

The Romanian Agency for Quality Assurance in Higher
Education



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

Higher Education Institution:	Babeş-Bolyai University
Doctoral School:	Doctoral School of Political and Communication Sciences Doctoral School of Communication, Public Relations and Advertising
Doctoral Domain:	Communication Science
The objective of the external evaluation:	Periodical evaluation



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. Ioan DEAC, Ph.D.	Expert Evaluator	
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I. I. Introduction

The context in which the external evaluation report was drafted

This External Evaluation Report was made on the occasion of the periodic evaluation of the Field of Doctoral Studies in Communication Sciences (DSUD SC), organized and carried out within the "Babeş-Bolyai" University (UBB), Faculty of Political, Administrative and Communication Sciences (FSPAC), in Cluj. The evaluation commission appointed by ARACIS was made up of prof.univ.dr. Ioan Deac, prof.univ.dr. Dana Popescu-Jourdy and PhD student Mugur Victor Iureş. The visit to the institution was carried out between June 29-30, 2026 and took place according to the attached program, established in agreement with the representatives of the host institution.

Description of the higher education institution

Establishment and evolution: "Babeş-Bolyai" University of Cluj (UBB) is an accredited higher education institution, part of the national education system. UBB is the bearer of the academic tradition of the Jesuit Major College (1583), the Claudiopolitan Academy (1753), the University of Cluj (1881), the "King Ferdinand I" University (1924), the "Babeş-Bolyai" University (1959).

Mission: In UBB there are 3 lines of studies (Romanian, Hungarian, German), in 22 faculties. The Institute of Doctoral Studies of UBB (2006) has the mission to coordinate all administrative activities within the doctoral study cycle, under the guidance of the Council for Doctoral Studies and together with the councils of the doctoral schools. This structure ensures the unity of doctoral studies, provides an adequate framework for the interdisciplinary approach of doctoral studies and promotes communication between faculties/doctoral schools.

Governance and structure: UBB is led by the University Senate and the Board of Directors, chaired by the Rector. The Council for Doctoral Studies (CSUD) is headed by the Director of CSUD and coordinates 32 areas of doctoral studies. The FSPAC is headed by the Faculty Council chaired by the Dean of the FSPAC. In the FSPAC there are 5 university departments and 3 doctoral schools. In the 3 doctoral schools, there are 3 areas of doctoral studies. The field of doctoral studies Communication Sciences operates in two doctoral schools.

General description of the doctoral study domain

DSUD SC operates in two Doctoral Schools: the Doctoral School of Political and Communication Sciences (SDSPC), established in 2008, by the UBB Senate Decision no. 23261/13.05.2008 and the Doctoral School of Communication, Public Relations and Advertising (SDCRPP), established in 2016, by the Decision of the UBB Senate no. 14.393/2016. Both doctoral schools operate within the FSPAC. Each doctoral school is headed by a Doctoral School Council and a director of the doctoral school.

In 2021, DSUD SC was evaluated by ARACIS for the period 2016-2021 and obtained the "Maintenance of accreditation", according to the ARACIS Report no. IOSUD377/16.12.2021.

II. II. Methods used

Analysed documents

For the elaboration of this External Evaluation Report (REE DSUD SC) were used: the DSUD SC Internal Evaluation Report made by the two doctoral schools, the minutes of the meetings organized and held during the evaluation visit, other documents published on the institution's website.



On-site visit

The external evaluation visit was scheduled and carried out between 29-30 June 2026 and included a series of direct verification activities.

Locations visited:

- Spaces for the training program based on advanced university studies (PSA): amphitheatres, lecture and seminar rooms;
- Spaces for the individual scientific research programme (PIC): laboratories, research centres.
- Support infrastructure: University library and reading room, sports base, medical office.

Categories of people with whom discussions were held:

- Leadership of the institution: vice-rector, ISD representative, Dean of FSPAC, Director of SDSPC and Director of SDCRPP.
- The editorial team of REI DSUD SC.
- Teaching and research staff involved in DSUD SC.
- categories of beneficiaries: students, graduates, employers;

UBB/FSPAC functional structures:

- members of the quality assurance structures at UBB and FSPAC level;
- members of the University Ethics Commission.

Other relevant methods or aspects

We mention: 1) the support offered by UBB, FSPAC and the person in charge of the field – prof.univ.dr. Delia Balas Balaban – for the smooth running of all planned activities; 2) documentation and support with references and annexes of the REI DSUD SC.

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

The structure and organization of UBB is regulated in accordance with the legal framework established by the Higher Education Law no. 199/2023, as well as all other normative acts in the field of national education and scientific research in force, in accordance with the provisions of the UBB Charter and the provisions of the UBB Internal Regulations. The university management is ensured by the structures and management positions that are elected, designated, established according to the state of each one: through elections – the University Senate, faculty councils, department councils, doctoral school councils; through competition, designation or elections – the rector, the vice-rectors, the director of the CSUD, deans of faculties, directors



of departments, directors of doctoral schools. The mechanisms for designating and ensuring management structures and functions are presented in the *General Regulation on Election in Management Structures and Positions of Babeş-Bolyai University*, adopted in 2024. The mechanisms for electing students in the university's management structures are provided for both in the *UBB Charter* and in the *Code of Student Rights and Obligations* and comply with the regulations in force, ensuring the right of students to be represented to represent: min. 25% of the total members of a management structure.

Analysis of the state of facts

In UBB, the university management is regulated by the *Electoral Code of the Babeş-Bolyai University of Cluj-Napoca*, approved by the Decision of the HS University Senate no. 198/24.11.2025.

The University Senate operates on the basis of the Regulations of the UBB Senate, approved by the Senate Decision - no. 145/25.09.2025.

The Board of Directors of UBB operates based on the *Regulation on the organization and functioning of the Board of Directors*, approved by Senate Decision 2398/18.02.2019.

The FSPAC Council operates on the basis of the *Regulation of Organization and Functioning of the Faculty of Political, Administrative and Communication Sciences*, 2025.

