

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Oradea
Doctoral School:	Doctoral School of Economic Sciences
Doctoral Domain:	Economics
The objective of the external evaluation:	Maintaining Accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	DOBRIN Octavian Cosmin	Expert evaluator	
2.	CRUDU Rodica	International Expert	
3.	IONAȘCU Alina	PhD Student Evaluator	



I. Introduction

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

The external evaluation visit for periodic evaluation with a view to maintaining the accreditation of the doctoral field of ECONOMICS within IOSUD UNIVERSITY OF ORADEA was carried out in the period 18–20 May 2026. The expert commission is composed of: DOBRIN Octavian Cosmin, CRUDU Rodica, IONAȘCU Alina.

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

I.O.S.U.D. University of Oradea is an accredited higher education institution authorized to organize doctoral university studies in 25 doctoral fields, organized within 7 Doctoral Schools. The doctoral university study programs operate in accordance with national legislation and fulfill the quality criteria imposed by national regulations.

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

The field of Economics is included, alongside the fields of Business Administration and Finance, in the Doctoral School of Economic Sciences, a component of the Faculty of Economic Sciences. The Doctoral School of Economic Sciences has been operating under this name since 1 October 2015, organizing doctoral university studies in the fundamental domain of Social Sciences, the scientific branch of Economic Sciences, field of Economics (Annex II.1 — OMENCs No. 5382/29.09.2016). The field of Economics was established in 2002. Within the doctoral university study field of ECONOMICS, 7 doctoral supervisors carry out their activity, all of whom are affiliated with the Doctoral School of Economic Sciences. Furthermore, as of 01.10.2025, a total of 25 doctoral students were enrolled, of whom 4 are beneficiaries of state budget funding. Within the field of Economics, 23 doctoral students completed their theses in the period 01.10.2020–31.12.2025, with a further 2 completing in 2026.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);
- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);
- Other relevant methods or aspects.

As part of the external evaluation process, the approach began with an in-depth study of the Internal Evaluation Report and its annexes, after which the information was supplemented during the on-site visit and the discussions held. The methods used are detailed below:

- Analysis of the Internal Evaluation Report for the assessed doctoral studies field and its annexes; analysis of documents made available by the IOSUD in physical format during the evaluation visit; analysis of documents, data and information available on the IOSUD/Doctoral School website, in electronic format;
- On-site visit to buildings within the institution's patrimony (Faculty of Economic Sciences, IOSUD), comprising: lecture halls; laboratories; the institution's library; research centers and laboratories; the Career Services Center; reading rooms for students; student dormitories; student canteen; sports facilities; offices and study rooms, etc.

- Meeting/discussions with doctoral students in the assessed doctoral studies field; graduates from the assessed doctoral studies field; employers of graduates from the assessed doctoral studies field;
- Meeting/discussions with the leadership of the Doctoral School in which the assessed doctoral studies field operates;
- Meeting/discussions with doctoral supervisors in the assessed doctoral studies field;
- Meeting/discussions with representatives of various structures of the IOSUD/Doctoral School(s) in which the assessed doctoral studies field operates: the CSUD, the Doctoral School Council, the Quality Evaluation and Assurance Commission, the Quality Assurance Department, the Ethics Commission (including student representatives within these structures); the secretariat; various administrative departments/offices .

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

DOMAIN A. Institutional capacity

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

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

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

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

The activity within IOSUD – University of Oradea is carried out in accordance with the provisions of national legislation and internal regulations (<https://doctorat.uoradea.ro/ro/documente/reglementari>), which are periodically reviewed.

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

The regulatory framework of IOSUD – University of Oradea is comprehensive, up-to-date, and publicly accessible, covering all major dimensions of doctoral study organization: admission, governance, supervisor management, conflict mediation, scholarship allocation, and academic integrity. The regulations are aligned with national legislation. The Doctoral School of Economic Sciences operates under clearly defined governance structures.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Continuous monitoring of the regulatory framework and ongoing updating of specific documents

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

The regulations and methodologies are publicly available and periodically reviewed and this process follows a participatory approach.

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

The existence of a structured, consultative review mechanism for internal regulations demonstrates that the CSUD and Doctoral School maintains a responsive and participatory governance approach. The annual needs and satisfaction report provides an evidence-based foundation for regulatory updates, ensuring that revisions reflect the actual experience of doctoral students rather than being driven solely by top-down administrative decisions. The involvement of the CSUD Registrar in processing and deliberating on student requests further ensures that feedback is systematically captured and acted upon.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

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

The University of Oradea owns and manages an extensive material base composed of 45 buildings dedicated to teaching, research, and administrative activities, including the University Library, which covers 7,800 sq m. The UO provides access to international databases is provided via [Anelis Plus](#): ScienceDirect, SpringerLink, ProQuest Central, Cambridge Journals, Scopus, and Web of Science. For the Doctoral School of Economic Sciences, 7 research laboratories are registered on the ERRIS platform, covering fields such as quantitative economics, tourism, applied economics, accounting, financial administration, financial markets, and a dedicated resources center. Digital learning is supported through Moodle (e.uoradea.ro), Microsoft Teams, and Office 365.

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

The data presented demonstrates that the University of Oradea exceeds the minimum infrastructure standards imposed by ARACIS across all categories of educational spaces. The surplus of owned versus required spaces — 23% for classrooms, 47% for laboratories, and 77% for seminar rooms — indicates a strong material capacity to support the full range of bachelor's, master's, and doctoral programs. The library infrastructure is particularly robust, combining physical space (7,800 sq m, 640 reading seats) with access to major international bibliographic and bibliometric databases, which is essential for supporting research

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

quality at doctoral level. The dual access model (on-site via institutional IP and remote via authenticated login) ensures inclusivity of access for all students and staff. Investment in digital infrastructure, particularly the Digital UO PNRR project, signals a forward-looking approach, aligning the university with national and European digitalization priorities.

- ✓ Aspects that constitute best practice examples

DigitalUO project (PNRR-funded, ~30.3 million lei) demonstrates successful leveraging of European funds for digital transformation, benefiting both students and teaching staff.

