient preparation of the dossier shows a strong commitment to transparency and continuous improvement. The drafting of the REI proves that the internal self-assessment is highly effective and relies on broad academic consultation.

- ✓ Recommendations -
The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Highly qualified human resources, with active doctoral supervisors achieving significant research outcomes, maintaining relevant publications in the field, and demonstrating international visibility. ✓ The implementation of specific internal regulations (SDSEGA) that enforce higher quality criteria for the affiliation and evaluation of doctoral supervisors, exceeding national minimums. ✓ Active integration into major international networks (such as CESEENET, INFER, EEFS, ERMAS, and CEEPUS) and the successful implementation of new joint doctoral supervision agreements through European alliances like EUTOPIA. ✓ Excellent material resources, featuring dedicated research	INTERNAL FACTORS 	Weaknesses: ✓ The need to further develop internal supplementary funding mechanisms to optimally support doctoral research, academic mobility, and extended access to databases. ✓ Research activities within the Economics doctoral domain could be further enhanced by consolidating them into a dedicated, specialized research center. ✓ A relatively small number of international doctoral candidates compared to major European doctoral schools, which limits the degree of internationalization of the program.
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workspaces equipped with high-standard IT infrastructure, analytical software (Stata, Eviews, R, SPSS, GeoDa), and unrestricted access to specialized economic databases (Bloomberg, Thomson Reuters Eikon, Statista). ✓ The successful attainment of a five-star world-class university rating from the Quacquarelli Symonds (QS) platform, confirming the institution's global visibility and research excellence. ✓ The existence of long-standing and beneficial collaborations with national and international institutions, including guest lecturers and referees.		
SWOT analysis		
Opportunities: ✓ The integration of emerging, cutting-edge disciplines such as Artificial Intelligence, data sciences, and new technologies into the doctoral training curriculum to adapt to global trends. ✓ Further strengthening established relationships with foreign universities to expand doctoral student and supervisor mobilities, as well as joint research projects. ✓ Enhancing applied research collaborations with specialized companies, professional associations, and local public administration to increase the societal impact and practical utilization of theses.	 EXTERNAL FACTORS	Threats: ✓ Increasing competition from other national institutions, alongside the visible policies of prestigious European universities actively attracting top-tier master's graduates to their own doctoral programs. ✓ The tendency of doctoral students to seek full-time or part-time employment, which significantly reduces the time they can dedicate to rigorous academic research. ✓ Insufficient financial resources allocated through governmental instruments to adequately cover the high costs of advanced economic research for both students and supervisors.

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	Strengthen consultation mechanisms with external stakeholders, specifically alumni, employers, and local communities.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Promoting the recruitment of doctoral supervisors and academic staff with international experience to further diversify the doctoral school's expertise and strengthen its competitive position.
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	-
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	Periodically review the doctoral training plan to integrate emerging disciplines relevant to new research directions in economics, technology, and data sciences; continuing to define learning outcomes in accordance with qualification Level 8 EQF and European

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			Skills, Competences and Occupations (ESCO).
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	-
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Dissemination of research results through publication in high-impact journals.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Increasing the visibility of doctoral research results by expanding participation in conferences and publishing in journals indexed in international databases, in particular WoS and Scopus.
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	Increase the visibility of quality assurance results among doctoral students and external stakeholders. Continuing to attract colleagues from foreign institutions to participate in the operational processes of the doctoral school.
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 Alumni engagement mechanisms. Collaboration with the business environment and professional organizations is an important priority. Proposing research themes could strengthen academia-industry links.
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	Strengthen international participation in periodic reviews. Increase dissemination of quality assurance outcomes among doctoral students.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Expand the number of internationally co-supervised theses.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Introduce annual reports on teaching quality based on student feedback.
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	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Further improve the visibility of doctoral student achievements.
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The external evaluation process for the Economics doctoral domain at Babeş-Bolyai University of Cluj-Napoca (IOSUD-UBB), revealed a mature, dynamic, and rigorous academic environment. The evaluation panel acknowledges the institution's sustained commitment to academic excellence, evidenced by the unanimous fulfillment of all 32 ARACIS performance indicators across the three fundamental domains.

The Economics doctoral domain, managed by the Doctoral School of Economics and Business Administration (SDSEGA), benefits from specific internal regulations that enforce higher quality criteria for the affiliation and evaluation of doctoral supervisors, significantly exceeding the minimum national standards.

The doctoral supervisors fully meet the CNATDCU criteria, maintain active research profiles with publications in prestigious international Core Economics journals (Q1/Q2), and regularly engage in prominent international projects and networks.

The institutional capacity is effectively sustained by modern material resources and an infrastructure tailored for advanced research. Doctoral students benefit from dedicated workspaces equipped with advanced statistical and econometric software (Stata, Eviews, R, SPSS) and unrestricted access to top-tier economic databases (Thomson Reuters Eikon, Bloomberg, Statista), providing them with high-level professional tools.

A comprehensive and efficient digital architecture (AcademicInfo, FSEGA SIS, Moodle, UBB Online Admission) significantly streamlines academic and administrative processes, ensuring transparency, administrative traceability, and objectivity in academic evaluation.

The educational process is aligned with the National Qualifications Framework (NQF) Level 8 and structured transparently around the ECTS system. The curriculum successfully balances advanced methodological and quantitative training in the first year with extensive, autonomous scientific research in the subsequent years.

The research generated by PhD students and their supervisors is highly visible at the international level. The evaluation noted a strong publication record in Web of Science (WoS) indexed journals and active participation in prestigious international academic conferences.

The domain demonstrates an excellent operationalization of its internationalization strategy. Supported by active integration into global collaborative networks (such as CESEENET, INFER, EEFS and ERMAS), doctoral students and supervisors benefit from vast mobility opportunities. Furthermore, the successful

implementation of joint doctoral supervision agreements (Cotutelle) with foreign universities (Université Clermont Auvergne) guarantees that the research output is validated in accordance with the global standards.

IOSUD UBB provides an equitable, inclusive environment. The digital admission process, combined with specialized institutional support (such as the Centre for Students with Disabilities), ensures that the doctoral journey is accessible to all capable candidates, regardless of their socio-economic or physical circumstances.

The quality assurance mechanisms are robust, well-documented, and integrated into the broader university framework. Decision-making processes are transparent, with doctoral students holding active voting rights in the SDSEGA Council and CSUD.

While the domain performs at a high level, the evaluation panel supports the institution's identified future lines of action. To further elevate its international standing, the domain should actively pursue the expansion of internationally co-supervised theses and attract more foreign experts into its operational and evaluation processes. Additionally, capitalizing on closer collaborations with external stakeholders (alumni and employers) and integrating emerging, interdisciplinary discipline, such as Artificial Intelligence and data sciences into the doctoral curriculum will be essential to ensure that the program remains aligned with global technological trends and maintains its competitive standing.

Based on the thorough analysis of the Internal Evaluation Report, the extensive supporting annexes, the on-site infrastructure assessment, and the constructive dialogue with all relevant stakeholders, the ARACIS evaluation panel concludes that the Economics doctoral domain fully complies with the national legal requirements and quality assurance standards.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

- a) **maintaining accreditation** (MAC) for Doctoral field of study: **Economics**.

VII. Annexes

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