CSUD and the Councils of the SDCRPP and SDSPC Doctoral Schools operate based on the *Babeş-Bolyai University Regulation on the organization and conduct of doctoral studies*, approved by HS No. 116/23.09.2024.

The SDCRPP Doctoral School operates based on the *Regulation of the Doctoral School of Communication, Public Relations and Advertising* (2024), drawn up according to Art. 10 of the *UBB Regulation on the organization and conduct of doctoral studies*.

The SDSPC Doctoral School operates based on the *Regulation of the Doctoral School of Political and Communication Sciences* (2025), drawn up according to Art. 10 of the *UBB Regulation on the organization and conduct of doctoral studies*.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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 ¹ 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

The process of adopting and/or reviewing the methodologies, regulations and procedures is done in accordance with the UBB Charter and in compliance with the legal provisions in force, the members of the academic community and other third parties being consulted when these processes take place (UBB Charter, chapter 4.2.3, Principles of organization and functioning). UBB's regulations, procedures and methodologies are developed as a result of consultations with the UBB community, the university establishing advisory councils for different areas of university activity.

Analysis of the state of facts

Academic and administrative decisions are adopted by competent collegial structures, namely the Faculty Council, the Councils of Doctoral Schools and the Council for Doctoral Studies (CSUD), in compliance with the principles of transparency, legality and institutional responsibility.

¹ The faculty, department, subsidiary, extension - hereinafter "organisational components"



The revision of the regulations regarding the third cycle of university studies is done periodically, in accordance with the amendments and additions of the legal basis, with the approval of the legal structures of the UBB and following the approval of the University Senate.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

The indicator is: FULFILLED

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped
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Presentation of the state of facts

UBB manages over 100 buildings, of which over 85 are allocated as educational spaces: 54 amphitheatres, 173 classrooms, 402 seminar rooms, 601 laboratories and 124 reading rooms, in a network that includes centers, extensions and practice bases in 23 localities in 14 counties. Students are offered 7,186 places in 21 dormitories and meal facilities in 20 locations, along with 5 practice bases, the sports base in the "Iuliu Hațieganu" Park, the Astronomical Observatory and the "Alexandru Borza" Botanical Garden. The documentary resources are provided by BCU "Lucian Blaga" and its network of electronic units. The research is supported by the Strategic Research Infrastructure (rUBB Platform), with over 100 units, of which 16 RDI units of excellence.

The teaching-learning spaces are equipped with multimedia systems, and the ID Portal and the Moodle ID-IFR Portal provide conditions for distance learning. UBB has medical offices, a Career Counseling and Guidance Center (CCOPA), the "Student Expert" Counseling Center, the StudHub Learning Center, the Volunteering Office.

At the FSPAC level, the infrastructure consists of three buildings (FSPAC1 - Traian Moșoiu 71, FSPAC2 - Minerilor 85, FSPAC3 - Septimiu Albini 12) and includes teaching and research laboratories, equipment, software and information systems. PhD students benefit from access to the BCU library, the faculty library, the virtual library, in Romanian and English.

Analysis of the state of facts

The material base legally owned by the institution corresponds to the operational needs of DSUD SC. The learning and seminar spaces are adequate in size and equipment, the study and social activity services are comprehensively provided, and the spaces for the teaching staff in the three FSPAC buildings are also properly equipped. Facilities for people with disabilities are provided at both campus and FSPAC level. The on-site visit confirmed the conformity and adequate endowment of the spaces allocated to the domain.

Aspects that constitute best practice

The scale of digitally accessible documentary resources (over 2.35 million online electronic units), correlated with an integrated ecosystem of support services for students: CSD, CCOPA, "Student Expert", StudHub, which constitutes a good study and research practice.

Recommendations:

1. Informing and ensuring the access of doctoral students to research resources. Following discussions with them, it emerged that the database aggregation platforms are not known, and the doctoral students



mentioned that they do not have mobile access to the research bases, access being provided only from the terminals installed in the FSPAC headquarters and the UBB libraries.

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

UBB has teaching and research spaces that correspond qualitatively in terms of surface, equipment, technical condition, volume and compliance with safety and hygienic-sanitary norms. The management of each faculty develops an infrastructure development project at the beginning of the mandate, and the institution has introduced seed grants (2020) for teachers and researchers and grants for administrative performance (2024). Since 2016, the "UBB Goes Green" program has been running. FSPAC efficiently manages and maintains the material base: the rooms, laboratories and reading spaces are permanently maintained, the educational spaces are constantly modernized, the technological facilities are updated, and the faculty has a high-performance computer system and IT infrastructure.

The FSPAC has clear policies in place for the maintenance and sustainable management of resources, including procedures for periodic infrastructure checks and an efficient system for allocating material resources; The spaces and facilities are properly maintained and adapted to the specifics of the disciplines.

Analysis of the state of facts

The movable and immovable property used by the domain is adequately maintained, ensuring optimal conditions for study, research, life and work. The existence of procedures for regular verification of infrastructure and a system for the allocation of resources, combined with institutional funding instruments (seed and administrative performance grants) and the sustainability programme, indicates systematic and sustainable management, not ad hoc maintenance. The findings from the visit regarding the state of the furniture and the operation of the equipment were consistent with the modernized and maintained environment described in the report.

During the period under evaluation, 2021-2026, laboratories with modern equipment dedicated to applied research were put into operation.

Aspects that constitute best practice

This is NOT the case.

Recommendations: This is NOT the case.

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



At the level of DSUD SC, there are 18 doctoral supervisors in the two doctoral schools. The courses within the training programs are held by doctoral supervisors from the schools that have scientific activity in the field of the subjects taught.

PhD supervisors have habilitation in the doctoral field of Communication Sciences and have the necessary skills to teach the disciplines within the Advanced University Studies (PSA) Training Program.

Analysis of the state of facts

A. The training program based on advanced university studies (PSA) in DSUD SC is carried out distinctly, in the two doctoral schools, as follows:

At the SDCRPP, PSA provides for 4 disciplines, including *Ethics and Academic Integrity*.

The 4 disciplines of the PSA are provided by 7 doctoral supervisors.