- ✓ Recommendations
 - Provide adequate, well-equipped locations for PhD students and supervisors. Provide access to research software such as Smart PLS, econometric software etc.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1

The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

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

The immovable and movable assets are maintained in accordance with the internal regulations of the University of Oradea. Spaces dedicated to doctoral studies — including seminar rooms, doctoral supervisors' offices, the library, and research spaces — benefit from permanent maintenance, cleanliness, internet access, and modern facilities.

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

Technical facilities and ICT infrastructure effectively support teaching, learning, and research, with classrooms equipped with projectors, videoconferencing systems, workstations, furniture, and air conditioning. Movable and immovable assets are inspected periodically, and malfunctions are promptly remedied by technical and administrative staff.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator
I.P.A.3.1.1

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

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

The Economics doctoral field operates within the Doctoral School of Economic Sciences at IOSUD UO. It is supported by a team of 7 doctoral supervisors, all of whom have obtained the habilitation certificate or are recognized within a doctoral school, and are either tenured staff (5 professors) or associates of the University of Oradea (2). The subjects of the advanced university studies training program for the Economics field are taught by the qualified and most performing doctoral supervisors.

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

The doctoral supervisory team of the Economics field demonstrates a solid and largely compliant academic profile. The fact that 6 out of 7 supervisors meet CNATDCU minimum standards indicates a high degree of conformity with national regulatory requirements. Overall, the team has good research output and visibility, but with significant differences among them. Collectively, the team has published over 60 ISI-indexed articles in the last 5 years.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Expand the supervisory team with newly habilitated supervisors.
 - Allocate subjects related to PhD students' formation in research to professors with the best scientific performance and productivity, and with the best competencies

The indicator is: fulfilled.

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

The University of Oradea implements a set of institutional mechanisms to support the professional and personal development of staff involved in doctoral activities, including those within the Economics doctoral field. These mechanisms include: Continuing education programs, offered through [InnoScience – Career Counseling for Researchers](#) and institutional projects such as [EU Green](#), covering research management, digitalization, ethics, and academic integrity; International mobility programs via [Erasmus+](#), [EU Green Teachers Mobility](#), and bilateral agreements; Academic career development support, including assistance for obtaining habilitation, organized through CSUD and the Doctoral School; Access to scientific databases, research infrastructure, and digital platforms, detailed at [University of Oradea Library – Online Subscriptions](#).

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

The institutional framework for staff development at the University of Oradea is comprehensive and multi-dimensional, addressing continuing education, international mobility, career progression, conference participation, and digital resource access in an integrated manner. The diversity of mobility destinations documented for Economics field supervisors reflects genuine international engagement, and is directly relevant to the performance indicator on staff professional development.

- ✓ Aspects that constitute best practice examples
 - EU Green Alliance membership: participation in the [EU Green Alliance](#) connects the University of Oradea to a broader European academic network, offering staff access to thematic workshops, training, and inter-university collaboration opportunities beyond standard bilateral exchanges.
- ✓ Recommendations
 - Provide systematic financial support for staff participation in continuing education programs, mobility activities, and conference events.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

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

The University of Oradea organizes staff recruitment competitions in full accordance with legislation in force, covering two categories of positions: Indefinite-period teaching and research positions: organized only after the relevant ministry publishes the proposed positions in the Official Gazette of Romania, and Fixed-term university assistant positions: organized in accordance with the internal dedicated regulation. All teaching positions put out to competition are: included in the **job descriptions of the specialized departments**; Made publicly available on the university's dedicated page: [Teaching Position Competitions](#), ensuring open and non-discriminatory access for all eligible candidates; Drawn up in accordance with the [Operational Procedure for the Development and Approval of Staff Lists](#)

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

The University of Oradea demonstrates a clearly structured and legally compliant recruitment framework for teaching and research staff. The public availability of all competition announcements on a dedicated webpage, combined with transparent job descriptions anchored in departmental staff lists and governed by a formal operational procedure, indicates that the recruitment process meets the standards of openness, non-discrimination, and institutional accountability required by applicable regulations.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

The UO has established digitalization as a strategic priority, formalized through the Digitalization Strategy of the University of Oradea for the period 2022–2027. The university's IT ecosystem is built around a suite of integrated platforms and software systems: UNIWEB (uniweb.uoradea.ro) for managing the educational process (students, grades, curricula, tuition fees, position statuses); StudentInfo (studinfo.uoradea.ro) — student-facing interface of the UNIWEB platform, including modules for statistical reporting and fee management, covering doctoral students specifically; Moodle e-learning platform (e.uoradea.ro) etc. Academic licenses: full access to all Matlab modules for all members of the academic community with an institutional @uoradea.ro address, plus access to resources from Microsoft, Amazon, and Oracle academies. For doctoral studies specifically, the UNIWEB/StudentInfo platform manages the entire lifecycle of doctoral students, from admission file data entry through enrollment at IOSUD-UO, budget financing verification for tuition-free doctoral students (maximum 3–4 years), statistical reporting, and fee tracking

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

The University of Oradea demonstrates a mature, multi-layered digital infrastructure that covers the full spectrum of academic and administrative processes — from student management and e-learning to library automation, human resources, and internal communication. The specific inclusion of doctoral students within the UNIWEB/StudentInfo ecosystem, with dedicated modules for statistical reporting, fee management, and budget financing verification, confirms that the digital infrastructure is not limited to undergraduate-level management but extends fully to IOSUD-UO operations.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral study program in Economics is structured around a curriculum organized on the basis of 240 transferable credits, publicly available at <https://doctorat.uoradea.ro/ro/domenii-de-doctorat-stiinte-economice-menu/domeniu-economie/241-plan-de-invatamant>. The curriculum is developed in accordance with national legislation and the internal regulations of the University of Oradea. Its structure encompasses: professional and transversal skills; an Advanced University Training Program (AUP) comprising mandatory subjects (*Methods and Techniques of Research, Documentation and Data Processing in Economic Sciences; Scientific Authorship and Publication Techniques; Ethics and Integrity in Economic Sciences*) and optional subject packages (*Statistical Data Processing; Creativity, Innovation and Entrepreneurship; Competition, Competitiveness and Sustainable Development*); a scientific research program consisting of 3 progress reports; evaluation and defense before the Guidance Committee; and public defense before the specialized committee. Doctoral students are required to accumulate 30 credits through the AUP subjects, delivered over one semester. Detailed subject information — including objectives, thematic content, evaluation systems, and bibliography — is provided in Syllabus and the activity schedule is made public at the beginning of each academic year.

