The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organisation:	West University of Timișoara
Doctoral School:	Doctoral School of Economics and Business Administration
Doctoral Domain:	Management
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

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I. Introduction

The external evaluation report for the doctoral programme in **Management** has been prepared as part of the periodic procedures carried out in accordance with ARACIS requirements, with the aim of verifying academic and institutional quality and the progress made between two successive evaluations. The document is based on an in-depth analysis of academic activities, resources and results achieved between 2020 and 2025, supplemented by contributions from external evaluation experts and the self-evaluation team of the Doctoral School of Economics and Business Administration (SDEAA). The process involved consulting internal and external stakeholders, collecting institutional data, and examining how quality assurance policies and procedures are implemented.

The West University of Timişoara (UVT) was established by Royal Decree-Law No. 660 of 30 December 1944, since when it has operated as a leading higher education and research institution for the western region. By Romanian Government Decision No. 458 of 29 July 1994, the institution was given its current name – **the West University of Timişoara.** The higher education institution meets international quality standards, as confirmed by the university's inclusion in both national and international rankings. The activities of the West University of Timişoara are conducted in accordance with the provisions of the University Charter, which are consistent with national legislation and the principles of the European Higher Education *Area* (*EHEA*). At the same time, UDJG works closely with the socio-economic sector, training the specialists it requires and providing consultancy and technical-economic solutions to the problems raised.

The West University of Timişoara is **an Organising Institution for Doctoral Studies (IOSUD – UVT)**, operating under the National Education Act (199/2023, as amended) and Order 3020/2024 – Framework Regulations for Doctoral Studies. The Charter of the West University of Timişoara *(Chapter 8, Article 42)* states: "UVT is an Organising Institution for Doctoral Studies (hereinafter referred to as IOSUD-UVT). IOSUD-UVT operates on the basis of the IOSUD UVT Regulations on doctoral studies, which are approved by the UVT Senate in accordance with the law. Activities relating to the doctoral cycle are coordinated by the Council for Doctoral Studies. The term of office for CSUD members who are **academic staff** is five years, valid for the period 2024–2029. The term of office for CSUD members who are **representatives of doctoral students** is renewed annually. The OSUT organises the elections for these positions independently.

During the 2025–2026 academic year, doctoral studies at IOSUD – the West University of Timişoara were conducted within the following doctoral schools: Arts (field: Visual Arts), Law (field: Law), Economics and Business Administration (fields: Accounting, Economics, Marketing, Management, Finance), Philosophy, Sociology and Political Science (fields: Social Work, Sociology, Philosophy, Political Science, Communication Sciences), Music and Theatre (fields: Music, Theatre and Performing Arts), Psychology (fields: Psychology, Educational Sciences, Sports Science and Physical Education), Exact and Natural Sciences (fields: Biology, Chemistry, Physics, Geography, Computer Science, Mathematics), Humanities (fields: Philology and History).

The previous external evaluation of the quality of education at doctoral level took place in 2021, following which ARACIS Council Decision No. 100 of 25 November 2021 was issued, ***maintaining the accreditations*** for IOSUD-UVT in 21 of the 22 doctoral study fields evaluated at that time, with the 22nd field – Marketing – receiving conditional accreditation. The status of the latter was amended by ARACIS Council Decision No. 95/H of 27 April 2023 on *the Maintenance of Accreditation*. Subsequently, four new fields were accredited, also by ARACIS Council Decisions: Economic Informatics (28 July 2022), Social Work (31 August 2022), Communication Sciences (13 July 2023) and Biology (31 August 2023).

The field of doctoral studies in Management belongs to the Doctoral School of Economics and Business Administration. In terms of departmental structure, the Doctoral School of Economics and

Business Administration operates within IOSUD-UVT, having been established pursuant to Order No. 4843 of the Ministry of Education and Scientific Research dated 1 August 2006. Like the other doctoral schools operating within the Doctoral School of Economics and Business Administration (SDEAA), the legality of activities in the doctoral field of Management, in which doctoral studies are organised, is confirmed by a series of legislative documents: Ministerial Order No. 5037/13.09.2013, Government Decision No. 595 of 22 July 2015. Following the latest evaluation, by ARACIS Council Decision No. 100 of 25 November 2021, the Management field was awarded the rating *'Accreditation Maintained'.*

Overall, the doctoral programme in Management is a mature one, with a long-standing tradition within IOSUD-UVT, focused on innovation, internationalisation and improving the quality of research, thereby aligning with both the requirements of the external evaluation methodology and European standards for research-based training.

II. Methods used

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

- IOSUD–UVT regulations (regulations, methodologies, operational procedures);
- supporting documents uploaded to the institutional platform (job descriptions, lists of publications, evidence of scientific activities, collaboration protocols, institutional strategies);
- information regarding infrastructure (laboratories, international databases);
- data on academic mobility, participation in conferences for the dissemination of research results, research projects carried out and the activities of supervisory committees.

In addition, an analysis was carried out of supplementary documents provided by the institution during the preparation of the report in question: decisions and resolutions of the management bodies, annual reports of the doctoral school, and individual evaluation forms for doctoral students.

On-site visit – The evaluation methodology also included an institutional visit, aimed at directly verifying the data presented in the report. In this context, the following were visited:

- the teaching and research facilities of the Faculty of Economics and Business Administration, within which the SDEAA operates (lecture theatres, specialised laboratories, the ECREB research centre);
- the University Library, including facilities for accessing scientific databases;
- the premises dedicated to the administrative processes related to doctoral studies;
- support infrastructure (campus, halls of residence, social facilities).

During the visit, discussions took place with the main groups of people involved in running the doctoral programme:

- the management of the Doctoral School of Economics and Business Administration (director, members of the Doctoral School Council);
- doctoral supervisors in the evaluated doctoral field – Management;
- doctoral students at various stages of the programme;
- graduates of the Management doctoral field who have obtained a doctoral degree;
- employers of doctoral programme graduates;
- administrative staff responsible for the management of doctoral studies;
- representatives of quality assurance bodies.

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

- consultation with stakeholders, through formalised mechanisms: thematic meetings, consultations with the socio-economic environment and with institutional partners involved in research activities specific to the doctoral programme under evaluation;
- analysis of performance indicators, by verifying the scientific results of doctoral supervisors and doctoral students, in accordance with the self-assessment forms and the annexes on publications;
- examination of quality assurance procedures, the implementation of policies on academic ethics and integrity, and the prevention of plagiarism;
- cross-referencing institutional data with on-site observations in order to assess the accuracy of the information and the feasibility of the implementation of the procedures set out in official documents.

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

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 demonstrates that it involves the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.1.1	To deliver 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.

1. Presentation of the facts, supported by documents and data – The West University of Timişoara is an Organising Institution for Doctoral Studies (IOSUD – UVT), operating under the National Education Act (199/2023, as amended) and Order 3020/2024 – Framework Regulations for Doctoral Studies, as defined in the Charter of the West University of Timişoara.

The regulatory framework for the operation of IOSUD is set out in the IOSUD UVT Regulations on Doctoral Studies, which are periodically revised and approved by the UVT Senate in accordance with the law (last updated in November 2025).

The work of IOSUD is overseen by the Council for Doctoral Studies (https://doctorat.uvt.ro/csud/), chaired by a director and comprising eight academic staff members (one external), representing various doctoral fields, and three doctoral students.

The activities within the SDEAA are governed by the Regulations of the Doctoral School of Economics and Business Administration for doctoral studies. The SDEAA is led by a director and a council comprising four members, three PhD supervisors (whose term of office is five years, starting in 2024 (https://doctorat.uvt.ro/scoli/sdeaa/). The director of the doctoral school is an ex officio member of the doctoral school council. The director and council members are elected by universal, direct, freely expressed, equal and secret ballot of the doctoral supervisors and doctoral students of the doctoral school respectively. The doctoral student who is a member of the council is elected by the doctoral students affiliated with the school, with the election process managed by OSUT.

Depending on specific activities and contexts (admission, completion of studies, doctoral students' ongoing activities, habilitation, affiliation of supervisors, etc.), IOSUD and SDEAA apply specific regulations, methodologies and procedures (https://doctorat.uvt.ro/) as well as the Code of Academic Ethics and Professional Conduct. All regulatory documents are reviewed periodically to ensure they are aligned with legislative changes and the recommendations of ARACIS and CNATDCU.

2. Analysis of the state of affairs - According to the data analysed, the institution has:

- a rigorous management system, which applies regulations, operational procedures and control mechanisms;
- functional administrative structures, with clearly defined responsibilities and transparent decision-making processes;
- mechanisms for the periodic review of the regulatory framework, and its approval by the University Senate guarantees the legality and legitimacy of the decision-making process.
- mechanisms for the systematic and consistent consultation of stakeholders, which ensures a participatory process in the adoption and revision of the regulatory framework;
- institutional transparency, confirmed by the publication of relevant rules, reports, procedures and documents on the university's website.

In relation to the indicator assessed, the institution demonstrates that it has appropriate organisational structures, which operate on the basis of internal rules, methodologies and procedures that are periodically reviewed, thereby ensuring the proper conduct of the doctoral programme in Management.

3. Aspects constituting examples of best practice - Based on the available information, the following examples of best practice can be identified:

- A comprehensive system of annual and periodic internal evaluation for supervisors and doctoral students, reflecting a well-established culture of quality.
- Rigorous regulations on academic ethics and integrity, and research ethics, including anti-plagiarism strategies and related procedures.

- Recommendations – continuous monitoring of the application of procedures and optimisation of the information flow (through integrated digitisation) between the structures involved to ensure uniformity and promptness in implementation.

The indicator is: met

Standard S.A.1.2. Stakeholder engagement The HEI demonstrates 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 faculty and department members, of subsidiary or extension-* , and of other stakeholders are taken into account in the process of adopting and revising methodologies, regulations and implementation procedures.