At SDSPC, PSA provides a compulsory subject and 4 optional subjects from which 3 subjects are chosen

The 5 disciplines of the PSA are provided by 5 doctoral supervisors.

B. The number of PhD supervisors in DSUD SC is 18: 11 PhD supervisors in SDCRPP and 7 PhD supervisors in SDSPC. All 18 doctoral supervisors of DSUD SC are UBB holders.

PhD supervisors have qualifications in the field of Communication Sciences and have the necessary competences to coordinate research activities within the Individual Scientific Research Programme (PIC).

The evolution of the number of doctoral supervisors and the number of doctoral students in the period 2021-2026 in DSUD SC shows an increase in the number of doctoral supervisors (from 7|5 and 11|7), a relatively constant maintenance of the number of doctoral students (56|25 and 56|22), which indicates a decrease in the ratio of the number of doctoral students supervised by a doctoral supervisor (from 8.00|5.00 to 5.09|3.14):

University year	Number of doctoral supervisors SDCRPP SDSPC	Number of PhD students SDCRPP SDSPC	Doctoral student// doctoral supervisor ratio SDCRPP SDSPC
2025 – 2026	11 07	56 22	5.09 3,14
2024 – 2025	9 7	56 21	6.22 3,00
2023 – 2024	8 6	60 18	7.50 3,00
2022 – 2023	7 AND 6	59 17	8.42 2,80
2021 – 2022	7 5	56 25	8.00 5,00
AVERAGE DSUD SC	8.42 AND 6.20	57.40 AND 20.60	7.04 3,38

The situation of the number of doctoral students supervised by each doctoral supervisor, by academic years, in the period 2021-2026, is as follows:

PhD supervisor	Academic year Number of PhD students				
	2025 – 2026	2024 – 2025	2023 – 2024	2022 – 2023	2021 – 2022
SDCRPP					
Prof. Delia Bălaș, Ph.D.	9	9	12	13	12
Prof. Ioan Hosu, Ph.D.	8	16	17	12	13
prof.univ.dr. Flaviu Rus	1	1	2	3	4
Prof. Cosmin Irimieș, Ph.D.	5	5	8	9	8
Prof. Vincze Orsolya, Ph.D.	10	9	9	9	7
Prof. Kadar Magor, Ph.D.	4	5	4	5	5



Assoc. Prof. Ioana Iancu, Ph.D.	5	5	5	8	7
Assoc. Prof. Meda Mucundorfeanu, Ph.D.	6	4	3	0	0
Assoc. Prof. Veronica Campian, Ph.D.	3	2	0	0	0
Assoc. Prof. Mihnea Stoica, Ph.D.	5	0	0	0	0
Lecturer Pavelea Anisoara, Ph.D.	0	0	0	0	0
TOTAL SDCRPP	56	56	60	59	56
SDSPC					
Prof. Elena Abrudan, Ph.D.	2	2	2	1	4
Prof. Radu Meza, Ph.D.	2	1	0	0	0
Prof. Andreea Mogoș, Ph.D.	5	5	4	5	7
Prof. Ilie Rad, Ph.D.	2	2	2	2	0
Prof. Tibori Zoltan, Ph.D.	5	5	4	2	0
conf.univ.dr. Ramona Hosu	1	1	2	1	3
Associate Professor Cristina Nistor, Ph.D.	5	5	4	6	11
TOTAL SDSPC	22	21	18	17	25
TOTAL DSUD SC	78	77	78	76	81

It can be seen that at the level of DSUD SC two doctoral supervisors from SDCRPP have more than 8 doctoral students in supervision (9; 10>8), according to the provisions of the ARACIS DSUD Standard (20205) and OME 3020/2024. Exceeding this provision is within the parameters accepted by OME 3020/2024, art. 14 (5): (2 out of 18 = 11.11%<20).

The guidance and academic integrity committees are made up of 2 full members in UBB and 1 member from outside UBB, for each doctoral student. The members of the guidance and academic integrity commissions hold the teaching degree of at least university lecturer and the scientific title of doctor. There are no scientific researchers in the steering committees.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Classification of all doctoral supervisors in the guidance situation provided by the ARACIS DSUD and OME 3020/2024 Standard, art. 14 (5).

The indicator is: **FULFILLED**

Indicator

I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Presentation of the state of facts

The institutional framework allows continuous professional training of teachers and, thus, the maintenance of a good quality of the educational process, being made up of:

- Individual Career/Academic Development Plan (PIC)
- Professional training programs made available by the Human Resources Directorate



- Platform for e-learning (ID Portal) and Moodle ID-IFR Portal initiated by the Centre for Continuing Education and Distance and Part-Time Education (CFCIDFR)
- Programs initiated by CFCIDFR

At the level of DSUD SC, during the period under evaluation, 2021-2026, 2 habilitations were held.

Analysis of the state of facts

A series of activities can be included in professional development, both at the level of UBB and at the level of the Doctoral Schools. The doctoral coordinators participate in the UBB CORE program which aims to popularize science and research for students from all over the university. The presentation of the research portfolio is also carried out within the departments, which allows information and scientific exchanges on the topics addressed, as well as encouraging the involvement of researchers and post-doctoral fellows in the realization of various projects.

The evaluation of doctoral supervisors is done at the level of the departments in which they are tenured, not within the doctoral schools to which they belong.

Aspects that constitute best practice

This is not the case.

Recommendations:

1. The evaluation of doctoral supervisors should also be done within the doctoral schools to which they belong, according to Art. 12, para. (6) OME 3020/2024 Framework Regulation for Doctoral Studies.

The indicator is: FULFILLED

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law

Indicator

I.P.A.3.2.1

Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

Presentation of the state of facts

The filling of vacant teaching/research positions is done through a public competition, in accordance with *the Competition Methodology for filling vacant teaching and research positions at Babeş-Bolyai University* (2025).

Career promotion for teaching / research staff is regulated by *the Methodology on organizing and conducting the exam for promotion in the teaching career at Babeş-Bolyai University* (2026).

Analysis of the state of facts

The habilitation procedure is carried out under the coordination of the Institute for Doctoral Studies (ISD) in accordance with the legislation in force and with the application of *the Babeş-Bolyai University Regulation on the public defense of habilitation theses and the co-optation of doctoral supervisors* (2025).