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

The curriculum's alignment with national legislation and internal university procedures (SEAQ-PO-PrMA-01) reflects a structured and compliant framework for doctoral training. The integration of the doctoral school's scientific research plan into the broader faculty strategic plan demonstrates institutional coherence

* The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

and alignment between doctoral training objectives and the university's wider research strategy. The breadth of the 17 research areas indicates a wide thematic coverage that is responsive to contemporary economic challenges — including digitalization, sustainability, and inclusive growth — suggesting that the program is well-positioned to produce research of societal and scientific relevance.

- ✓ Aspects that constitute best practice examples

Good orientation of the Curriculum to essential research skills necessary for PhD students.

- ✓ Recommendations -

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

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

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

The curriculum for the doctoral program in Economics was designed in accordance with national and internal regulations, ensuring qualification alignment with targeted occupations. The curriculum explicitly specifies the competencies to be developed, divided into **professional competencies** and **transversal competencies**, as detailed in the [Curriculum 2025-2026 – with learning outcomes](https://doctorat.uoradea.ro/ro/domenii-de-doctorat-stiinte-economice-menu/domeniu-economie/241-plan-de-invatamant), also accessible at <https://doctorat.uoradea.ro/ro/domenii-de-doctorat-stiinte-economice-menu/domeniu-economie/241-plan-de-invatamant>. In addition to these general competencies, discipline-specific competencies are defined in the individual Syllabuses. In line with current legislation, the curriculum integrates learning outcomes — encompassing knowledge, skills, and responsibility/autonomy — formulated in reference to the descriptors of Level 8 of the National Qualifications Framework (NQF).

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

The curriculum demonstrates full compliance with the applicable national and European regulatory frameworks, specifically through its explicit alignment with NQF/EQF Level 8 descriptors and the dedicated operational procedure governing qualification achievement within IOSUD-UO. This procedural grounding ensures that the program is not only formally compliant but also purposefully oriented toward the development of advanced research competencies. The integration of learning outcomes aligned with NQF Level 8 descriptors ensures coherence between theoretical training, applied skill development, and the ultimate deliverable of the doctoral thesis. The stated aim of developing doctoral students' capacity to generate advanced knowledge, design complex research, integrate interdisciplinary insights, and formulate innovative solutions is consistent with the expectations of Level 8 qualifications and supports the program's scientific and societal relevance.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Teaching staff organise a stimulating learning environment and employ modern, interactive teaching-learning strategies designed to facilitate doctoral students' active participation in their own training process. The professor-doctoral student relationship is structured around a **partnership model**, founded on mutual respect, acknowledgment of different learning styles, and responsiveness to students' opinions, needs, and aspirations. Doctoral student feedback is recognized as a relevant and integral element in optimizing outcomes from the teaching process. Syllabi serve as the primary instrument for structuring individual disciplines. They include: objectives aligned with the study program and targeted qualification; clearly defined competencies supported by coherent theoretical and applied scientific content; student-centered teaching, learning, and assessment methods linked to learning outcomes; a bibliographic list; forms, methods, and evaluation criteria with their respective weightings; recognition of progressive accumulations within the discipline; and grading procedures.

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

The described teaching approach reflects adherence to contemporary pedagogical principles, particularly the shift from teacher-centered transmission models toward student-centered, interactive methodologies. The explicit emphasis on developing cognitive, affective, and action resources indicates a holistic understanding of doctoral student development that goes beyond knowledge acquisition alone. The syllabi fulfil a critical function in ensuring transparency, consistency, and student-centeredness across all disciplines.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

The doctoral school provides doctoral students with structured opportunities to participate in academic mobility programs, both in-person and virtual. Over the last two years, the Doctoral School has organized and facilitated participation in the following international activities: Blended Intensive Programmes (BIPs) within the EUGREEN initiative; International conferences and Erasmus mobilities. Doctoral students also have access to the institutional framework of the Erasmus+ Programme, enabling study, research, or teaching mobilities at partner universities within the European Union. The University of Oradea holds academic cooperation agreements with institutions nationally and internationally, supporting participation in short research internships, workshops, conferences, and individual mobilities.

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

The doctoral field of Economics demonstrates a well-developed and institutionally supported international mobility framework. The combination of Erasmus+ mobilities, BIP participation within the EUGREEN network, bilateral cooperation agreements, collectively provides a multi-channel approach to internationalizing doctoral training. The recent organization of two BIPs — including one partially hosted physically in Oradea — is evidence of active engagement rather than merely passive access to mobility opportunities. The involvement of 18 doctoral participants and 15 teaching staff, including a faculty member

from the Doctoral School, indicates meaningful institutional commitment and direct faculty engagement in international collaborative education.

- ✓ Aspects that constitute best practice examples
 - Multiple opportunities and enhanced networking for PhD students due to the membership in EU GREEN alliance.
 - Large participation of PhD students in international conferences abroad.
- ✓ Recommendations
 - Increasing the number of international mobilities by strengthening the institutional financial support for PhD students mobilities

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The organizational component ensures equitable opportunities for all doctoral students, regardless of status, experience, or learning style. Educational and research activities are planned to allow flexibility in relation to individual potential and aspirations, including: The possibility of choosing the doctoral supervisor; Selection of research topics according to individual skills and interests; Equal access to the educational and scientific resources of the Doctoral School.