1. Presentation of the state of affairs, supported by documents and data - The West University of Timişoara (UVT), through the Doctoral School of Economics and Business Administration (SDEAA), demonstrates the systematic involvement of stakeholders in the development and revision of methodologies, regulations and institutional procedures. This process involves:

- Updating the methodologies, regulations and implementation procedures – specific to doctoral studies and, respectively, the field of doctoral studies in Management;
- Implementing a feedback mechanism from academic staff acting as doctoral supervisors, doctoral students, graduates and employers, as a benchmark in the process of adapting and revising methodologies, regulations and implementation procedures;
- Consultation with academic staff who are members of the SDEAA regarding the content of the curriculum and specific aspects of advanced training programmes for doctoral students;
- Consultation with UVT students is carried out via a questionnaire assessing the quality of teaching and research activities;
- Collecting feedback from graduates of doctoral programmes in the fields covered by the SDEAA, which is useful for adjusting the educational process with a focus on the teaching and research components;

* The faculty, department, subsidiary, and extension – hereinafter "organisational units"

- Gathering feedback from employers, professional associations and business partners (List of business partners) to identify the skills that doctoral graduates should possess;

All recommendations and comments from stakeholders are collated and incorporated into updated versions of methodologies, operational procedures and curricula.

2. Analysis of the current situation in relation to the indicator

The aspects mentioned confirm that IOSUD-UVT ensures genuine and documented stakeholder participation in the processes of developing and revising the regulatory framework. Following consultation with teaching staff, students, graduates and employers, the doctoral programmes within the fields of study covered by the SDEAA are updated in terms of course content and expected learning outcomes specific to these programmes

At the same time, consultation with stakeholders is relevant to the revision of study programmes and course descriptions, which are discussed and approved by the Doctoral School Council.

3. Examples of good practice – Based on the analysed data, the following elements of excellence can be identified:

- Multi-dimensional involvement of stakeholders – consultation with teaching staff, doctoral students, doctoral supervisors and external partners, using tools appropriate to each category.

4. Recommendations –

- more frequent and direct involvement of representatives from the socio-economic sector in defining research topics and the skills targeted among doctoral students.

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources The HEI possesses adequate movable and immovable assets to enable it to deliver the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns premises for the relevant education, research and administrative processes, as well as for services for students, doctoral students and trainees, thereby providing a supportive environment for living and studying, including for disabled persons. Suitable premises are also provided for staff activities. Such premises are adequately equipped.

1. Presentation of the facts, supported by documents and data – UVT possesses assets that effectively contribute to the fulfilment of its mission and objectives. Teaching and research spaces appropriate to its specific development needs are provided through lecture theatres, teaching laboratories and research centres, in accordance with the technical, safety and health and hygiene regulations in force and taking into account the differences between the forms of education (full-time, part-time and distance learning) and, respectively, the objectives of research activities. According to the analysed data, the university has at its disposal modern buildings and infrastructure, rooms for teaching activities, specialised laboratories, research centres, as well as facilities dedicated to academic life, such as halls of residence, a canteen, sports facilities, medical services and recreational areas (Annex: Overview of UVT Teaching Spaces).

All UVT premises are also adapted to the needs of students with disabilities, and the university continues to invest in infrastructure in this regard.

The teaching and research facilities where the activities of the Doctoral School of Economics and Business Administration take place belong to the FEAA and are located in the building on Str. J. H. Pestalozzi Street, Timişoara, as well as at the UVT main campus, 4 Vasile Pârvan Boulevard, Timişoara (Annex: Overview of FEAA teaching spaces).

The bibliographic resources made available to students and teaching staff, namely the collection of publications provided by the "Eugen Todoran" Central University Library of Timişoara (BCUT) (http://www.bcut.ro/Biblioteci-si-colectii-s5-ro.htm] , play an essential role in supporting the educational process.

2. Analysis of the situation in relation to the indicator – there is a direct correlation between the resources available at the level of the educational institution, namely the doctoral school, and the needs of the

educational and scientific processes specific to doctoral studies. The premises are adequate in terms of size, variety and equipment for carrying out routine academic activities, as well as those specific to the doctoral school. The institution provides suitable conditions for the work of doctoral supervisors – offices, meeting rooms and well-distributed organisational resources. There is clear evidence of the continuous maintenance and modernisation of the infrastructure, which contributes to the stability and efficiency of academic processes.

3. Examples of good practice

- the existence of advanced research centres (ECREB, ICAM), which demonstrate strategic investment in modern scientific infrastructure
- extensive access to international databases and electronic resources relevant to competitive doctoral research.

4. Recommendations – continuing the process of modernising IT and multimedia equipment to ensure ongoing compatibility with current digital tools and to support the conduct of research at an advanced level.

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources The organisational units 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.

1. Presentation of the state of affairs, supported by documents and data - The institution manages material resources – buildings, teaching spaces, laboratories, research centres and equipment – through a specialised administrative system, with structures responsible for their upkeep and maintenance. According to the technical and administrative organisation chart, the Administrative Service operates at UVT, organised under the General Administrative Directorate (DGA), which manages and is responsible for all UVT properties. Reporting to the General Administrative Directorate (DGA) of UVT is also the Hall of Residence Administration and Management Service, which manages and is responsible for the efficient management of the accommodation facilities that form part of UVT's assets. Each faculty within UVT has a faculty administrator employed, whose responsibilities include the management of the faculty's assets and property.

The rooms available to the SDEAA are equipped with technical facilities appropriate to modern standards of learning, teaching and communication, which facilitate the work of teaching staff and enhance the learning experience for postgraduate students (video projector, computer, projection screen, videoconferencing equipment, video camera, Cisco router, workstations, two state-of-the-art servers). The premises also provide wireless internet access.

Licences are available for both basic software (operating systems, antivirus programmes), specialist software (SPSS, CIEL, EVIEWS, SAS/R), and application software (Microsoft Office suite, MS SharePoint, MS SQL Server, other dedicated programmes: EViews, Stata, etc.), as well as the Moodle e-learning platform.

2. Analysis of the situation in relation to the indicator - The analysis shows that the institution **fully meets** the requirements of the indicator. All categories of resources used within the evaluated doctoral programme are managed by functional and efficient administrative structures. The condition of the premises and facilities reflects a constant concern for ensuring optimal conditions for work, study and research.

The maintenance of immovable and movable assets used for teaching, research and related administrative activities, which form part of UVT's assets and are utilised by SDEAA in academic and research processes, is carried out in a systematic and organised manner, in accordance with UVT's internal regulations, through specialised administrative structures.

The facilities provided for staff and PhD students include ergonomic spaces, well-equipped research laboratories and support services, which indicates full compliance with operational standards.

3. Examples of good practice -

- Ongoing investment in educational and research infrastructure through the acquisition of new equipment, modernisation and refurbishment

- the development of specialist laboratories that highlight the strategic focus on sustainability and performance.

4. Recommendations –

- The need to continue investing in interdisciplinary laboratories to support methodological developments in research.

The indicator is: fulfilled

Criterion A.3. Adequate human resources and transparent staff recruitment procedures developed in accordance with 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 unit are suitable for carrying out the activities pertaining to the evaluated study programme/domain. The teaching staff possess the required qualifications and professional competences to teach the subject areas assigned to them in the job description.

1. Presentation of the facts, supported by documents and data - The data examined show that the West University of Timişoara, the Faculty of Economics and Business Administration and, by extension, the Doctoral School of Economics and Business Administration have the necessary human resources to organise and deliver the evaluated doctoral study programme.

The appointment of teaching staff to teaching and research posts is carried out in accordance with the National Framework Methodology for Competitive Recruitment and the Methodology on the organisation of competitions for vacant teaching and research posts and examinations for promotion within the teaching career at the West University of Timişoara, 13th edition

The doctoral programme in Management benefits from a full team of doctoral supervisors and teaching staff, all of whom have permanent contractual status within the institution and the necessary qualifications to fully fulfil their assigned academic responsibilities. The majority of those involved in doctoral work hold accreditation in accordance with national requirements, meet the CNATDCU criteria and have a recent, visible and quantifiable scientific output in international databases, including articles published in high-impact journals indexed in Web of Science. The research activity of doctoral supervisors is characterised by continuity, thematic relevance and international outreach, addressing topical issues from both macroeconomic and microeconomic perspectives, specific to each doctoral field. Research results are utilised through participation in national and international projects (Management Research Projects), the publication of articles in Web of Science-indexed journals, and involvement in international scientific networks. Academic staff report annually on their scientific activity, presenting the calculation of scores for assessment forms to verify compliance with the minimum criteria for academic ranks, in accordance with current legislation. The courses within the doctoral training programme for the first semester of the first year of the cycle are taught by lecturers and researchers (in accordance with the SDEAA Staff Regulations) who hold an ISCED-8 qualification, with competencies demonstrated through relevant scientific activity, academic experience and international publication portfolios (Google Scholar, ORCID).

2. Analysis of the situation in relation to the indicator - The indicator requires evidence of the adequacy of human resources at programme level, in terms of qualifications, academic competencies and availability for teaching and research activities. Based on the available data, the programme meets these requirements:

- Appropriate qualifications – All programme directors and course lecturers meet the minimum standards in force, possessing validated competences and a solid academic portfolio.
- Demonstrated scientific competence – Academic productivity is significant, reflected in the number of WoS publications, bibliometric indices and involvement in projects and collaborations.

- Staffing levels appropriate to the volume of activity – The ratio of supervisors to doctoral students is balanced, allowing for effective monitoring of their progress.

Consequently, human resources are sufficient in number and meet the quality requirements of a modern doctoral programme.

3. Elements of good practice

- The team of doctoral supervisors has international visibility, as evidenced by publications in ISI journals and participation in external scientific committees.
- The level of qualification and professional experience of the teaching staff and doctoral supervisors within the SDEAA guarantees a high standard of quality in doctoral training and scientific research.
- The thematic diversity and scientific expertise of these programmes contribute to the academic recognition of the SDEAA and to the integration of PhD students into international scientific communities.

4. Recommendations

- In order to increase and diversify training opportunities, it is recommended that the number of international projects be increased.

The indicator is: fulfilled

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

1. Presentation of the current situation, supported by documents and data - According to the documents analysed, the West University provides teaching and research staff with a robust framework for professional and personal development. The institution encourages participation in continuing professional development activities, international mobility, scientific conferences and professional development programmes.

The Centre for Academic Development (CDA) (https://cda.uvt.ro/) within UVT provides the framework for the continuous professional and personal development of academic staff, support staff and adult learners. To this end, it offers a series of workshops each semester on topics of interest (e.g. *GenAI for learning assessment; co-design, implementation and evaluation of international collaborative learning; authenticity of learning outcomes*).