The affiliation of the doctoral supervisors from DSUD SC to the SDCRPP is regulated in the *Regulation on the organization and functioning of the SDCRPP* (2025).

The affiliation of doctoral supervisors from DSUD SC to SDSPC is regulated in the *SDSPC Organization and Functioning Regulation* (2025).

The employment of doctoral students enrolled in a scientific doctorate, the full-time form of education, financed from the state budget, with a scholarship is NOT made.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Elimination from the Regulation on the organization and functioning of doctoral schools (and from doctoral study contracts) of the obligation of doctoral students to perform 2-6 hours of teaching activities, an obligation that contravenes the provisions of OME 3020/2024 Framework Regulation on Doctoral University Studies, Art. 13, para. (6).



2. Hiring doctoral students as research assistants or university assistants, to the extent of the available legal and administrative framework, according to the provisions of OME 3020/2024 Framework Regulation on Doctoral University Studies, Art. 13, para. (5) or Art. 13, para. (6).

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

The Information and Communications Technology Directorate is the UBB entity that provides IT&C services to all users in the faculties and administrative and research units of Babeş-Bolyai University.

Analysis of the state of facts

The main digital platforms of the UBB used within DSUD SC are:

- AcademicInfo – used for the record of doctoral students enrolled in the doctorate: personal data, matriculation number, information regarding their doctoral program;
- Online platform for displaying public endorsements (<https://teze.doctorat.ubbcluj.ro/doctorat/>);
- Platforms for online requests and appointments (<https://solicitari.doctorat.ubbcluj.ro/programari.doctorat.ubbcluj.ro/>);
- Platform for pre-registration of Non-EU candidates in order to pre-verify the documents necessary for admission <https://preregistration.doctorat.ubbcluj.ro/>;
- Website dedicated to information of interest to PhD students in scientific activity (conferences, results of research activity, presentations of articles, scientific papers): PhDnews (<https://news.doctorat.ubbcluj.ro/category/research/>);
- Website ISD: (<https://doctorat.ubbcluj.ro/ro/>) provides doctoral students with information such as: legislative regulations, doctoral supervisors, doctoral schools, doctoral admission, procedures, forms, statistics;
- Website of the doctoral schools (SDCRPP and SDSPC): information on doctoral students (list of SDCRPP doctoral students and list of SDSPC doctoral students), on doctoral supervisors (SDCRPP doctoral supervisors and SDSPC doctoral supervisors), steering committees and on the administrative and research activities of doctoral schools
- Platform for generating the liquidation form in electronic format (<https://fisadelichidare.doctorat.ubbcluj.ro/>)

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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/s²

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

The SDCRPP and the SDSPC each have a distinct curriculum, consisting of the Advanced University Studies (PSA) Training Program and the Individual Scientific Research Program (PIC).

The curriculum applied to SDCRPP is designed for the fields of doctoral studies: Communication Sciences, Political Sciences, Marketing.

The curriculum applied to SDSPC is designed for the fields of doctoral studies: Communication Sciences, Political Sciences.

Analysis of the state of facts

A. Advanced University Based Training Program (PSA):

University year	Semester SDCRPP SDSPC	Number of subjects SDCRPP SDSPC	ECTS Number SDCRPP SDSPC
2025 – 2026	1 1	4 8	30 30
2024 – 2025	1 1	4 8	30 30
2023 – 2024	1 1	4 7	30 30
2022 – 2023	1 1	4 7	40 30
2021 – 2022	1 1	4 7	40 30

PSA SDCRPP is made up of 4 compulsory subjects, with a number of 5-9 ECTS each. Starting with the 2026-2030 series, each subject will have 20 ECTS.

PSA SDSPC consists of 1 compulsory subject and 4 optional subjects, with 10 ECTS each.

The PSA takes place during semester 1 of the doctoral study program (PSUD SC) and represents a total of 30 ECTS.

B. Individual Scientific Research Programme (PIC)

University year	Semester SDCRPP SDSPC	Number of research reports SDCRPP SDSPC	ECTS Number SDCRPP SDSPC
2025 – 2026	Sem. 2-8 Sem. 2-8	1P+3R 1P+3R	240ECTS 240 ECTS
2024 – 2025	Sem. 2-8 Sem. 2-8	1P+3R 1P+3R	240ECTS 240 ECTS
2023 – 2024	Sem. 2-6 Sem. 2-6	1P+2R 1P+2R	180ECTS 180 ECTS
2022 – 2023	Sem. 2-6 Sem. 2-6	1P+2R 1P+2R	180ECTS 180 ECTS
2021 – 2022	Sem. 2-6 Sem. 2-6	1P+2R 1P+2R	180ECTS 180 ECTS

The SDCRPP ICP consists of 1 Research Project (1*30ECTS) and 3 Research Reports (3*60ECTS).

The SDSPC ICP consists of 1 Research Project (1*30ECTS) and 3 Research Reports (3*60ECTS).

The total ECTS for PSUD is 240 ECTS, corresponding to 6000 hours of teaching and research activities, study and individual research.

The curricula (SDCRPP and SDSPC) are designed to reflect the structure of the SAP and the ICP structure, the structure of the years of study, the distribution of ECTS and the total number of hours of activity.

² 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.



The curriculum for the 2026-2030 series does NOT refer to the level of the CNC8 qualification, does NOT mention the qualifications obtained, does NOT mention the competences and learning outcomes;

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Creation of a specific education plan only for DSUD SC, to be applied by both doctoral schools.
2. Completion of the DSUD SC Curriculum with the level of the CNC8 qualification, the qualifications obtained, the skills and learning outcomes.
3. Completion of the PSA with disciplines that contribute to the achievement of the competences provided for in OME 3020/2024, art. 7 (7), (8), (9) and the *UBB Regulation for the organization and conduct of doctoral studies*, art. 3 (6), (7).