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

The anchoring of non-discrimination and equal opportunity principles in formal institutional documents (University Charter, Code of Ethics, internal regulations) provides a normative foundation that goes beyond informal commitment, ensuring that these values are subject to institutional accountability. The stated transparency and equity in access to scholarships, mobility programs, and scientific events are important safeguards against systemic disadvantage, ensuring that opportunities are distributed based on merit and need rather than informal networks or proximity to faculty.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Increasing the number of subsidised places allocated to the doctoral field;
 - Increasing the number of scholarships granted to doctoral students based on performance criteria (publications), financed through the institution's own funds.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to
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support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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

The UO demonstrates a structured institutional commitment to supporting students with adaptation, learning difficulties, or disabilities, as reflected in two key regulatory documents: the [Framework Regulation regarding Accommodation in Student Dormitories](#) and the [Regulation on Granting Scholarships and Other Forms of Material Support for Students](#). The following dedicated infrastructure exists: an Office for Students with Visual Disabilities or Blindness, a Laboratory for People with Disabilities. At the level of the Doctoral School of Economics, equitable opportunities are pursued through the following concrete measures: Equal access to research infrastructure, modern laboratories, scientific databases, and digital libraries; Transparent admission and evaluation processes, governed by a clear Regulation applicable equally to all candidates, with progress evaluations based on objective, merit-based criteria; Equitable access to financial support and mobility programs, including [national mobility programs](#), Erasmus+.

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

The UO has developed a notably concrete institutional framework for supporting students with disabilities, going well beyond policy declarations to establish dedicated physical infrastructure, specialized software, and adapted materials. The establishment of the Office for Students with Visual Disabilities in partnership with external organizations demonstrates the university's capacity to leverage external partnerships in service of inclusion goals. At the doctoral level, the Doctoral School of Economics translates the broader institutional inclusivity framework into field-specific measures. The emphasis on transparent, regulation-based admission and merit-based evaluation ensures that systemic barriers are minimized. The explicit criterion that access to mobility and financial support is determined by scientific merit rather than socio-economic status is a meaningful safeguard against inequality of opportunity among doctoral students.

- ✓ Aspects that constitute best practice examples

Multiple facilities for the accessibility of buildings, other facilities for students with various disabilities types.

- ✓ Recommendations –

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

Learning outcomes for the doctoral field of Economics are clearly defined in both the **curricula** and the Syllabi, formulated in alignment with domain-specific competencies and the Level 8 descriptors of the National Qualifications Framework (NQF). At the institutional level, the evaluation and monitoring of doctoral schools is governed by the [Operational Procedure regarding the Internal Evaluation and Monitoring of Doctoral Schools/Doctoral Fields within IOSUD-UO](#).

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

The articulation of learning outcomes grounded in NQF Level 8 descriptors, establishes a clear and normatively consistent framework for doctoral-level expectations. The continuous nature of the evaluation — rather than relying solely on end-point assessments — is particularly appropriate at doctoral level, where research development unfolds over several years and requires ongoing supervisory oversight. The diversity of evidence sources used in evaluation (individual work plan, research reports, lectures, publications, conference participation, research project involvement) reflects a comprehensive and multi-dimensional approach to assessing doctoral progress, capturing both the process and the outputs of research activity. The annual analysis of results at the field level further strengthens systemic coherence and enables timely identification of any misalignment between achieved and targeted learning outcomes.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

The evaluation and grading methods, as well as the requirements for student promotion within the doctoral Advanced University Training Program (AUP) in the field of Economics, are described in the Syllabi ([Annex 9](#)). Continuous assessments within the program include: Written and oral examinations; Project presentations; Research reports; Scientific lectures; Verification of progress within the individual training plan - all conducted in accordance with the evaluation methods and criteria established for each individual discipline. The final examination of doctoral studies consists of the public defense of the doctoral thesis, carried out in accordance with IOSUD-UO procedures and applicable national legislation. The regulatory framework governing the evaluation of the AUP is provided by the [Operational Procedure regarding the Internal Evaluation and Monitoring of Doctoral Schools/Doctoral Fields within IOSUD-UO](#).

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

The evaluation framework described for the doctoral field of Economics reflects a well-structured and multi-layered approach to assessing doctoral student progress and achievement. The use of diverse continuous assessment instruments ensures that the evaluation captures multiple dimensions of doctoral development, including both knowledge acquisition and applied research competency. The requirement that disciplines be taught by staff with doctoral supervisor status and best scientific achievements provides an appropriate quality assurance mechanism for instruction and assessment. The public defence of the doctoral thesis as the culminating assessment event is consistent with national and international norms for doctoral qualification, and its explicit linkage to NQF Level 8 competencies and learning outcomes ensures that the final evaluation is criterion-referenced rather than purely subjective.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The admission framework for doctoral studies at IOSUD-UO is governed by a set of formally adopted and publicly accessible methodological documents: The Methodology for Organizing and Conducting the Admission Competition for Doctoral Studies available at: <https://cloud.uoradea.ro/index.php/s/CNQyTMHhzpSgXZ3>; Doctoral School-specific admission methodologies : [IOSUD-UO Doctorate Admission Methodology](#); the Methodology regarding the Admission and Schooling of Romanians from All Over the World ; The Methodology regarding the Admission and Schooling of Foreign Citizens, available at: <https://cloud.uoradea.ro/index.php/s/CNQyTMHhzpSgXZ3> and at: <http://www.uoradea.ro/display17170>.

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

The admission framework for doctoral studies at IOSUD-UO demonstrates a high degree of institutional formalization and regulatory completeness. The admissions process is characterized by transparency, accessibility, and fairness. The public availability of all admission methodologies on the IOSUD website, with direct access links, ensures transparency and equal access to information for all prospective doctoral students, regardless of their geographic location or institutional affiliation. The inclusion of Doctoral School-specific methodologies, adopted by the CSUD, further ensures that field-level particularities are formally regulated and communicated.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Continue the policy of prioritising access to doctoral grants to the most performing doctoral supervisors

The indicator is: fulfilled.

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

Admission to doctoral study programs within the Doctoral Schools of IOSUD-University of Oradea is governed by the [Doctoral Admission Methodology](#) and the field-specific [Admission Methodology for Economic Sciences](#). Admission is based on selection criteria grounded in the principles of **equity and equal opportunities**, encompassing the following evaluated components: Candidates' previous professional performance, as evidenced by articles, studies, and other achievements listed in the CV; The level of the proposed Doctoral Research Project (DRP), assessed against: the scientific context and motivation of the chosen topic; the definition of research objectives; the research methodology; and the estimated results; The method of presenting the project and the quality of the candidate's responses to committee questions. Full details are publicly available at: <https://cloud.uoradea.ro/index.php/s/EAPAS6KsAy7725g>.