PhD supervisors, as well as PhD students, have access to the services of the Research Career Counselling and Guidance Centre – Western Region, established with PNRR funding. Another support structure at UVT, the RDI Activities Management Directorate, regularly informs the academic community about active calls for projects at national and international level, and offers direct advice and support for preparing funding applications and implementing successful projects. This directorate also manages Develop grants grants – fixed funding to which every academic staff member has annual access for professional and personal development (participation in scientific events, purchase of software and books, payment of subscriptions to publications and electronic databases; procedural aspects of access are set out in the Methodology for accessing and using *Develop* grants at the West University of Timişoara).

Furthermore, through its membership of the European university consortium UNITA (details at https://www.uvt.ro/unita/), UVT offers academic staff a platform for international cooperation, access to scientific events and the resources of partner universities, with clear benefits for the professional and personal development of teaching staff and researchers, including PhD supervisors.

2. Analysis of the situation in relation to the indicator – The indicator requires evidence that the institution creates real and effective opportunities for the professional and personal development of staff. Analysis of the data confirms full compliance with this criterion:

- The constant involvement of teaching staff and PhD supervisors in training, research and scientific dissemination activities, which reflects the existence of an institutional culture geared towards continuous learning and professional performance.
- Through its membership of the European university consortium UNITA (details at https://www.uvt.ro/unita/), UVT offers academic staff a platform for international cooperation, access to scientific events and the resources of partner universities;

- International staff mobility – clear Erasmus+ procedures are in place for teaching and training placements, demonstrating a commitment to internationalisation.
- Encouraging involvement in scientific projects – access to internal funding for conferences, participation in scientific activities and involvement in projects contributes to improved academic performance.

The facts show that the institution not only exceeds the minimum requirements of the indicator but also fosters a stimulating environment for the advancement of academic careers.

3. Elements of good practice

- Financial support is provided from the institution's own resources to enable PhD supervisors and PhD students to attend international academic conferences.
- The existence of a large number of Erasmus+ mobility placements

4. Recommendations

- Expanding international cooperation by attracting training programmes in partnership with prestigious universities and intensifying academic exchanges with universities in the UNITA network

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.

1. Presentation of the facts, supported by documents and data – According to the documents analysed, the West University applies a clear set of procedures for the recruitment of teaching staff, drawn up in accordance with the legislation in force and approved by the University Senate. P

At IOSUD–UVT, affiliation with doctoral schools is regulated by a public and standardised procedure, based on the applicable legal framework (Law No. 199/2023, ministerial regulations on doctoral studies, the accreditation and recognition of doctoral supervisor qualifications obtained abroad, as well as the current CNATDCU minimum standards, available on the UVT website dedicated to doctoral studies – doctorat.uvt.ro – in the Legal Basis section – Accreditation, affiliation, recognition of qualifications). The conditions that doctoral supervisors must meet and the stages of the affiliation process with the doctoral schools within IOSUD-UVT and SDEAA are clearly described in the Framework Procedure for Affiliation or De-affiliation within the doctoral schools of IOSUD-UVT.

The appointment of academic staff to teaching and research posts is carried out in accordance with the National Framework Methodology for Competitive Recruitment and the Methodology on the Organisation of Competitive Recruitment for Vacant Teaching and Research Posts and Examinations for Promotion in the Academic Career at the West University of Timișoara, 13th edition. The recruitment process is conducted through a public competition, using distinct methodologies for permanent and fixed-term posts, which include specific criteria established by the faculties and published transparently on the institution's website. The procedures cover all stages of candidate selection: advertising of posts, submission of applications, evaluation of applications in accordance with legal and institutional criteria, sitting of competitive examinations, and publication of results. Employment opportunities are made public through official channels, and the results are published in full, ensuring equal access for all candidates. Similarly, the recruitment of auxiliary teaching and non-teaching staff is regulated, adhering to the same principles of transparency and non-discrimination.

2. Analysis of the situation in relation to the indicator – Fulfilment of the indicator requires that the recruitment process be in accordance with the law and conducted in a transparent manner. The information presented and verified confirms that this requirement is met:

- Compliance with national legislation – All institutional procedures are aligned with the legal framework and have been approved by the relevant university bodies.
- Procedural transparency – Job advertisements, eligibility criteria, assessment criteria and results are made public, demonstrating equal access and the elimination of any non-transparent practices.

- Standardised procedures – thus ensuring selection based exclusively on professional criteria and a transparent decision-making process. Overall, the information confirms that the indicator is fully met.

3. Examples of good practice

- The existence of a set of specific criteria established at faculty or doctoral school level.
- Aligning competitions with the institutional strategy, in accordance with internal regulations and legal standards.

4. Recommendations

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process within the organisational component aims to achieve administrative simplification and improve the quality of services provided to 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 high-quality services for the members of its own community and the indirect beneficiaries of education.

1. Presentation of the state of affairs, supported by documents and data - Based on the documents analysed, the West University utilises a wide range of IT tools to manage administrative, academic and research activities, with the aim of streamlining internal processes and facilitating access to services for the entire university community.

The institution has a dedicated department that centrally manages all IT and communications systems, thereby ensuring that all relevant systems and databases remain interconnected.

UVT reports information requested by UEFISCDI electronically, through periodic reports to the Single University Matriculation Register (RMU). Multiple applications have been implemented to facilitate digital access to resources, such as: the online payment platform or the online admissions system (admitere.uvt.ro).

The recording of these and the tracking of the academic progress of doctoral students are carried out via a dedicated IT system (University Management System – UMS), used to record and monitor the stages of doctoral studies. At the final stage of doctoral studies, following the public defence of the doctoral thesis, the documents specific to the doctoral programme (the doctoral student's file and the thesis) are uploaded and archived by the Doctoral Studies Office in the Integrated Educational Register (REI) for national validation.

The institution operates the UVT Intranet digital service, where, amongst other things, academic staff record their activities at the doctoral school. At the same time, digital components are used to ensure academic integrity and to standardise quality control. Plagiarism checks are procedurally integrated both during the drafting of the thesis and prior to the public defence, with the procedure being rigorously documented (Annex: Plagiarism Report).

On the doctoral studies website (https://doctorat.uvt.ro/), information of interest to doctoral students and the academic community is published in a structured manner: standards and methodologies, the study contract, relevant lists and announcements, as well as details regarding public defences (including thesis abstracts, in compliance with deadlines and transparency requirements), as well as specific information regarding activities within the CSUD–UVT doctoral schools (procedures, regulations, forms, admission, completion, announcements and operational milestones). This information is, by default, also available to interested third parties.

To ensure the quality of the research process and equal access to resources, digital solutions such as 'library services' and e-learning are utilised: institutional access to ANELIS Plus and major academic

databases (Web of Science, Scopus, ScienceDirect, ProQuest, JSTOR, etc.), including the option of remote access via a UVT account and password, as well as access to resources through UVT's integrated e-learning system (for both PhD students and PhD supervisors).
Students benefit from additional digital services, such as WiFi access, Office 365 accounts, cloud storage via the internal platform and secure connection via the EduRoam system. The University has invested, through PNRR funds, in the modernisation of digital laboratories and computing centres.
2. Analysis of the situation in relation to the indicator – Fulfilment of the indicator requires evidence of the effective use of digital tools to improve access to services and enhance the quality of activities. According to the analysed data:

- Digital tools integrate administrative, teaching and research processes and enable the efficient management of resources, processes, academic communication and scientific documentation
- User access is facilitated through centralised services, and access to the cloud, Wi-Fi and electronic resources enables a seamless and efficient digital experience.
- Digitalisation is geared towards quality and continuous modernisation – members of the academic community at UVT and FEAA, including PhD students and supervisors at SDEAA, benefit from access to e-learning platforms, digital libraries, international databases and high-performance ICT infrastructure, which facilitate collaboration and the educational process.
- Overall, the institution meets and exceeds the requirements of the indicator, using tools that actively support the process of learning, research and academic collaboration.

3. Examples of good practice

- Integration of a high-level digital infrastructure to support advanced research.
- Extended access to international electronic resources

4. 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 to enable students to achieve the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured in accordance with the expected learning outcomes, and organised on the basis of transferable study credits. It includes all learning, teaching, practical training, research and assessment activities, which, taken together, lead to a higher education qualification.

1. Presentation of the facts, supported by documents and data – The Doctoral Programme in Management within the SDEAA IOSUD-UVT, according to the documents analysed, the doctoral programme in Management is structured on the basis of a curriculum built around the expected learning outcomes, defined in accordance with the requirements of Cycle III.
The doctoral programme is designed in accordance with the National Qualifications Framework (CNC), ARACIS standards and the Regulations on the initiation, development, monitoring and periodic review of degree programmes and fields of study at the West University of Timişoara and their corresponding syllabuses.
The curriculum is structured on the basis of the European Credit Transfer System (ECTS), ensuring compatibility with similar programmes abroad and international recognition. The programme integrates two

* The term "programmes" refers to the external quality evaluation of study programmes within a master's/doctoral field. The term "programme" shall be used hereinafter.

components which, together, cover the entire doctoral training pathway: i) the training programme based on advanced university studies (30 ECTS) and ii) the individual research programme (210 ECTS), which structures research and training activities until the completion of the thesis.
The curriculum includes four modules, one of which is compulsory and common to all fields (*Research Ethics and Intellectual Property*) and three chosen by the doctoral student and the doctoral supervisor.
The course description contains information regarding the course title in Romanian and English, the course status, the faculty/department/field of study/cycle of study/study programme, the number of transferable credits, the total number of hours and their distribution (teaching hours for university instruction and hours allocated to individual study, learning and assessment preparation), specification of the prerequisites and conditions for undertaking the course, statement of the expected learning outcomes, the syllabus and its correlation with the expected learning outcomes, teaching, learning and assessment practices, the reading list, details of the assessment system, information on the use of artificial intelligence-based tools.
The individual research programme is carried out in accordance with the Doctoral Study Plan (PSUD), under the supervision of the doctoral supervisor and the Academic Supervision and Integrity Committee, and includes research activities, participation in scientific conferences and seminars, mentoring, publication of scientific articles and research mobility, as well as the annual assessment of progress reports.