The indicator is: **PARTIALLY FULFILLED**

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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Presentation of the state of facts

For the doctoral program in the field of Communication Sciences, relevant occupations at European level were mentioned in the REI, according to the ESCO v.1.2.1 classification:

- media researcher - 2632.1.2; communication researcher - 2632.1.1; (Base group 2632: sociologists, anthropologists and the like)
- Assistant Professor – 2310.1.5; Research Assistant in Higher Education – 2310.1.41; Professor in Higher Education in Journalism – 2310.1.21; Professor in Higher Education in Communication Sciences – 2310.1.10; (Base group 2310: university professors and assimilated)

This correlation ensures the professional and academic relevance of the programme, as well as its alignment with European standards on skills development for research and academic and related activities.

Analysis of the state of facts

- The level of the CNC8 qualification is NOT mentioned either in the REI DSUD SC or in the Curriculum;
- Competences and learning outcomes, although they are mentioned in the REI DSUD SC, are not mentioned in the Curriculum;
- Competences and learning outcomes are not structured on the 4 categories of competences provided by OME 6768/2023.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Mention the level of the CNC8 qualification and the qualifications that DSUD SC provides in the Education Plan.
2. Mention of competences and learning outcomes in the Curriculum.

The indicator is: **FULFILLED**

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

Standard S.B.3.1. Principles

The organizational component implements the principles of student-centered 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

Student-centeredness is ensured at the institutional level through the transparency of the instructional-formative process, the design of activities starting from the needs of students, active participation and diversification of evaluation, supported by the Teaching Council of UBB (CD-UBB) and the Center for Innovation in Teaching and Learning (CIPI, 2012). Student activity is regulated by the Regulation on Student Professional Activity (ECTS) and the Code of Student Rights and Obligations.

At the level of DSUD SC, the principles of student-centered learning are operationalized through: (1) sustained supervisor-doctoral student interaction through doctoral seminars, thematic workshops and individual and group feedback; (2) cooperation between doctoral students through joint projects, working groups and participation in conferences; (3) active learning through case studies, debates, research workshops, writing articles and presentations; (4) continuous improvement based on summative assessments (research reports, comprehensive exams, progress support); (5) realistic time planning through balanced academic calendar and individual counseling; (6) communicating and clarifying expectations through the program sheet, the curriculum, and the thesis preparation guides; (7) respecting the diversity of learning styles through their own research topics and alternative ways of presenting results.

Analysis of the state of facts

The implementation of student-centered learning is in accordance with the operationalization required by Law no. 199/2023 and is supported both institutionally (CD-UBB, CIPI) and at the level of DSUD SC, where the seven dimensions of student centering are operationalized through concrete and verifiable activities. The doctoral model, intrinsically individualized through the supervisor-doctoral student relationship and through the individual research program, places the doctoral student at the center of PSUD.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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

The Center for International Cooperation (KIC) supports internationalization, in accordance with the UBB Internationalization Strategy 2025-2029 (adopted in January 2025); in November 2021 UBB joined the European university alliance EUTOPIA. PhD students can participate in Erasmus mobilities, summer schools and BIP programmes that award ECTS credits (according to the dedicated operational procedure), benefit from EUTOPIA recognition mechanisms (labels, certificates, micro-credentials) and the recognition of periods of study carried out abroad; UBB also promotes the European doctorate.

FSPAC offers PhD students various mobility opportunities through Erasmus+ and international partnerships (courses at partner universities, internships abroad), with a transparent selection process, based on merit and language skills, and with administrative support and advice. Mobility can also take the form of participation in international conferences.

Analysis of the state of facts

The framework that facilitates the academic mobility of doctoral students is robust and well anchored institutionally (KICs, current internationalisation strategy, EUTOPIA membership, accredited formats). The effective use of these opportunities is proven by the international activity of the field - European doctorates defended by doctoral students in the field and participation in prestigious international conferences -



documented within the internationalization and research indicators. The favorable environment and effective uptake justify the fulfillment of the indicator.

Erasmus+ mobility for doctoral students in the period 2021-2026:

University year	Destination	Type of mobility	Participants
2025-2026	Univ. of Istanbul, Turkey Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany	Erasmus Erasmus Erasmus	Kirsch Edgar Long Paul Lungu Bogdan
2024-2025	Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany	Erasmus Erasmus Erasmus	Bad Sonia Lacatus Denisa Fellner Alfred
2023-2024	Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany Slovenia, University of Nova Gorica	Erasmus Erasmus Government of Romania Scholarship Study/research	Bad Sonia Lacatus Denisa Bad Sonia Lacatus Denisa Fellner Alfred Vlasie Claudiu
2022-2023	Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany	Erasmus Erasmus	Bad Sonia Lacatus Denisa
2021-2022	-	-	-
Total DSUM SC	3 universities	3 types of mobility	14 participations

Research grant mobilities for doctoral students in the period 2021-2026:

University year	Destination	Type of mobility	Participants
2025-2026	Weizenbaum Institute Berlin, Germany Paris, France	Germany Fellowship Co-tutorship Univ. Cergy	Lungu Bogdan Gkaragkanis Triantafyllos



2024-2025	Paris, France	Co-tutorship Univ. Cergy	Yellow-throated Squirrel Gkaragkanis Triantafyllos
2023-2024	Univ. of Applied Sciences Mittweida, Germany Univ. of Innsbruck, Austria Paris, France	NextGen European Project Grant Online mobility for European Doctorate Co-tutorship Univ. Cergy	Heinrich Jens Gross Eduard Yellow-throated Squirrel Gkaragkanis Triantafyllos
2022-2023	Univ. of Applied Sciences Mittweida, Germany	NextGen European Project Grant	Heinrich Jens
2021-2022	Univ. of Applied Sciences Mittweida, Germany Univ. of Applied Sciences Mittweida, Germany	NextGen European Project Grant Online mobility for European Doctorate	Heinrich Jens Palade Ioana
Total DSUM SC	5 universities	4 types of mobility	11 participations

Aspects that constitute best practice

UBB internal program "European Doctorate" which aims to facilitate and encourage the participation of doctoral students in European internship programs.

Recommendations:

This is NOT the case.