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

The three-component evaluation model — prior performance, research project quality, and presentation/interview — ensures that selection is not based solely on historical credentials but also on the candidate's capacity to design and articulate an original research agenda, which is particularly appropriate for doctoral-level selection. The use of a formalized grading procedure — with integer scores, weighted or arithmetic averages per committee member, and a final admission average calculated across all committee members — introduces a degree of quantitative rigor and inter-rater accountability that reduces the risk of

individual bias influencing outcomes. The public availability of both the general and field-specific admission methodologies, with detailed grading procedures accessible via direct links, further strengthens the transparency of the process.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

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

The Doctoral School of Economic Sciences regulates the professional activity of doctoral students through a comprehensive framework including the [Regulations for the Organization and Functioning of Doctoral Studies](#). The scope of these regulations covers research activity conduct, participation in academic activities, and the professional and scientific responsibilities of doctoral students, as formalized in the [Doctoral University Studies Contract](#). Each doctoral student has an individually established [Training Program and Results Based on Advanced University Studies](#), developed in collaboration with the doctoral supervisor.

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

The regulatory framework governing the professional activity of doctoral students at the Doctoral School of Economic Sciences is comprehensive, multi-layered, and grounded in both national legislation and institutional policy. The annual evaluation of individual training programs by the Academic Guidance and Integrity Committee and the Doctoral School Council, with the participation of external members, introduces an important independent oversight mechanism. This ensures that progress assessments are not limited to the supervisory dyad but are subject to broader collegial scrutiny, enhancing both the quality and the credibility of the evaluation process.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Increase the access of PhD students and supervisors to anti-plagiarism tools

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

The organizational structure of the Doctoral School of Economic Sciences carries out a broad range of international cooperation actions, aligned with the internationalization strategy of the University of Oradea, organized across four main areas: 1. International Academic Mobilities of Teaching staff and doctoral students (<https://drive.google.com/file/d/1R7j6YGTyaRdjQJhLzq1yDngfctahw2Nz/view?usp=sharing>); 2. Doctorates in International Co-supervision and Involvement of Foreign Experts. The University of Oradea

has developed co-supervised doctoral programs with partner universities, three agreements for co-supervised doctorates have been concluded. Foreign professors have been invited to deliver lectures and workshops within the doctoral program, including academics from Italy, the USA, and Hungary (details at: <https://steconomice.uoradea.ro/emeb-doctoranzi/>), with sessions held annually from 2021 to 2025. 3. International Research Projects and Networks, including involvement of doctoral students in joint publications with international professors. 4. Curricular and Scientific Internationalization Doctoral programs draw on leading international academic literature and resources indexed in international databases. Most of the doctoral supervisors have demonstrated international visibility (Annex 13).

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

The international cooperation framework of the Economics field is extensive, with a large participation of PhD students and supervisors. The co-supervision framework is particularly noteworthy. The existence of co-supervision agreements and completion of doctorates between 2022 and 2024, alongside several ongoing collaborations, demonstrates that the framework is operationally active and produces tangible outcomes. There are other enforced research collaboration agreements in the field of Economics.

- ✓ Aspects that constitute best practice examples
 - Supervisors with good international visibility, including participation in co-supervising international PhD students and in joint publications with international co-authors.
- ✓ Recommendations
 - Strengthen the institutional and financial support for PhD students and supervisors to increase publications in top-rated journals and participation in international conferences and projects. Increase international visibility for all supervisors

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

The doctoral program in Economics integrates learning based on scientific inquiry as a central pillar of doctoral training, directly supporting and enhancing the acquisition of learning outcomes. This inquiry-based learning approach is operationalized through doctoral research activities encompassing the following dimensions: practical application of theoretical and methodological knowledge through research projects, simulations, scientific papers, articles, and participation in grants and projects; Training of interdisciplinary skills through the integration of modern methods and technologies into research activity; Dissemination and capitalization of research results within the scientific community and the domestic and international academic environment, contributing to economic progress and the professional development of doctoral students. Publications and research outputs produced by doctoral students are documented in Annex 2.

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

The described inquiry-based learning framework reflects a well-conceived and pedagogically grounded approach to doctoral training, consistent with the core purpose of doctoral education as defined at both national and European levels. The emphasis on dissemination — through publication, conference

participation, and engagement with both domestic and international academic environments — is particularly significant, as it positions doctoral students as active contributors to the scientific community rather than passive recipients of training. The reference to Annex 2 as documentary evidence of doctoral student publications provides a degree of empirical grounding for the stated outcomes, though the depth of this evidence base would benefit from further quantitative and qualitative elaboration.

- ✓ Aspects that constitute best practice examples
 - Integration of PhD students in international research teams in the view of producing joint scientific publications
- ✓ Recommendations –

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

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

The Doctoral School and the Economics doctoral field ensure the conduct of scientific research activities in alignment with the objectives of the doctoral study program, organized across several main mechanisms: 1. Visibility through Publication and Conference Participation; research results are disseminated through scientific articles published in nationally and internationally indexed journals and through participation in national and international scientific events, where research findings are presented, discussed, and subject to peer feedback; 2. Capitalization of Results in Institutional and Industrial Contexts Research outputs are exploited through collaborations with industry and other research institutions, supported by nationally and internationally funded projects, including: INO TRANSFER I and II projects; Seed projects within the EU-GREEN framework: the NOTES project and the MOTEA project. Through these mechanisms, scientific research is presented as actively integrated into the doctoral training process, supporting the acquisition of advanced knowledge, practical skills, autonomy, and professional responsibility.

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

The framework described for scientific research activity within the doctoral field of Economics reflects a coherent and multi-dimensional approach that goes beyond treating research as an isolated academic exercise. PhD students are integrated in research teams, based on their doctoral themes. The emphasis on publication in BDI indexed journals as the primary visibility mechanism is consistent with international standards for doctoral-level research output. The complementary role of conference participation adds a dimension of real-time peer engagement and academic communication skill development that publication alone cannot provide. The integration of doctoral students into funded research projects — particularly those with industry and international dimensions such as INO TRANSFER and the EU-GREEN seed projects — is a particularly strong feature of the framework.