2. Analysis of the situation in relation to the indicator – the data analysis confirms full compliance with the indicator's requirements through:

- The study programme for the Management doctoral field is based on a curriculum designed to ensure that students achieve the expected learning outcomes
- Organisation based on the credit system – The curriculum allocates credits to each subject and activity, in accordance with the regulations for Cycle III.
- Integrated learning experiences – The curriculum and the Doctoral Study Programme include theoretical and practical activities, adapted to current trends in management sciences, facilitating the development of doctoral students' analytical, critical and methodological skills. This ensures curricular coherence, the progressive development of skills and compatibility with European standards at Master's level.
- Coherence in qualification development – The curriculum is designed to ensure progression from fundamental knowledge to advanced skills, contributing to the completion of the thesis and the attainment of the specific doctoral qualification.
- Analyzing the content of the course syllabi, several aspects were identified that could be improved (the bibliography in some course syllabi is not updated and is not quantitatively balanced across courses; learning outcomes are missing from one of the course syllabi; and there is insufficient alignment between the learning outcomes included in the curriculum and those reflected in the course syllabi).

3. Examples of good practice

- Aligning subjects with current research needs: the introduction of subjects that build digital skills in research and academic writing represents modern elements of training.

4. Recommendations

- Increasing the number of workshops dedicated to disseminating the scientific results of PhD students at more advanced stages of research.
- Constant updating of the course syllabi and adaptation of research topics to developments in the economic field (updating the bibliography and including learning outcomes in all course syllabi).
- Ensuring alignment, for all course syllabi, between the learning outcomes included therein and the "activity–learning outcomes correlation matrix" specific to the curriculum.

The indicator is: partial 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 aligned with the competences required by those occupations, in accordance with occupational standards and/or the European Skills, Competences and Occupations (ESCO).

1. Presentation of the facts, supported by documents and data – Analysis of the documents included in the DSUD–Management Internal Evaluation Report confirms that the learning outcomes are formulated in accordance with: the National Qualifications Framework (level 8) and the European Qualifications Framework (EQF), by formulating learning outcomes in terms of *knowledge, skills and competences* specific to the doctoral qualification in the field of Management.
In the Curriculum and the Doctoral Study Programme, the expected learning outcomes are formulated as Knowledge–Skills–Responsibility/Autonomy and are designed, at a general level, to correspond to the occupational profile of the doctoral graduate: researcher/scientific researcher and/or academic staff in higher education,
The curriculum includes modules relevant to the development of advanced skills in research, analysis, methodology, ethics and academic writing. The course description explicitly states the targeted skills, responsibility and autonomy acquired by doctoral students, aligned with the occupational requirements of the Management field, according to ESCO. The alignment with occupations in the Management field is supported by: research topics approved by the SDSE; doctoral students' involvement in applied projects and ECREB research centres; collaborations with the business sector and participation in relevant scientific conferences.
2. Analysis of the state of facts – The analysis carried out on both the data from the documents attached to the REI and the findings from the visit confirms that the learning outcomes are correctly defined, enabling the development of advanced-level competences: critical analysis, original research, methodological design, academic management, ethics and integrity, and academic writing. The competences are aligned with ESCO occupations, and the curriculum is appropriate for the occupational profile of graduates, integrating cross-disciplinary subjects necessary for contemporary management professions (research, innovation, digitalisation, ethics). The course descriptions demonstrate the correlation between academic content, assessment methods and the competences required for the targeted occupations. The focus on applied research supports compliance with ESCO, which emphasises knowledge transfer and innovation.
3. Aspects that constitute best practice examples:

- The integration of advanced digital skills modules for doctoral research — a current requirement in the ESCO and EQF standards.

4. Recommendations:

The indicator is: fulfilled

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

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

1. Presentation of the facts, supported by documents and data - IOSUD–UVT and SDEAA, according to the documents analysed, integrate the principles of student-centred learning into the curriculum, which includes subjects aimed at developing the professional and transversal competences of doctoral students. The implementation of these principles is ensured by a flexible curriculum design, which allows for the choice of research topic, doctoral supervisor and study resources, depending on individual research interests and the specific topic. The curriculum is structured so that the objectives, competences and expected outcomes can be realistically pursued, and the content and activities are realistically aligned with

them; The curriculum and course descriptions include learning outcomes (knowledge, skills, responsibility and autonomy) and minimum performance standards, which enhance transparency and commitment to the learning pathway.
The activity is monitored annually through annual progress reports. There is a consultation timetable, regular meetings and minutes of presentation sessions.
Research topics are tailored to individual interests and current trends in the field of Management (Management Research Topics). The involvement of PhD students in research projects and centres is encouraged as a form of learning through research and as a means of developing advanced skills. The acquisition of these skills is demonstrated, inter alia, through their scientific output (PhD students' research activity).

2. Analysis of the state of facts – Fulfilment of the indicator requires evidence of the actual integration of student-centred learning principles into the curriculum and teaching strategies. The analysis shows that the curriculum is designed to support autonomy and individual development; the curriculum and course descriptions include skills aimed at training a researcher capable of critical analysis, reflection, synthesis and original scientific output, Learning outcomes are consistent with Cycle III – the doctoral programme – and promote the doctoral student's ability to make autonomous decisions, in line with a student-centred curriculum model. Supervision committees, consultation timetables, joint doctoral student–supervisor publications and annual monitoring demonstrate the implementation of a coherent learning model. The indicator is fully met.

3. Aspects constituting examples of best practice –

- Formative assessment is a continuous process (presentations, practical assignments, feedback) and is combined with summative assessment (exams, research reports, scientific articles), reflecting adaptation to the pace and needs of each doctoral student.
- There is innovative research infrastructure applied to doctoral activities (the ECREB research centre).

These facilities enable active, applied learning, which is difficult to find in other doctoral schools. There is a practice of publishing articles in collaboration between doctoral student and supervisor, which demonstrates the genuine implementation of mentoring and learning through research. Furthermore, there is the option to choose modules from other doctoral schools, which represents an advanced mechanism for personalisation. Doctoral students have the opportunity to participate in international conferences, Erasmus+ mobility programmes and academic placements – all of which contribute to the development of integrated professional competence.

4. 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.

1. Presentation of the facts, supported by documents and data – The documents in the report demonstrate that PhD students in the DSUD–Management programme are offered numerous opportunities for academic mobility, through mobility schemes under the ERASMUS programmes (Student Mobility) and partnerships established within the UNITA alliance – Universitas Montium (https://www.uvt.ro/unita). Mobility opportunities include: study mobility at partner universities in the EU and non-EU countries; work placements/research internships; virtual mobility (participation in courses, international conferences, online programmes). Mobility programmes and the recognition of related outcomes are procedurally supported by institutional regulations and operational procedures regarding Erasmus+ (outgoing) mobility: Regulations on the organisation and functioning of the UVT International Relations Directorate; Regulations on the organisation of Erasmus+ Outgoing mobility; Operational procedure regarding payments for Erasmus+ mobility

2. Analysis of the state of facts – The information and data presented confirm that the indicator regarding the provision of mobility opportunities is met, as SDEAA is focused on integrating European standards into

its activities. A variety of academic mobility opportunities and mechanisms for integration into the academic pathway are offered. The institution demonstrates compliance with the ESG principles (Standards and Guidelines for Quality Assurance in the European Higher Education Area) regarding: the promotion of internationalisation, mobility, international academic cooperation and the recognition of mobility outcomes.

3. Aspects that constitute best practice examples –

- transparent and equitable access to mobility programmes, promoting the principles of internationalisation, equity and educational inclusion, with PhD students having the opportunity to choose mobility opportunities that are directly relevant to their own research topics
- Participation in mobility schemes and scientific conferences (both international and national) stimulates interdisciplinary collaboration, the development of intercultural skills and the strengthening of academic communication skills.

4. Recommendations

- To enhance performance and intensify internationalisation, it is recommended that the number of funded mobility programmes be increased, particularly through participation in regional university networks.

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

1. Presentation of the facts, supported by documents and data - UVT and SDEAA, in accordance with the documents in the REI, ensure fair opportunities for all doctoral students, regardless of background, learning style or specific needs.

The diversity of learning styles and abilities was also taken into account when designing the individual scientific/applied research plan. The list of activities included in the Doctoral Study Plan is established together with the doctoral student at the start of each academic year, with the activities proposed to achieve 60 ECTS credits annually being defined. At the end of each year of study, the achievements during the relevant period are assessed on the basis of evidence. To obtain the credits, the report is validated by the supervisor and the members of the supervisory committee.

In accordance with the UVT Charter, all PhD students benefit from: access to educational resources (library, international databases, digital platforms), accessible infrastructure (ramps, lifts, adapted educational support), access to research topics, PhD supervisors and supervisory committees based on interest and potential, academic counselling, tutoring and mentoring, opportunities to participate in conferences, workshops and mobility programmes, including for those with special needs.

2. Analysis of the current situation - The reported practices demonstrate that the indicator is substantially met, as:

- Equity is embedded in institutional regulations, and PhD students have equal access to resources, courses, research activities and infrastructure.
- Diversity in learning styles is accommodated through curricular flexibility, access to digital resources and the opportunity to work at one's own pace within the research framework.
- Institutional support is personalised through guidance committees, counselling, tutoring and annual monitoring.
- Scientific activities are accessible to all doctoral students, without discrimination between state-funded and private students or year of study.

All these elements demonstrate compliance with European standards on equity and inclusion in doctoral education.

4. Aspects that constitute best practice examples:

- The possibility of choosing research topics from a diverse list based on interests and potential.
- Extensive participation in scientific events (conferences, workshops), with fair financial support for all doctoral students currently enrolled.

4. Recommendations:

The indicator is: met

Criterion B.4. Accessibility and efficiency of 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, in line with students' needs.	
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, appropriate to individual learning needs, the field of study, the study cycle, and the structure of the study programme.