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

UBB promotes access for students from disadvantaged categories through inclusive institutional policies: the Guide for Gender Equality and the Guide for Combating Discrimination (with annexes on anti-Semitism, harassment and xenophobia/radicalization), the language policy of the three official languages, procedures dedicated to mental health and the Open2UBB project (CNFIS-FDI-2023-F-0394). The personalized path of doctoral students (interruptions, extensions) is regulated by the Regulation for the organization and conduct of doctoral studies, and the periods of study carried out abroad are recognized according to the specific regulation.

At the level of FSPAC doctoral schools, equity is supported by all students' access to educational resources, digital infrastructure and faculty support; The teaching activities are adapted to the diversity of learning styles, and the evaluations are carried out under fair conditions. At the level of the FSPAC there are floor guidance systems for the visually impaired and access ramp for people with locomotor disabilities.

Analysis of the state of facts



DSUD SC offers fair opportunities to PhD students through a coherent framework that combines non-discrimination and equal opportunities tools, mental health support, physical accessibility and adaptation of activities to the diversity of learning styles.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

The indicator is: FULFILLED

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

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

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

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

The doctoral schools of the FSPAC ensure that students have access to resources and services adapted to individual needs: libraries with specialized materials, modern laboratories, digital learning platforms and administrative resources accessible online; at the level of the FSPAC there are guide systems for the floor and access ramp for people with disabilities.

Analysis of the state of facts

FSPAC doctoral schools ensure adequate access to learning resources and support services for all doctoral students, including those with special educational needs: physical accessibility to research facilities, access to learning services and facilities (laboratories, digital platforms), learning resources (library, databases, internet) and non-discriminatory access. The right of the doctoral student to decide on his own research is ensured by the individual plan and by the choice of his own topics.

Aspects that constitute best practice

The operation of a dedicated Center for Students with Disabilities, supported by an institutional development project (CNFIS-FDI-2024-F-0292) for the evaluation and adaptation of learning materials, is a good practice for ensuring substantial access for students with special needs.

Recommendations:

This is NOT the case.

The indicator is: FULFILLED

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

The definition and evaluation of learning outcomes shall be carried out appropriately

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

In defining and describing learning outcomes, the specific specifications of the European Standard for EQF/EQF Level 8 are taken into account. The learning outcomes describe the occupation of the competent specialist in communication sciences, according to the components of the occupational standard: knowledge, skills, responsibilities and autonomy. Learning outcomes in a clear and detailed manner, which are integrated into each course sheet.



The discipline sheet is presented to students at the beginning of the Advanced University Studies Training Program.

The subject sheets are made for DSUD Communication Sciences.

Analysis of the state of facts

- The subject sheets shall include at least: the specific elements of the Curriculum; the learning outcomes; the content of teaching and learning; the methodologies associated with learning, teaching and assessment; the recommended minimum bibliography; the time allocated for each activity; the number of study credits allocated.
- A credit quantifies a total of 25 hours of preparation.
- Some discipline sheets do NOT correctly reflect the number of ECTS in the Curriculum: 1) SDCRPP: Communication; 2) SDSPC: The Economy of Symbolic Goods;
- Some discipline sheets do NOT correctly reflect the time allocated to the discipline in relation to the number of ECTS: 1) SDCRPP: Ethics and integrity in research in communication and political sciences;
- Some discipline sheets do NOT correctly reflect the distribution of competences and learning outcomes as presented in REI DSUD SC: 1) SDCRPP: Communication, Ethics and Integrity in Communication and Political Science Research, Research Methods in Public Relations and Advertising; 2) SDSPC: Ethics and academic integrity; Media industries; Media representations of identity;
- There are NO sheets of scientific research activities: The project is scientific research; Scientific research reports.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Correct reflection in the PSA subject sheets of the specific elements of the DSUD SC Curriculum.
2. Taking over the distribution of competences and learning outcomes for DSUD SC in the PSA subject sheets.
3. Preparation of the research activity sheets *Doctoral Research Project* and *Doctoral Research Report*.

The indicator is: **PARTIALLY 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

The doctoral study program includes: PSA = 30 ECTS and PIC = 210 ECTS (1 research project in the first year, credited with 30 credits and a research report, once every 12 months, in the following years, each credited with 60 credits).

The PSA is evaluated in the exam session, compulsory and optional subjects (SDSPC).

The ICP is evaluated in project presentations and research reports, rated as "Passed/Rejected".

Analysis of the state of facts

The PCI is carried out on the basis of an individual Program, which includes research activities and clarifications regarding the standard to be met, according to OME no. 3018/2025 regarding the approval of the national minimum standards necessary and mandatory for the conferral of the doctoral degree in SC. The evaluation of Research Reports is done within the Academic Guidance and Integrity Commissions. The minimum necessary and mandatory national standards for the award of the doctoral degree are mentioned in the Doctoral Studies Contract.

The process of public defense of doctoral theses is done in compliance with the procedures provided in OME 3741/2025 on the analysis of the administrative procedure carried out at the level of the institutions organizing doctoral studies for the award of the doctoral degree.

The situation of the DSUD SC 2021-2025 public defense committees denotes a concern for the internationalization of the doctoral theses public defense committees (11.47%):



Year of graduation	Graduates SDCRPP SDSPC	National Commissions SDCRPP SDSPC	International Commissions SDCRPP SDSPC
2025	10 3	10 3	0 0
2024	11 5	6 5	5 0
2023	9 5	9 4	0 1
2022	4 3	3 3	1 0
2021	7 4	7 4	0 0
TOTAL DSUD SC	61	54	7

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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 acces to higher education

Indicator

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

Presentation of the state of facts

Enrollment in the doctoral study cycle is done through a competition. Based on autonomy, the university develops and annually updates the Methodology for admission to doctoral studies as well as the Regulation for the organization and conduct of doctoral studies, which enter into force after they are adopted by the University Senate.