- ✓ Aspects that constitute best practice examples
 - Provide access to research software such as Smart PLS, econometric software etc.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

consistent, transparent manner

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

The Doctoral School of Economic Sciences consistently applies institutional quality assurance and improvement procedures in accordance with the Quality Manual, the Quality Assurance Code, and the specific regulations of IOSUD-UO. At the doctoral school level, the following procedures are rigorously implemented: Admission procedures; Annual evaluation of doctoral students; Guidance and monitoring of doctoral research. The application of these procedures is monitored by the CEAQ of the faculty and by the responsible structures of IOSUD-UO. Doctoral student feedback is collected annually through questionnaires and discussions during meetings with doctoral school management, and is used to adjust educational and administrative activities, functioning as a continuous improvement mechanism.

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

The quality assurance framework described reflects a mature, systematically implemented, and institutionally anchored system that addresses all major dimensions of doctoral program governance. The explicit enumeration of improvement measures derived from quality monitoring — subject sheet adjustments, research topic updates, work plan optimization, and dissemination strengthening — demonstrates that the quality assurance system is not merely evaluative but genuinely action-oriented, producing tangible changes in program delivery.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

The Doctoral School of Economic Sciences integrates the opinions of community members and other stakeholders into the process of implementing quality procedures through three principal mechanisms: 1.Periodic evaluation of teaching staff by doctoral students, conducted through standardized questionnaires in accordance with the [Operational Procedures regarding the Evaluation of the Professional Activity of Teaching Staff and the Evaluation of Study Subjects](#); 2.Meetings and consultations of the Doctoral School Council and CSUD, providing a forum in which both doctoral students and teaching staff express their views on the organization of the program and on quality procedures; 3.Feedback from external collaborators and employers, collected through consultative meetings, joint research projects, and international partnerships.

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

The three identified mechanisms collectively address distinct stakeholder categories ensuring that the feedback base is diverse and not limited to a single constituency. The grounding of student evaluation of

teaching staff in a formally approved operational procedure ensures that this feedback mechanism is institutionally standardized, consistently applied, and subject to quality assurance in its own right. The inclusion of external collaborators and employers as a stakeholder category is particularly significant at doctoral level. The explicit linkage between stakeholder feedback and four specific improvement actions — syllabi adjustment, procedure update, research plan revision, and strategy development — demonstrates that the engagement process is action-oriented and produces tangible program development outcomes.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

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

The University Ethics and Deontology Commission (CEDU) operates at the University of Oradea in accordance with a [regulation approved by the University Senate](#), acting independently of any other structure or person within the institution. Its mandate and operational framework are publicly accessible. The CEDU monitors compliance with the norms of university ethics and deontology across all study programs, including at the level of the doctoral field of Economics. Its functions include resolving complaints and appeals regarding the academic conduct of members of the university community. Through its activity, the Commission contributes to maintaining a fair and transparent academic climate, in accordance with the legislation in force.

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

The explicit extension of CEDU oversight to all study programs — including the doctoral field of Economics — ensures that doctoral-level academic conduct is subject to the same ethical governance standards as other program levels, while the specific relevance of ethics at doctoral level (given the originality requirements of doctoral research and the supervisory power dynamics involved) makes this coverage particularly important. The grounding of the Commission's activity in a publicly accessible Code of Ethics and University Deontology provides a clear normative reference framework for all members of the university community, enabling doctoral students, supervisors, and other stakeholders to understand the standards of conduct expected of them and the mechanisms available for addressing perceived violations.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

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

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

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

UO systematically and consistently applies the [Procedure for Initiating, Monitoring and Reviewing Study Programs](#), ensuring the maintenance and continuous improvement of educational quality. This procedure is managed at faculty level, through Faculty Councils and specialized departments, under the coordination of three institutional bodies: The [Quality Assurance Department \(DAC\)](#); The [Board of Directors](#); The [University Senate](#). At the level of IOSUD-UO, a dedicated procedure has been developed and is periodically applied specifically for the evaluation and monitoring of doctoral schools and doctoral fields: the [Procedure for Evaluating and Monitoring the Evolution of Doctoral Schools/Doctoral Fields](#).

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

The systematic and consistent application of the general study program procedure, as stated, reflects an institutionally embedded quality culture. The development of a separate, dedicated procedure for evaluating and monitoring doctoral schools and doctoral fields at IOSUD level is a particularly important feature of the framework. The existence of a doctoral-specific monitoring instrument demonstrates institutional recognition of these particularities and a commitment to applying quality assurance mechanisms appropriately calibrated to the doctoral context.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

The University of Oradea maintains a structured and permanent dialogue with students, teaching staff, alumni, and representatives of the socio-economic environment to ensure an efficient and relevant review process of study programs. The mechanisms through which stakeholders are involved include: Active student representation in the CSUD, the [Council of the Doctoral School of Economic Sciences](#), the UO Senate, the Board of Directors, the Central Commission for Quality Assessment and Assurance (CCEAC), and other consultative structures, where students participate in decision-making regarding educational improvement; Regular meetings and debates with employers, aimed at identifying the competencies required for labor market insertion and proposing curriculum adjustments; Surveys and questionnaires applied to graduates, to assess satisfaction with professional training received and its relevance to their careers; Collaboration with international educational institutions through the [EU-GREEN Alliance](#), supporting academic exchanges and adaptation of study programs to the requirements of the European Higher Education Area.

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

The active representation of doctoral students in the CSUD, the Doctoral School Council, the University Senate, the Board of Directors, and the CCEAC is particularly significant, as it positions students not merely as passive survey respondents but as formal participants in institutional governance at multiple levels. This structural integration of student voice into decision-making bodies provides a stronger guarantee of influence than consultative mechanisms alone.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations:

- Extend the stakeholders' involvement in essential decisions by increasing the involvement of all PhD students and doctoral supervisors in the mechanisms regarding the essential decisions, e.g. requirements for doctoral thesis defence, for habilitation and affiliation of supervisors

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

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

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

The organizational component of the doctoral field of Economics operates a structured process for evaluating teaching staff performance and doctoral program quality through doctoral student feedback. Doctoral students complete the Questionnaire regarding the level of satisfaction with the doctoral program annually, in the first quarter of each academic year, in accordance with the operational procedure [SEAQ_PO_CSUD_05_A.01](#). The questionnaire is administered online through a dedicated platform.