1. Presentation of the state of affairs, supported by documents and data – UVT and SDEAA, in accordance with the documents in the REI, ensure extensive and equitable access to educational, technical and support resources for all doctoral students, including those with special needs, through: Modern lecture theatres, seminar rooms and laboratories, suitably equipped for educational and research processes,
Documentary support is provided by the 'Eugen Todoran' Central University Library (extensive collection of documents, reading rooms, IT infrastructure) and through electronic access to international databases, available via the Enformation portal
Support for the learning process is complemented by digital resources and online services: an institutional @e-uvt.ro account with access to G Suite for Education, the e-learning platform (https://elearning.e-uvt.ro/), as well as IT facilities (EduRoam, Microsoft 365, StudentWeb) and online administrative services via the Student InfoCentre. Personalised support is provided by the Student Counselling and Support Service, which offers individual counselling, as well as through regular consultations with teaching staff (minimum 2 hours per week per lecturer, publicly displayed – Consultation Timetable).

2. Analysis of the current situation - Based on the available documents and observations made during the visit, the indicator is met, with the SDEAA providing doctoral students with

- high-quality teaching and research facilities, modern infrastructure and access to international databases, thereby ensuring support for advanced research.
- Equal and fair access for all PhD students, regardless of their circumstances, to the same infrastructure, services and digital resources:
- infrastructure adapted for students with disabilities;
- academic support (guidance, advice, personalisation) is provided on an ongoing basis.

This approach is aligned with both ARACIS requirements and those of the European Higher Education Area (EHEA), which call for equitable access to resources for all doctoral students.

3. Examples of best practice:

- State-of-the-art research infrastructure (ECREB) available to all PhD students, regardless of their research topic.
- Online access to international scientific resources, including remote access for students with reduced mobility.
- A commitment to inclusion and accessibility at UVT ensures the equitable participation of all students, including those with special educational needs.

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 an understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

1. Presentation of the state of facts, supported by documents and data - Within the DSUD-Management programme, learning outcomes are included in the Curriculum and the Doctoral Study Plan, available online on the UVT website. The information is communicated at the start of each academic year, thereby ensuring a common understanding between students and teaching staff regarding expectations and learning objectives.
The UVT IOSUD Regulations on Doctoral Studies and the Methodology for the Completion of Doctoral Studies at UVT ensure consistency between learning objectives, learning outcomes and the assessment methods used.
The Doctoral Study Plan clearly sets out expectations regarding progress, research activities and annual assessments. All documents are published transparently on the institution's website.
2. Analysis of the current situation – the analysis shows that:
- Learning outcomes are coherently described, easy to understand and aligned with Level 8 CNC/EQF competences.
- There is alignment between the expectations of teaching staff and doctoral students, thanks to the clarity of the course descriptions and annual monitoring.
- There is alignment with labour market requirements and the priority areas of the contemporary economy, facilitating the adaptation of the training pathway to current economic and technological developments.

The documents analysed demonstrate full compliance with the indicator: outcomes are defined, communicated and assessed systematically.
3. Aspects that constitute best practice examples:
- transparency and predictability regarding content, teaching methods and assessment criteria
- Transparency of information: publication of all documents online for doctoral students and supervisors.
- Direct correlation between research and assessment, through the requirement to publish in journals/participate in conferences.
- Annual monitoring of progress, ensuring consistency between objectives, results and assessment.

4. Recommendations:
The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is assessed through ongoing assessments and final examinations.

1. Presentation of the facts, supported by documents and data - The documents in the internal evaluation report show that the assessment of learning outcomes in the DSUD–Management programme is carried out systematically, in two stages:
- Throughout the programme based on advanced university studies (first semester of the first year), through continuous assessments, presentations, case studies, debates, and projects carried out for the subjects included in the Curriculum (Research Ethics and Intellectual Property + 3 subjects chosen by the PhD student on the recommendation of the PhD supervisor and the Guidance and Integrity Committee). Teaching materials and assessment requirements are published on the e-learning platform (https://elearning.e-uvt.ro/), ensuring fair and predictable access for all PhD students.
- Throughout the individual scientific research programme carried out in accordance with the Doctoral Study Plan (tailored to each PhD student), progress is assessed annually via a progress

report, evaluated by the PhD supervisor and the Academic Guidance and Integrity Committee. Students are provided with a Guide to Writing a Doctoral Thesis prior to completing their thesis.

The defence of the doctoral thesis, as the final stage of the programme, takes place after the doctoral student has completed the doctoral programme and meets the minimum criteria for public defence. The mandatory stages include: internal assessment by the Academic Supervision and Integrity Committee of the doctoral thesis, pre-defence of the thesis, a public consultation period (90 days) and verification of originality. The public defence takes place before a doctoral committee comprising at least five members (chair, supervisor, three examiners – at least two external to IOSUD-UVT), in accordance with the Methodology for the completion of doctoral studies at UVT.

2. Analysis of the state of facts – The data in the report demonstrate that the indicator is fully met, through:

- The existence of continuous assessments ensures the constant verification of competences, in line with the expected learning outcomes.
- The structure of the assessments corresponds to the requirements of Cycle III: independent research, innovation, academic writing and scientific dissemination.
- The final stage (thesis defence) fully validates the achievement of learning outcomes, in accordance with minimum standards and IOSUD procedures.

3. Aspects that constitute best practice examples:

- The combination of formative assessments with research assessments, which reflect the doctoral student's actual progress.

4. Recommendations:

The indicator is: fulfilled

Criterion B.7. Procedures and practices regarding the admission competition, the study pathway, recognition and equivalence of studies, and certification of results

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 unit applies the admission procedures.

1. Presentation of the facts, supported by documents and data – According to the documents analysed, the admission procedures for doctoral studies are applied correctly and transparently within IOSUD-UVT, specifically within the SDEAA, in the field of Management. Admission is governed by the Methodology on the organisation and conduct of the doctoral programme admission competition, and the Regulations on the organisation and conduct of the doctoral programme admission competition at the Doctoral School of Economics and Business Administration. The Methodology includes: eligibility criteria, stages of admission, bibliography, assessment of language skills, examination papers and ranking criteria. The procedures are applied uniformly at the IOSUD level, in compliance with the national legal framework and internal regulations (UVT Charter, IOSUD regulations).

Each year, IOSUD-UVT makes available to candidates the number of SDEAA places by field, the competition topics, and the admission competition schedule, which are published on the IOSUD-UVT website.

2. Analysis of the current situation - The indicator is met on the basis of the following arguments:

- Admission procedures are implemented consistently and adhered to at every stage of the admission process (publication, registration, assessment, ranking).
- Transparency is ensured through the online publication of all relevant information, which allows equal access for candidates.
- The assessment of competencies is carried out through tests consistent with the doctoral school's mission and the standards of the Management field (interview, research project, language proficiency test).
- The online enrolment platform facilitates fair and efficient access, reducing bureaucratic barriers.

3. Aspects that constitute best practice examples:

- The application process is conducted entirely online, ensuring easy access for all candidates.
- The evaluation of research proposals, combined with an analysis of academic background and language skills, ensures the selection of motivated candidates who meet the requirements of the doctoral programmes.

4. Recommendations:

The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission to higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access for vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

1. Presentation of the facts, supported by documents and data – The University of Vesi and SDEAA, in accordance with the documents attached to the REI, apply fair admission procedures, in line with the principles of fairness, equal opportunities and non-discrimination:

- Admission is carried out in accordance with the Methodology on the organisation and conduct of the admission competition for doctoral studies, approved by the Senate and published online on the official CSUD admissions page, which includes explicit provisions regarding equal access and non-discriminatory treatment in the selection process.
- All information regarding admission requirements, examinations, the timetable and criteria is publicly available on the website www.uvt.ro, ensuring transparency and equal access for all candidates.
- Institutional regulations ensure that candidates with disabilities or special educational needs have access to adapted infrastructure (ramps, lifts, accessible premises), as well as to educational support, in accordance with the documents on material resources and facilities included in the IPA annexes (buildings, halls of residence, accessible rooms).
- The institution's policies guarantee access for vulnerable and socially at-risk groups to fair admission procedures, in accordance with the Charter of the West University of Timişoara and the Regulations on the organisation and conduct of the admission competition for doctoral studies at the Doctoral School of Economics and Business Administration, which provide for inclusion, non-discrimination and the necessary support for continuing studies.

2. Analysis of the facts – this criterion is met on the basis of the following arguments:

- Admission procedures within the SDEAA – Management Department are applied uniformly and adhere to the principles of fairness and equal opportunities, as demonstrated by the complete transparency of information, digital accessibility and compliance with national legislation.
- Institutional procedures ensure an objective, predictable framework open to all eligible candidates, without discrimination on grounds of gender, age, ethnicity, social status or disability.
- Accessible infrastructure confirms the effective application of inclusive principles in the admissions process, ensuring the participation of candidates with disabilities without physical barriers.

3. Aspects that constitute best practice examples:

- Fully integrated institutional support: administrative services, counselling and facilities adapted for candidates with special needs.
- The implementation of support measures for candidates from vulnerable groups reflects the institution's commitment to inclusion in the doctoral academic environment

4. Recommendations:

The indicator is: fulfilled

Standard S.B.7.2. Students' academic journey The organisational unit carries out actions supporting students' academic journey.	
Indicator I.P.B.7.2.1	The organisational unit applies the regulations concerning students' professional activities.

1. Presentation of the facts, supported by documents and data – IOSUD – UVT as well as SDEAA, in accordance with the documents in the internal evaluation report, rigorously applies the regulations concerning the professional activity of doctoral students. These are set out in the individual study contract (for which there is also an English version), in the Doctoral Study Plan and in the course descriptions. According to these, doctoral students benefit from a flexible academic framework, which allows them to undertake, extend, interrupt or resume their studies, depending on their personal or professional circumstances, whilst also complying with the requirements of academic quality and rigour.
Professional activity is monitored annually through doctoral students' progress reports, which are assessed by the academic supervision and integrity committee, with corresponding minutes.
2. Analysis of the state of affairs – the indicator is met in view of the following aspects
- Regulations are applied uniformly and transparently at all stages of the academic journey: admission, advanced training, research, annual assessments and completion (thesis defence).
- Mandatory documents (Study Contract, PSUD, annual reports) are compiled for each doctoral student, ensuring traceability and institutional compliance.
- Institutional regulations clearly define the conditions regarding the interruption, extension and resumption of studies, as well as national and international mobility.