Analysis of the state of facts

- Admission to SDCRPP and SDSPC is done in two annual admission sessions: July and September. The registration of the candidates declared admitted is done in September.
- SDCRPP has its own Admission Regulations posted on the website. Admission is made by the doctoral supervisor supported by an admission committee.
- SDCRPP does NOT have published on the website no. and the type of doctoral positions put out to competition, the distribution of places by doctoral supervisors, 6 months before the organization of the competition;
- SDSPC has its own Admission Regulations, posted on the website, according to which admission is made by the doctoral supervisor and an admission committee.
- SDSPC does NOT have published on the website no. and the type of doctoral positions put out to competition, the distribution of places by doctoral supervisors, 6 months before the organization of the competition;

The admission situation of DSUD SC 2021-2025 shows: a) in SDCRPP the competition is subunitary: 0.77 candidates / vacancy; b) in the SDSPC the competition is slightly supraunitary: 1.25 candidates / vacancy.

Admission session	Number of candidates SDCRPP SDSPC	Number of places SDCRPP SDSPC	Competition Report SDCRPP SDSPC	Number of admitted SDCRPP SDSPC	Occupancy rate SDCRPP SDSPC
2025	15 5	19 5	0.78/1 1,00/1	15 5	79% 100%



2024	13 7	16 5	0.81/1 1,40/1	13 5	81% 100%
2023	12 9	15 8	0.80/1 1,28/1	12 8	80% 100%
2022	12 7	13 7	0.92/1 1,40/1	11 7	85% 100%
2021	10 6	17 5	0.58/1 1,20/1	10 4	59% 80%
MEDIA DSUD SC	12.40 AND 6.80	16 AND 6	0.77/1 AND 1.25/1	8.0 AND 5.8	77% AND 96%

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Evaluation of admission candidates based on common criteria on DSUD SC, according to Art. 77 of OME 3693/2024, *Framework Methodology on the organization of admission to higher education in short-term, bachelor's, master's and doctoral cycles*, in order to ensure equal opportunities, transparency and objectivity of admission, given that admission is also a form of access to public resources: scholarships and research grants, according to Art. 3 (3) of OME 3693/2024, *Framework Methodology on the organization of admission to higher education in short-term, bachelor's, master's and doctoral cycles*.
2. Publication of the mandatory information for admission, provided for in Art. 3 (5) of OME 3693/2024, *Framework Methodology on the organization of admission to higher education in short-term, bachelor's, master's and doctoral cycles*.

The indicator is: **PARTIALLY FULFILLED**

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

Presentation of the state of facts

Admission to doctoral studies is carried out through competition, according to Law no. 199/2023, in compliance with the principles of equity and equal opportunities: age, sex, ethnicity, mother tongue, religion, race, political affiliation or chronic diseases without risk to the community are not selection criteria for admission to DSUD SC.

At the level of the CRPP and SPC doctoral schools, the admission process is organized relatively transparently. For candidates with special educational needs or disabilities, specific adaptations are offered (special conditions for taking exams, accessibility of informative materials, appropriate facilities), and the directors of the doctoral schools collaborate with the admission office and the competition commissions for the application of these adaptations.

Analysis of the state of facts

The admission framework stipulatively incorporates the principles of equity and equal opportunities and provides for concrete access and adaptation measures for vulnerable groups and candidates with special needs, ensuring non-discriminatory entry into the doctoral program. In relation to the analysis of the admission procedures, the timely publication of mandatory information on admission is a condition for the practical exercise of equal access and is the issue in need of consolidation.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Detailed presentation of the content and requirements of the written test for the admission exam for DSUD SC doctoral studies.

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

The professional activity of students is regulated by the Regulation on the professional activity of students and by the Code of Student Rights and Obligations, students being partners of the university, with rights and obligations according to art. 4 of Law no. 199/2023. The single representation structure is the Students' Council; at the UBB level, there are over 40 student organizations, and the university provides support through grants. The regulations are published on the website and processed in a language accessible by student organizations.

At the level of the CRPP and SPC doctoral schools, through the specific regulations and discipline sheets, doctoral students receive detailed information about the study requirements, the structure of the academic year, the evaluation methods and the promotion criteria, and the directors, secretariats and doctoral supervisors ensure the coherent application of the regulations. The councils of doctoral schools comprise representatives of doctoral students.

Analysis of the state of facts

The framework for regulating professional activity and academic progress is applied consistently. The doctoral study contract and the individual plan - annexes of the Doctoral Regulation - structure the path, and the aspects considered partially fulfilled in the 2021 evaluation (the share of the doctoral grant intended for scientific activities and the procedure for designating the student representative) have been remedied. The representation of doctoral students in the councils of doctoral schools ensures the configuration of the course with the direct involvement of students - with the exception of the research ethics subcommittee. All the verified elements are compliant: the doctoral study contracts comply with the requirements regarding content, scholarships and grants, they are completed by legally endorsed addenda for any modification (interruption, extension, reduction, change of supervisor, continuation of thesis defense, fees), and the diplomas are issued without fees.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

The indicator is: **FULFILLED**

Criterion B.8. Process internationalization

Standard S.B.8.1. Internationalization

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

In an institutional context in which the international dimension is strategic (cf. [Babeș-Bolyai University's Internationalization Strategy for the period 2025-2029](#)), international research activities translate into a large number of European and international projects, including EUTOPIA projects and initiatives, which ensure a real international visibility of DSUD SC.

At the level of DSUD SC, its members are involved in the management of international journals, participate in conferences or expert groups held abroad and, as a member, in commissions for the defense of doctoral theses at universities abroad or in co-supervision with a university abroad. SD organizes annual workshops and training courses attended by renowned researchers from prestigious universities abroad.



A summary of international scientific work, conferences and mobilities can be found [here](#). Babeş-Bolyai University promotes and supports the realization of a "European doctorate", as a form of internationalization of doctoral studies and of increasing the quality of scientific research. In DSUD SC, the following doctoral students (Ioana Palade (2023), Sonia Malos (2024), Eduard-Claudiu Gross (2024), Alfred Fellner (2024) and Jens Heinrich (2024) respectively completed such European doctorates. These doctoral students carried out training internships at universities in European Union member states, in these cases in Austria and Germany, and the thesis defense committees included two supervisors from abroad (ex.de at Ludwig Maximilians University Munich, Germany, Eberhard Karls University of Tübingen, Germany, University of Valencia; Spain, University of Zaragoza, Spain).