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

The doctoral student satisfaction questionnaire represents a well-structured and institutionally anchored mechanism for capturing doctoral student perspectives on both the educational and administrative dimensions of the doctoral program. The broad thematic scope of the questionnaire — encompassing information access, secretariat communication, scientific event quality, international participation, infrastructure, and teaching involvement — ensures that feedback is collected across all major dimensions of the doctoral student experience, rather than being limited to academic content alone. Questionnaire results are processed and analyzed by the Doctoral School Council (CSD), which draws conclusions and, where appropriate, proposes improvement measures for the doctoral program. These measures are subsequently presented to the Council for University Doctoral Studies (CSUD).

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

The organizational component of the doctoral field of Economics systematically collects and analyzes data across the following dimensions of doctoral program activity: Study programs and their implementation; Teaching staff activity; Progress and results of doctoral students; Participation in research projects and scientific events; Academic mobilities and international programs. This data collection also encompasses the results of annual doctoral student satisfaction questionnaires, capturing doctoral student perspectives on: the organization of the doctoral program; access to resources; the quality of academic and

administrative activities; and the support provided by the doctoral school and teaching staff. A dedicated Report on the Needs and Satisfaction of Doctoral Students within the Doctoral School of Economic Sciences is publicly available on the doctoral school website at: <https://cloud.uoradea.ro/index.php/s/D5w5BAHgRFySefB>.

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

The data collection and analysis framework described reflects a comprehensive and systematically managed approach. The integration of annual doctoral student satisfaction questionnaire results into the broader data collection framework is particularly valuable, as it ensures that quantitative performance data is complemented by student-reported experiential evidence, providing a more complete picture of program quality than either source could offer independently. The centralization of all data within the SEAQ system ensures coherence, comparability across reporting cycles, and alignment with the university's broader quality assurance architecture.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

All information regarding the completion of the doctoral program — from admission through to the obtainment of the doctoral degree — is made available to doctoral students through two channels: the IOSUD secretariat and the institutional website, with related forms accessible at: <https://doctorat.uoradea.ro/ro/documente/formulare-utile>. The CSUD publishes the following categories of information on the website of the organizing institution: (a) Doctoral school regulations: <https://doctorat.uoradea.ro/ro/documente/reglementari/reglementari-interne>; (b) Admission regulations: <https://doctorat.uoradea.ro/ro/admitere/metodologie-admitere-doctorat-iosud-uo>; (c) Doctoral study contract: <https://www.uoradea.ro/display17406>; (d) Regulations for completing studies, including the procedure for public thesis defense — Operational Procedure regarding the Evaluation of Doctoral Students: <https://cloud.uoradea.ro/index.php/s/TrLZx6ZYKjejs05>; (e) Study program content — Curriculum: <https://doctorat.uoradea.ro/ro/domenii-de-doctorat-stiinte-economice-menu/domeniu-economie/241-plan-de-invatamant> and Discipline Sheets (Annex 9); (f) Academic and scientific profile, thematic areas, and institutional contact details of doctoral supervisors: <https://doctorat.uoradea.ro/ro/conducatori-doctorat-stiinte-economice-menu/domeniu-economie>; (g) List of doctoral students in the school, with basic information (year of enrollment and supervisor); (h) Standards for writing a doctoral thesis: <https://doctorat.uoradea.ro/ro/domenii-de-doctorat-stiinte-ingineresti-menu/inginerie-industriala/114-standarde-de-elaborare-a-tezei-de-doctorat>; Annex to the SUD contract: <https://cloud.uoradea.ro/index.php/s/eE6ki4sbS834RfG>; and Training Program and Results: <https://cloud.uoradea.ro/index.php/s/xxHqfM24WJAKC7r>; (i) Summaries of doctoral theses scheduled for public defense, along with the date, time, and venue of the defense.

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

The nine categories of publicly available information collectively address the full lifecycle of doctoral studies — from admission and contractual engagement through program content, supervisory relationships, thesis preparation standards, and final defense procedures — ensuring that doctoral students and external stakeholders have access to all information necessary to understand, navigate, and evaluate the doctoral program.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -
 - Provide multilingual publication of key information on the website.
 - Increase navigability and public availability of the relevant decisions

The indicator is: fulfilled.

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

The University of Oradea promotes a transparent governance model through the systematic publication of decisions adopted by its principal governing bodies. Decision-making processes are documented and communicated through official institutional channels, with the following decisions publicly accessible on the university website: [Board of Directors' decisions](#); [University Senate \(SUO\) decisions](#); [Council for University Doctoral Studies \(CSUD\) decisions](#).

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

The public availability of decisions reflects a coherent and institutionally consistent commitment to governance transparency. The publication of decisions through official institutional channels — rather than selectively or upon request — ensures that transparency is proactive rather than reactive, enabling all members of the university community, including doctoral students and supervisors, to access governance decisions independently and without administrative intermediation. While the described framework is clear and institutionally structured, the current description is relatively brief and does not provide detail on the completeness, timeliness, or navigability of the published decision records. The extent to which decisions are published promptly after adoption, whether historical archives are maintained, and whether decisions are presented in a format that is readily understandable to non-specialist readers are dimensions that would further strengthen the assessment of the transparency framework's practical effectiveness.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations
 - Extension of transparency to Doctoral School Council decisions, by publishing on the doctoral school website, ensuring that field-level governance decisions are transparent and accessible

The indicator is: fulfilled.

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

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

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

The organizational component of IOSUD-University of Oradea, through the Doctoral School of Economic Sciences, carried out all the steps prescribed by the ARACIS methodology regarding external quality assessment. The entire reaccreditation process was coordinated by the Doctoral School Council (CSD) and the CSUD, in collaboration with the quality assurance structure of the University of Oradea, in full compliance with applicable legislation and national standards. Through these actions, the institution demonstrates its capacity to organize the doctoral program in Economics under legal and qualitative conditions, in accordance with the requirements in force.