3. Aspects that constitute best practice examples:
- Annual monitoring through minutes and progress reports.
- Opportunities tailored to the educational and professional needs of every student to undertake, interrupt and resume study programmes (resuming studies after an interruption, re-enrolment)

4. 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 initiatives.	
Indicator I.P.B.8.1.1	The organisational unit carries out international cooperation activities supporting the mobility of members of its own community and collaboration in academic and research activities.

1. Presentation of the facts, supported by documents and data – UVT and the Doctoral School of Economics and Business Administration have made academic and research internationalisation a strategic priority, in accordance with the University of the West of Timişoara's Strategy for Internationalisation and Global Cooperation. Internationalisation activities aim to consolidate UVT's strategic role as a Romanian university committed to promoting excellence at local, national, regional, inter- and trans-continental levels. Activities include Erasmus+ mobility schemes, participation in international conferences, research collaborations, joint supervision arrangements and partnerships with external academic centres.
Within the Doctoral School of Economics and Business Administration – the Management doctoral programme, the international dimension is integrated through:
- The participation of doctoral supervisors and doctoral students within the Management field in international conferences and collaborative research activities, reflected in the joint publication of research results, academic exchanges, and European projects (Erasmus+, Horizon Europe (Research activity by doctoral supervisors, Research activity by doctoral students, Doctoral student mobility)
- Involving PhD students in international mobility, including short-term mobility, through Blended Intensive Programme (BIP) schemes, which combine virtual activities with in-person placements at partner universities (BIP programmes);
- Organisation of international events involving partners, academic staff and PhD students (https://sim2025.eu/);

2. Analysis of the current situation – The activities carried out demonstrate fulfilment of the indicator: functional mobility, consistent involvement of PhD students in international scientific events, active research collaborations and international visibility of PhD supervisors. However, the proportion of mobility remains low, the number of international PhD students is low, and international co-supervision arrangements are limited.

3. Examples of best practice:

- Regular participation in international conferences by PhD students and supervisors.
- Publications in WoS journals
- International scholarships (Eugen Ionesco) and joint supervision placements.
- Organisation of own international conferences (e.g. SIM).

4. Recommendations: To increase the level of internationalisation, it is recommended to increase the number of Erasmus+ mobility placements and the number of international joint supervision arrangements.

The indicator is: fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results supports and is capitalised upon in achieving the learning outcomes envisaged through the study programme.

1. Presentation of the state of facts – Within IOSUD-UVT, as well as within SDEAA, scientific research at UVT is conducted on the basis of priority themes, specific to each faculty, from national and international programmes. The scientific research activity carried out within UVT has the financial, logistical and human resources to achieve the proposed objectives.

Scientific research at UVT is based on the UVT Research, Development and Innovation Strategy and the Regulations on Scientific Research and Academic Creativity, which set out the strategic directions, funding mechanisms and methods for utilising research results.

Research results are directly utilised in the teaching process through interactive seminars and workshops, scientific feedback from supervisors and the Academic Guidance and Integrity Committees, as well as by encouraging dissemination (Research activity by PhD supervisors, Research activity by PhD students).

2. Analysis of the current situation – The documents analysed show that within the SDEAA – Management Department, there is a close link between research and the educational process, with the results being integrated into the development of doctoral students' advanced skills. Research activities are closely monitored and evaluated annually, and the annual reports attest to the progress of doctoral students and the relevance of the research to the programme's objectives. Presentations at conferences and publications in relevant scientific journals confirm that research findings are effectively utilised in the training of doctoral students, contributing to the achievement of the learning outcomes associated with the doctoral cycle. Research-based learning activities are supported by:

- access to scientific databases and advanced digital analysis tools;
- research infrastructure and logistical support;
- regulations on academic ethics and integrity.

These arguments support the achievement of the indicator at a high level.

1. Aspects that constitute best practice examples

- expertise and guidance provided by PhD supervisors and academic integrity committees;

2. Recommendations: Increasing the number of publications in WoS journals in the Q1 and Q2 quartiles

The indicator is: fulfilled

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

The organisational unit carries out scientific research activities aligned with the objectives of the study programme under evaluation.	
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.

1. Presentation of the facts – Within the Management doctoral programme at SDEAA – IOSUD UVT, scientific research is conducted with a view to achieving the objectives set out in the Individual Doctoral Plans (Doctoral Study Plans). For each doctoral student, activities are monitored and documented through annual progress reports, which confirm the fulfilment of research objectives and compliance with doctoral study contracts.
PhD supervisors, academic staff involved in the supervision and academic integrity committees, as well as PhD students, produce scientific publications that disseminate research findings (Research activity of PhD supervisors, Research activity of PhD students).
At the level of the Faculty of Economics and Administrative Sciences (FEAA), of which the Doctoral School of Economics and Business Administration is a part, research projects (Research Projects) have been carried out in mixed teams of lecturers and doctoral students within the field of Management, and the results are integrated into the educational process and the preparation of doctoral theses, contributing to the creation of a solid practical foundation.
2. Analysis of the state of facts – The results of scientific research are visible at national and international level, through the participation of teaching staff and doctoral students in prestigious conferences and dedicated scientific sessions, through publication in journals indexed in international databases, and through involvement in research projects.
These activities reflect applied, interdisciplinary research geared towards solutions for the economic and social environment.
The annually updated reports, publications, projects and the research centre's activities confirm that the results are being utilised appropriately
These arguments support the achievement of the indicator at a high level.
3. Aspects that constitute best practice examples:
- Focus on applied, interdisciplinary research that generates solutions for the economic and social environment.

4. Recommendations:
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 Strategic directions, actions and procedures that are adequately implemented	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, demonstrating their impact on improving the quality of education at the level of the study programme

1. Presentation of the facts – In accordance with the documents attached to the REI, IOSUD-UVT and SDEAA consistently apply institutional strategies (the quality strategy, the internationalisation strategy, the research and development strategy, and the digitalisation strategy), all of which have been approved by the Senate and implemented within the faculties and doctoral schools. These strategies are public and reviewed periodically.

At the University of the West of Timişoara, the quality assurance strategy is implemented through the Commission for Quality Assessment and Assurance, coordinated by the Vice-Rector responsible for educational innovation, academic careers and student relations.
Improving the quality of education is supported by procedures that underpin a coherent feedback–monitoring–correction mechanism. Teaching activities are evaluated anonymously by students via a standardised questionnaire, with summaries published each semester (Methodology for the student evaluation of teaching staff at the West University of Timişoara).
Each doctoral student's progress is formally monitored through the planning and evaluation of their work within the Academic Guidance and Integrity Committee, based on standard forms and documents established in accordance with the UVT IOSUD Regulations on doctoral studies. Upon completion of doctoral studies, quality and integrity are guaranteed through a procedure to check the similarity of the thesis using iThenticate/Turnitin (with the possibility of re-checking), and the adoption of a resolution on the report (Methodology regarding the completion of doctoral studies at UVT).
2. Analysis of the state of affairs - The information presented shows that procedures are consistently applied throughout the doctoral programme: admission, annual assessment, supervision, ethics, mobility, funding, recognition of research activity, and the use of IT resources
The internal quality management system implemented by the institution ensures coherence and consistency in the conduct of educational and research activities. The uniform application of procedures allows for the continuous evaluation of processes and the early identification of potential inconsistencies.
The data obtained from satisfaction surveys and annual activity reports provide a solid basis for analysis and adaptation, and are used in the decision-making process to improve teaching and research activities.
Collaboration between CEAC-UVT and the doctoral schools ensures the coherence of the quality management system, and the support provided by the Educational Management Directorate within UVT (Regulations on the Organisation and Functioning of the Educational Management Directorate) facilitates the implementation of regulations and their updating in line with national and European standards.
By integrating these strategies into its day-to-day work, the doctoral school demonstrates genuine operational functionality, not merely the formal existence of regulations.
3. Aspects that constitute best practice examples:
- A digitalised and transparent quality management system, with public annual reports.
- Consistent application of ethical procedures, including the anti-plagiarism strategy, regular checks and training on academic integrity.

4. Recommendations:
The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement The HEI demonstrates that it engages stakeholders with relevant expertise in the implementation of procedures.	
Indicator I.P.C.1.2.1	The views of members of its own community and other stakeholders are taken into account in the procedure implementation process.

1. Presentation of the facts - In accordance with the documents annexed to the REI, within the IOSUD-UVT and the SDEAA, stakeholders (internal and external) are involved in the process of drafting, reviewing and applying institutional procedures. The main categories of stakeholders are: PhD supervisors, PhD students, graduates, employers and socio-economic partners. Consultation with members of the academic community takes place through:
- meetings of the Doctoral School Council and the CSUD;
- thematic meetings with PhD supervisors, workshops and round-table discussions;
- systematic feedback procedures and questionnaires administered to PhD students regarding administrative, academic and research activities.

As regards the involvement of the professional, socio-economic and cultural sectors, this is achieved through the following Advisory Councils: i) The Academic Advisory Council, comprising figures from the

academic, cultural and professional spheres; ii) the Strategic Partners Group – GPS UVT, comprising representatives from the economic and social sectors; iii) the Alumni Advisory Council, comprising representatives of UVT graduates (Regulations on the organisation and functioning of the UVT Advisory Council). Based on dialogue and joint actions, the PhD coordinators adapt the proposed research topics, update course descriptions, curricula, assessment procedures, research topic guidance and decisions regarding quality improvement.

2. Analysis of the facts – Analysis of the information presented shows that the SDEAA collects feedback from stakeholders, which is incorporated into decision-making processes regarding the content of the Management PhD programme. Consultations are held regularly, are documented, and have a demonstrable impact on the updating of procedures and activities.

By involving doctoral students and representatives of the economic and social sectors in consultative and decision-making bodies (the Quality Assurance and Evaluation Committee), the educational process is linked to socio-economic realities and learning outcomes are aligned with the skills required in the labour market.

Questionnaires administered to PhD students, discussions with PhD supervisors and feedback from employers enable the continuous assessment of quality and the adaptation of the programme to the real needs of the labour market and the academic environment. The involvement of stakeholders contributes to improving research topics, adapting the curriculum, increasing the relevance of research and strengthening relations with the professional community.

3. Examples of best practice:

- The involvement of socio-economic partners in defining research topics and their participation in doctoral students' scientific events.
- Formulating proposals for doctoral topics aligned with current research directions and national and international socio-economic priorities.

4. Recommendations: Conducting annual consultations with alumni in managerial positions, who can contribute to updating the targeted skills.

The indicator is: fulfilled

Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, in accordance with 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 in accordance with the regulations approved by the University Senate and carries out actions that comply with the law, independently of any other structure or person within the higher education institution.

1. Presentation of the facts – The University of the West in Timişoara (UVT) has a Quality Assessment and Assurance Commission (CEAC), whose membership is approved by the University Senate, and each faculty at UVT has a Quality Management Commission (CMC), whose membership is approved by the Faculty Council.

In accordance with the Regulations on the Organisation and Functioning of the University Ethics Committee at UVT, the University Ethics Committee operates and makes decisions independently of any other body or individual. Within this committee, there is a sub-committee dedicated to research ethics, whose activities are governed by a specific procedure. Students have a representative on this research ethics sub-committee, typically appointed from among PhD or Master's students, and elected by the students on the ethics committee.

Analysis of the state of affairs – CEU at UVT operates on the basis of regulations approved by the Senate and acts independently, in accordance with the law. The activities of the Ethics and Professional Conduct Committee are presented in the annual activity reports of the University Ethics Committee, adopted by the

University Senate. There is a comprehensive regulatory framework (Code of Ethics + CEU Rules of Procedure), approved by the Senate, which confirms compliance with the indicator requirement.

Aspects that constitute best practice examples:

- A comprehensive, up-to-date and published ethical framework (Code of Ethics + activity reports).
- CEU's integration into the IOSUD/SDEAA processes for monitoring quality and integrity.

4. Recommendations:

The indicator is: fulfilled

Criterion C.3. Procedures for the initiation, monitoring and periodic review of study programmes and domains and of the activities carried out, 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 activities carried out, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational unit consistently applies the procedures and demonstrates their impact on quality assurance.

1. Presentation of the facts – According to the documents submitted, IOSUD - UVT and SDEAA have clear procedures in place regarding the initiation, monitoring and periodic review of degree programmes and fields of study, implemented through: the Regulations on the initiation, development, monitoring and periodic review of university study programmes and fields of study at the West University of Timişoara and their corresponding curricula, the IOSUD Self-Assessment Methodology, Senate Decisions, annual reports, and internal operational procedures (admission, assessment, accreditation, quality monitoring, verification of originality, PhD student feedback). REI confirms the regular conduct of internal evaluation processes, the preparation of annual reports by doctoral schools, the updating of study documents, and the use of procedures for analysis, monitoring and continuous improvement.

2. Analysis of the state of affairs – The application of procedures is demonstrated by:

- regular updates to regulations and methodologies,
- public reports from IOSUD committees and bodies,
- the involvement of teaching staff, doctoral students and partners in these processes.

The information in the REI confirms that IOSUD – UVT has procedures in place for the initiation, monitoring and periodic review of study programmes and fields of study, as well as the activities carried out, and applies them systematically. These are integrated into the decision-making process and have a direct impact on quality assurance.

On these grounds, the indicator is assessed as having been met.

3. Aspects that constitute best practice examples:

- High institutional transparency**:** publication of all relevant regulations, procedures, reports and decisions.
- Systematic integration of feedback from PhD students and supervisors into improvement processes.
- Annual reporting and monitoring on specialised platforms, which positively influence the quality of teaching and administrative processes, the quality of supervision and the consistent application of assessment requirements.
- Alignment of assessment procedures with processes relating to ethics, academic integrity and originality checks.

4. Recommendations:

The indicator is: fulfilled

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

1. Presentation of the state of affairs – According to the attached documents, REI, IOSUD-UVT and SDEAA consistently involve members of the academic community and stakeholders in the application of procedures through processes such as: regular consultations with PhD supervisors, teaching staff and PhD students; thematic meetings and workshops; surveys and evaluation questionnaires; annual feedback from PhD students, as well as consultation with socio-economic partners in updating documents and procedures.
The SDEAA, through its Council and in collaboration with the CSUD, cooperates with institutional support structures, with the faculty to which it belongs – the Faculty of Economics and Business Administration – as well as with graduates and representatives of the socio-cultural, educational and cultural sectors,
The review of regulations, procedures and the doctoral curriculum is carried out periodically (Regulations on the initiation, development, monitoring and periodic review of university study programmes and fields of study at the West University of Timişoara and their corresponding syllabuses)
2. Analysis of the state of affairs – The information presented confirms that stakeholder engagement is consistent and ongoing, with members of the university community and other stakeholders involved in the implementation of procedures through a participatory approach that supports a process of continuous quality improvement, via the periodic review of institutional regulations in line with identified needs and legislative changes.
3. Aspects that constitute best practice examples:

- Regular consultations with PhD supervisors and the FEAA/University Senate committees
- Involvement of socio-economic partners in updating research topics and in periodic evaluations.

4. Recommendations: Organise meetings to broaden the dialogue with the socio-economic sector with a view to ensuring transparency, updating and improving the process of implementing procedures.

The indicator is: fulfilled

Criterion C.4. Procedures for the periodic evaluation of the quality of the work 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 staff activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

Presentation of the facts - According to the documents attached, REI, IOSUD-UVT and SDEAA apply institutional procedures for the biannual evaluation of teaching staff by students, integrated into the quality assurance system. Evaluations are carried out via the dedicated platform (evaluare.uvt.ro), and the results are analysed by the faculties' quality committees and the IOSUD structures.
The evaluation of the educational process focuses on the assessment of teaching staff performance in courses by students, via a UVT online platform, based on a specific methodology (Methodology for the conduct of the student evaluation of teaching staff at the West University of Timişoara) and a standard electronic questionnaire (Student evaluation of teaching staff questionnaire) made available to students, following the steps described in a publicly available online guide. The evaluation results are included in the university's annual reports and used in the decision-making process (teaching improvement, staff development, monitoring)
2. Analysis of the state of affairs – The systematic application of evaluations and the analysis of results demonstrate compliance with this indicator. The results are consistently used to improve the quality of teaching staff performance, are reported in official documents, and influence training planning and performance evaluation. The results of the evaluations measure the level of satisfaction with teaching, administrative support and the relevance of the curriculum content.
3. Aspects that constitute best practice examples:

- Integration of the results into public annual reports and the institutional monitoring system.
- The involvement of doctoral students in this process contributes to strengthening transparency, accountability and the quality of the educational process,

4. Recommendations:

The indicator is: fulfilled

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

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational unit systematically collects and analyses data required for the internal quality assurance process.

1. Presentation of the state of affairs - According to the attached documents, REI, IOSUD-UVT and SDEAA use an IT system that facilitates the collection, processing and analysis of data and information relevant to institutional quality assessment and assurance.

Doctoral students, doctoral supervisors and members of the supervisory committees have access to the website doctorat.uvt.ro for all information relating to the legal framework for activities within the doctoral schools, the platform elearning.uvt.ro for teaching activities, the UMS student management information system used by the Doctoral Studies Office, the platforms available at the Erasmus+ Office for managing contracts with partners and the mobility of doctoral students and teaching staff, and the digital records from the Accounting Department for tracking expenditure on grants supporting the professional activities of doctoral students and teaching staff (

2. Analysis of the state of affairs – Within the institution, there is a comprehensive and continuous digital data flow covering administrative, academic and research activities, and the data collected is used in management decisions. SDEEA – the Management domain benefits from IT systems that enable the systematic collection and analysis of data regarding various components of the activities carried out.

3. Examples of best practice

- The integrated information from the institutional platforms ensures the monitoring of PhD students' progress, academic performance and participation in mobility programmes and conferences.

4. Recommendations:

The indicator is: fulfilled

Criterion C.6. Transparency of information of public interest, including that regarding the study programmes and fields 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 law.	
Indicator I.P.C.6.1.1	The organisational component ensures the publication of and access to information of public interest regarding the evaluated study programme.

1. Presentation of the facts – According to the information in the attached documents, REI, IOSUD-UVT and SDEAA ensure a high level of transparency through the regular and accessible publication of information regarding the Management doctoral programme (DSUD-M). Information relevant to the public can be found on the UVT website – https://www.uvt.ro/ – as well as on the CSUD website. The main information relates to: the topics proposed by the doctoral supervisors for the entrance examination, the places (number and type) available for admission, the admission procedure, the documents in the applicant's admission file, admission results, forms useful to PhD students, financial support and access to resources for professional development, the methodology for completing studies and the steps to follow at this stage, postdoctoral studies, the process of accreditation and affiliation of supervisors with doctoral schools, etc.

2. Analysis of the state of affairs – The information is available on the official websites of UVT, IOSUD – UVT and FEAA, and is easily accessible to doctoral students, members of the academic community and the

interested public. All elements required for the external evaluation process are public: admissions, methodologies, reports, supervisors, curriculum, results, mobility programmes, etc. Regular publication demonstrates compliance with legal requirements.

3. Aspects that constitute best practice examples

- The ongoing publication of information regarding doctoral activities on the doctorat.uvt.ro website reflects UVT's commitment to transparency and public accountability.
- international visibility and accessibility for international candidates

4. Recommendations:

The indicator is: fulfilled

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

1. Presentation of the facts – According to the information in the documents attached to the REI, IOSUD-UVT and SDEAA apply clear and public decision-making mechanisms, in accordance with legislation and institutional rules.

Decision-making processes at the level of IOSUD and SDEAA are governed by the IOSUD UVT Regulations on doctoral studies and the Regulations of the Doctoral School of Economics and Business Administration for doctoral studies, respectively, in the CSUD – Decisions section. These are submitted for approval to the UVT Senate, where decisions are taken by a majority vote of the members present. Decisions at this level are made public within a maximum of 5 days of adoption (Regulations on the Organisation and Functioning of the UVT Senate).

Decisions regarding the organisation of the doctoral programme, admission procedures, resource allocation, and academic and administrative evaluations are officially communicated via the university's website, internal IT platforms, and via emails and public announcements (https://doctorat.uvt.ro/).