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

The completion of all ARACIS-prescribed steps for the reaccreditation of the doctoral program in Economics reflects institutional compliance with national quality assurance requirements. The systematic collection and submission of supporting documents, with an explicit emphasis on traceability and transparency, indicates that the reaccreditation process was approached not merely as a procedural compliance exercise but as an opportunity to substantiate the quality claims made in the REI with verifiable evidence. The involvement of both the CSD and the CSUD in coordinating the process ensures that reaccreditation was treated as a shared institutional responsibility, drawing on governance structures at both field and doctoral system levels. The collaboration with the university's quality assurance structure further ensures that the reaccreditation process benefited from specialized quality assurance expertise and was aligned with the broader institutional quality management framework.

- ✓ Aspects that constitute best practice examples -
- ✓ Recommendations -

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		
✓ The University of Oradea holds a reconfirmed HIGH CONFIDENCE DEGREE rating (2024), ✓ a diverse educational offer, and strong research and innovation support programs. ✓ It is well integrated into the regional socio-economic environment, with a modern material base and an open, inclusive institutional culture. ✓ The doctoral structure (IOSUD) covers 25 fields across 7 doctoral schools, supported by clear governance bodies, modern research infrastructure, and active publication in BDI/ISI-indexed journals. Interdisciplinary research and collaboration with industry are notable assets.	INTERNAL FACTORS 	Weaknesses: ✓ The university faces limited international visibility in rankings and low attraction of foreign doctoral students, including a low proportion of doctorates defended in internationally spoken languages. ✓ Administrative and educational digitalization remains insufficient. ✓ Compared to major university centers, doctoral grants, scholarships, and financial support for conference participation and research internships are scarce.

SWOT analysis		
Opportunities: ✓ The university benefits from a favorable geographical position and expanding international collaborations, notably through the EU GREEN consortium. ✓ Employer demand for applied and interdisciplinary graduates is growing. ✓ Strategic partnerships with local authorities, academia, and business, combined with access to PNRR, Horizon Europe, and Digital Europe funding, open pathways for infrastructure investment, scholarships, and excellence or innovation centers in partnership with the private sector.	↓ EXTERNAL FACTORS	Threats: ✓ Key external risks include demographic decline, intensifying national and international competition among universities, and insufficient public funding for doctoral research. ✓ Brain drain toward the private sector or abroad, frequent regulatory changes in doctoral education, and the broader impact of climate change and geopolitical instability further challenge the institution's development.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	Continuous monitoring of the regulatory framework and ongoing updating of specific documents
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Provide adequate, well-equipped locations for PhD students and supervisors.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Expand the supervisory team with newly habilitated supervisors. Allocate subjects related to PhD students' formation in research to professors with the best scientific performance and productivity, and with the best competencies
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Provide systematic financial support for staff participation in continuing education programs, mobility activities, and conference events.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Increase the number of international mobilities by strengthening the institutional financial support and information for PhD students' mobility
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	Increase the number of subsidised places allocated to the doctoral field; Increasing the number of scholarships granted to doctoral students based on performance criteria (publications),

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			financed through the institution's own funds
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Continue the policy of prioritising access to doctoral grants to the most performing doctoral supervisors
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	Increase the access of PhD students and supervisors to anti-plagiarism tools
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Strengthen the institutional and financial support for PhD students and supervisors to increase publications in top-rated journals and participation in international conferences and projects. Increase international visibility for all supervisors
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Provide extended access to research software such as Smart PLS, econometric software etc.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Extend the stakeholders' involvement in essential decisions by increasing the involvement of all PhD students and doctoral supervisors in the mechanisms regarding the essential decisions, e.g. requirements for doctoral thesis defence, for habilitation and affiliation of supervisors.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Provide multilingual publication of key information on the website. Increase navigability and public availability of the relevant decisions.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
<i>Domain A. Institutional capacity</i>	8	0	0
<i>Domain B. Educational efficacy</i>	14	0	0
<i>Domain C. Quality management</i>	10	0	0
<i>Total</i>	32	0	0

VI. Conclusions

The doctoral program in Economics at the University of Oradea is adapted to the dynamics of the economic and research environment, to the requirements of employers, and to international standards of excellence. In accordance with the University of Oradea Charter and the university's strategic objectives, the program offers doctoral students a comprehensive interdisciplinary education that combines in-depth study of economic theories, concepts, and methodologies with the development of the skills necessary to conduct original research and contribute to organizations operating in a global, digital, and constantly changing context. The program is distinguished by the high professional standards and performance of its doctoral supervisors, who are actively engaged in research and participate in international projects and conferences. They provide individualized guidance for doctoral research and support the development of advanced competencies among doctoral students, facilitating their integration into the international academic community through co-supervised doctorates, joint publications, and participation in European university networks such as EU-GREEN.

The program's structure combines advanced courses within the Advanced University Training Program (AUP), research and dissemination activities, periodic progress evaluations, international mobility opportunities (Erasmus+ and other programs), and participation in national and international scientific conferences, offering a comprehensive, competitive, and student-centered academic experience. Access to up-to-date digital resources, international databases (Web of Science, Scopus), and modern teaching and supervision methods supports a high-performing research environment.

The doctoral program in Economics at the University of Oradea is distinguished by its appeal both nationally and internationally, attracting high-potential candidates from Romania and abroad. Collaboration with the business and public sectors — through consultations on research topics, project partnerships such as INO TRANSFER and EU-GREEN seed projects, and employer involvement in consultative processes — ensures the practical relevance of doctoral research and aligns doctoral students' competencies with labor market and societal demands.

Current investments in digitalization, internationalization, and strategic partnerships, combined with the professional and scientific expertise of the doctoral supervisors and the university's membership in the EU-GREEN Alliance, reinforce the program's position as an attractive, competitive, and internationally recognized option for training future researchers and leaders in the field of Economics.

Following the visit of the **ARACIS External Committee** for the quality evaluation of the doctoral study domain **Economics** and the completion of the accreditation renewal procedure, it was decided to ****maintain accreditation (MAC)****.

No.	Doctoral Program	Location	Form of education	Number of credits (ECTS)
1	Economics	Oradea	Full-time education / Part-time education	240

VII. Annexes

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