2. Analysis of the state of affairs - Transparency in decision-making processes at UVT, CSUD and the Doctoral School of Economics and Business Administration is based on the publication of decisions, open access to internal regulations and the regular provision of information to stakeholders

3. Examples of best practice – The centralised publication of decisions by the CSUD, the Senate and the Board of Governors ensures traceability and access to information for the entire academic community and the general public

4. Recommendations:

The indicator is: fulfilled

Criterion C.8. Participation in external evaluation processes, in accordance with the law

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by law.	
Indicator I.P.C.8.1.1	The organisational unit carries out the procedures relating to the external quality evaluation process, with the aim of organising the evaluated study programme as provided for by law.

1. Presentation of the facts – According to the documents attached to the REI, IOSUD UVT and SDEAA comply with the legal obligation to carry out the procedures for the external quality evaluation of doctoral study programmes.

The Management field of the Doctoral Study Programme was evaluated in 2021, when it was awarded the rating 'Accreditation Maintained', by ARACIS Council Decision No. 100 of 25 November 2021. In 2024, the Interim Progress Report was submitted to ARACIS. The commission that analysed this material confirmed, in its own report, the implementation of the recommendations made during the previous evaluation process and the maintenance of quality standards in the organisation and delivery of the doctoral programme in the field of Management.

2. Analysis of the state of affairs – IOSUD – UVT participates consistently and with supporting documentation in ARACIS evaluations, and the Management doctoral programme within SDEAA is

integrated into these processes. The DSUD-M self-evaluation includes indicators, appendices and comprehensive evidence regarding the doctoral programme's activities.
3. Aspects that constitute best practice examples – The continued award of the 'High Level of Confidence' rating at institutional level represents a benchmark of quality excellence for doctoral studies.
4. Recommendations: Expanding collaboration with other doctoral schools with a view to the continuous improvement of the self-evaluation process

The indicator is: fulfilled

IV. SWOT analysis

STRENGTHS:		**WEAKNESSES:**
✓ High institutional capacity, based on UVT's partnerships with leading Romanian universities (through the Universitaria Consortium) and European universities (through the UNITA network) ✓ PhD supervisors with outstanding research potential, with significant academic achievements both domestically and internationally; ✓ Non-repayable funding awarded to young researchers for global scientific events, internships or Clarivate-indexed journals; ✓ The operation of a centre of excellence, ECREB, which is highly performing and globally recognised in the field of economic sciences, and which also integrates PhD students; ✓ Strict enforcement of standards regarding academic integrity and research conduct ✓ The university library provides access to high-quality electronic resources, facilitating access to PhD theses and other academic documents. ✓ A relatively high number of international students ✓ Access to international databases through the AnelisPlus consortium, such as Web of Science, Scopus and ScienceDirect, supporting research and continuous learning. ✓ Utilisation of research results by PhD students through presentations at scientific conferences, scientific publications in WoS-indexed journals, technology transfer, patents, etc. ✓ PhD students enrolled between 2020 and 2025 have at least one article indexed in BDI or rated by WoS published and have participated with at least one paper at national and international scientific events.	✓ INTERNAL FACTORS ✓	✓ Relatively low representation of foreign specialists as members of advisory and ethics committees or on official committees for the validation of doctoral theses ✓ Failure to fully utilise the benefits of involving former graduates of the programme in promoting the educational offering to external partners and private companies ✓ Low rate of programmes carried out in bilateral partnerships (joint supervision) ✓ The relatively low success rate of project proposals at national and international level, which limits the involvement of doctoral students in training placements and their recruitment as members of research projects. ✓ Within the DSUD-M, there is a small number of international students, likely due to insufficient promotion, financial difficulties and legislation. ✓ A small number of PhD students take up opportunities for mobility and placements abroad through Erasmus programmes. ✓ The lack of funding opportunities for doctoral students from sources other than government or institutional funding; ✓ The low number of PhD students receiving extra-budgetary funding for a minimum of six months; ✓ Low attendance on the academic supervision and integrity committees and at public defence sessions by international experts recognised in the field of Management.
	SWOT Analysis	
Opportunities:		**Threats:**
✓ The existence of a modern infrastructure, adapted to current requirements, which		✓ Low number of state-funded places, leading to a reduction in funds allocated

enables research, development, innovation and technology transfer activities to be carried out in line with European and international policies in the field of management; ✓ The possibility of establishing partnerships with universities within and outside the EU, leading to increased international visibility for UVT and FEAA (international rankings) ✓ A curriculum tailored to the professional and personal development needs of PhD students, with flexibility in choosing their educational and research pathways. ✓ The presence within the faculty of young researchers with the potential to become habilitated in the field of Management, leading to the development of the field; ✓ Increased mobility of teaching staff and doctoral students, leading to greater participation in international academic exchanges as a foundation for future collaborations. ✓ Potential for the development of current research topics with regional, national and international impact, as well as emerging niches (technology management, digitalisation and artificial intelligence in organisations, green energy, sustainable entrepreneurship); ✓ The long-standing tradition of doctoral studies within the Faculty of Economics and Business Administration at UVT; ✓ The UDJG's capacity to develop partnerships with domestic and international institutions with a view to the transfer of technology and knowledge; ✓ Access to national and European/international funding resources, etc., which facilitate the development of doctoral students' research and development plans. ✓ The existence of the necessary conditions regarding human resources, infrastructure, curriculum and personalised research plans to attract as many international PhD students as possible. ✓ Proven institutional capacity to develop partnerships with the socio-economic sector to address and develop current research topics that contribute to strengthening the national and international economy. ✓ Proven institutional capacity to attract non-repayable funding for the development of infrastructure and research centres.	**EXTERNAL FACTORS**	to research, development and innovation activities specific to doctoral studies; ✓ Competition with other prestigious universities abroad, which may lead to A decline in the number of applicants for the Management field ✓ A decline in the number of higher education graduates interested in the advanced qualifications offered by doctoral studies. ✓ Risk of dropout due to low funding levels, coupled with the general tendency for doctoral students to seek employment during their studies. ✓ Ethical risks of using AI in research

V. Extent to which the standards and performance indicators are met, 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 In order to deliver the study programme/domain, the HEI has appropriate organisational structures and an appropriate management system, which operate in accordance with methodologies, regulations and procedures that are periodically reviewed as required by law.	F	continuous monitoring of the application of procedures and optimisation of the information flow (through integrated digitalisation) between the structures involved to ensure uniformity and promptness in implementation.
2.	I.P.A.1.2.1 The views of faculty and department members, of the subsidiary or extension and of other stakeholders are taken into account in the process of adopting and revising methodologies, regulations and implementation procedures.	F	More frequent and direct involvement of representatives from the socio-economic sector in defining research topics and the skills targeted among doctoral students.
3.	I.P.A.2.1.1 The HEI legally owns premises for the relevant educational, research and administrative processes, as well as for services for students, doctoral students and trainees, thereby providing a supportive environment for living and studying, including for disabled persons. Suitable premises are also provided for staff activities. Such premises are adequately equipped.	F	continuing the process of modernising IT and multimedia equipment, to ensure ongoing compatibility with current digital tools and to support the conduct of research activities at an advanced level
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	the need to continue investing in interdisciplinary laboratories to support methodological developments in research.
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable for carrying out the activities pertaining to the evaluated study programme/domain. The teaching staff possess the required qualifications and professional competences to teach the subject matters assigned to them in the job description.	F	Increasing the number of international projects.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	expanding international cooperation by attracting training programmes in partnership with prestigious universities and intensifying academic exchanges with universities in the UNITA network
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 unit uses IT tools in its own procedures to improve access and provide high-quality services for the members	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and the indirect beneficiaries of education.		
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured in accordance with the expected learning outcomes, and organised on the basis of transferable study credits. It includes all learning, teaching, practical training, research and assessment experiences, which, together, lead to a higher education qualification.	PF	Increasing the number of workshops dedicated to disseminating the scientific results of PhD students at more advanced stages of research. Constant updating of the course syllabi and adaptation of research topics to developments in the economic field (updating the bibliography and including learning outcomes in all course syllabi). Ensuring alignment, for all course syllabi, between the learning outcomes included therein and the "activity–learning outcomes correlation matrix" specific to the curriculum.
10.	I.P.B.2.1.2 The expected learning outcomes are aligned with the competences required by those occupations, in accordance with occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures the implementation of student-centred learning in the curriculum and through the teaching strategies used in learning and teaching activities and experiences.	F	continuing to diversify teaching and assessment methods by integrating current case studies and examples from economic and managerial practice
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	increasing the number of funded mobility placements, particularly through participation in regional university networks.
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, appropriate to individual learning needs, the field of study, 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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
16.	I.P.B.5.1.2 Achievement of the learning outcomes is assessed through ongoing examinations and final examinations.	F	
17.	I.P.B.7.1.1 The organisational unit applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission to higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access for 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 unit applies the regulations concerning students' professional activities.	F	
20.	I.P.B.8.1.1 The organisational unit carries out international cooperation activities supporting the mobility of members of its own community and collaboration in academic and research activities.	F	Increase in the number of Erasmus+ mobility placements and the number of international co-supervisions
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results is supported and utilised in achieving the learning outcomes envisaged by the study programme.	F	Increase in the number of publications in WoS journals ranked in the Q1 and Q2 quartiles
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 appropriate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational unit consistently applies the procedures and demonstrates their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The views of members of its own community and other stakeholders are taken into account in the procedure implementation process.	F	conducting annual consultations with alumni in managerial positions, who can contribute to updating the targeted competences.
25.	I.P.C.2.2.2. The academic ethics commission operates in accordance with the regulations approved by the University Senate and acts in compliance with the law, independently of any other body or individual within the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational unit consistently applies the procedures and demonstrates 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	organising meetings to broaden dialogue with the socio-economic environment with a view to ensuring transparency, updating and improving the process of implementing procedures

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
28.	**I.P.C.4.1.1** The organisational unit analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures the publication of and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by law.	F	expanding collaboration with other doctoral schools with a view to the continuous improvement of the self-evaluation process

Summary Table of Performance Indicators – Degree of Fulfilment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Not fulfilled
Domain A. Institutional capacity	8		
Domain B. Educational efficacy	13	1	
Domain C. Quality management	10		
Total	31	1	

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are drawn regarding the quality of education provided within the evaluated doctoral study programme.

Propose and justify a decision.

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

a) maintaining accreditation (MAC);

VII. Annexes

[*] When the external quality evaluation for accreditation is carried out as part of the procedure for obtaining provisional authorisation to operate.