Analysis of the state of facts

PhD supervisors from DSUD SC with international involvements:

PhD supervisor	Member of international bodies	Period
Prof. dr. Delia Cristina Balaş	Member of the International Communication Association (ICA)	2018–present
Prof. dr. Delia Cristina Balaş	Member of the German Communication Association DGPK	2008–present
Prof. dr. Delia Cristina Balaş	Member of the European Communication Research and Education Association (ECREA)	2020–present
Prof. dr. Delia Cristina Balaş	Member of the European Advertising Academy (EAA)	2020–present
Prof. dr. Delia Cristina Balaş	Member of the American Academy of Advertising (IAA)	2020–present
Assoc. Prof. Meda Mucundorfeanu, Ph.D.	ICA Member	2023-present
Assoc. Prof. Meda Mucundorfeanu, Ph.D.	EAA Member	2020–present
Assoc. Prof. Meda Mucundorfeanu, Ph.D.	AAA Member	2020–present
Assoc. Prof. Dr. Veronica Campian	ICA Member	2024–present
Assoc. Prof. Dr. Veronica Campian	ECREA Member	2024–present
Lect.dr. skillful. Anisoara Pavelea	ECREA Member	2022–present
Assoc. Prof. Mihnea Stoica, Ph.D.	ICA Member	2022–present
Assoc. Prof. Mihnea Stoica, Ph.D.	Member of ASEN (Association for the Study of Ethnicity and Nationalism)	2025–present
Assoc. Prof. Mihnea Stoica, Ph.D.	Member of the International Political Science Association (IPSA)	2022–present
Assoc. Prof. Mihnea Stoica, Ph.D.	Member of the American Political Science Association (APSA)	2022–present
Prof. dr. Vincze Hanna Orsolya	Member International Communication Association	2018–present



Prof. dr. Prof. dr. Vincze Hanna Orsolya	ECREA Member	2020–present
Assoc. Prof. Ioana Iancu, Ph.D.	ICA Member	2021
Assoc. Prof. Ioana Iancu, Ph.D.	ECREA Member	2022
Prof. dr. Andreea Mogos	ECREA Member	2020–present
Prof. dr. Andreea Mogos	Member of EJTA (European Journalism Training Association)	2022–present
Prof. dr. Radu Meza	ECREA Member	2020–present
Prof. dr. Radu Meza	EJTA Member	2022–present
Assoc. Prof. Cristina Nistor, Ph.D.	EJTA Member	2022–present
Prof. dr. Tibori-Szabó Zoltán	Member of the Romanian Delegation to the International Holocaust Remembrance Alliance (IHRA)	2018–present
Prof. dr. Tibori-Szabó Zoltán	Member of the IHRA Academic Working Group	2018–present
Prof. dr. Tibori-Szabó Zoltán	Member of the European Holocaust Research Infrastructure (EHRI)	2021–present

PhD students from DSUD SC with international involvements:

PhD student	Member of international bodies	Period
Sonia Malos	ECREA Member	2022–present
Denisa Lacatus	ECREA Member	2024–present
Corneal Diana	ECREA Member	2024–present
Miruna Craiut	ECREA Member	2024–present
Maria Cerga	ECREA Member	2022–2024
Anca Broasca	EAA Member	2024–present
Anca Broasca	ICA Member	2024–present
Paul Valentin Lung	EAA Member	2025–present
Petra Kovacs	EAA Member	2025–present
Ana Maria Golea	EAA Member	2026
Mihai Marcovici	EAA Member	2026
Theodore Cosmas	ECREA Member	2026
Eugen Potra	ECREA Member	2026
Bogdan Podar	ECREA Member	2025–present

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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' acquisition of 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

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

Analysis of the state of facts

Scientific research is a central element of the training process in DSUD Communication Sciences within the Doctoral School of Communication, Public Relations and Advertising (FSPAC, Babeş-Bolyai University), being supported by an integrated approach that starts from the master's cycle. Master's programs with a communication profile, such as PR & Advertising and Media Communication, include courses with a strong methodological and research component, among which the discipline Social Media Communication (SNS Communication) stands out, oriented towards developing the skills of designing and implementing empirical research in the field of digital communication. These courses aim to familiarize students with quantitative and qualitative research methods, analyze data and capitalize on results in academic and professional contexts, while being an important tool for identifying and motivating future candidates for doctoral studies. The research component is explicitly assumed in the mission of the master's programs, which encourages the involvement of students in research projects, collaborations with teachers and participation in national and international scientific conferences.

During the 2021–2025 evaluation cycle, the SDCRPP and SDSPC Doctoral Schools strengthened the methodological training of doctoral students by organizing a significant number of workshops and lectures held by international experts, aiming to develop advanced research skills and align with international standards in the field of communication sciences. Among them is the workshop dedicated to multilevel modeling, held in 2023 by Dr. Marton Bene (HUN-REN Centre of Excellence/Hungarian Academy of Sciences), which provided PhD students with applied training in the use of advanced statistical techniques for data analysis in communication research. Also, the PhD students benefited from training activities held by Assoc. Prof. Benjamin K. Johnson (University of Florida) in 2024, including sessions dedicated to Open Science principles, promoting good practices on transparency, reproducibility and dissemination of research results. In August 2025 there was a research workshop conducted by prof.dr. Liselore Hudders (University of Ghent), by prof.dr. Sergiu Gherghina (University of Glasgow) on the topics of publication in international journals. In the academic year 2022-2023, prof.dr. Delia Cristina Balaş (Balaban) together with prof. dr. Sergiu Gherghina conducted a 'paper development class' course for all doctoral students in the fundamental field of Social Sciences at UBB, in which 10 doctoral students participated. In this course, all the stages of developing scientific research and writing an article based on scientific research were presented. These activities contribute to the permanent updating of the methodological skills of doctoral students and to their integration into international research networks and practices.

DSUD SC PhD supervisors involved in research projects contracted by UBB (2021-2026):

Research project	Period	PhD supervisors	Role
COST ACTION23102 Linking euroscepticism and populism: causes and consequences (EUPopLink)	2024-2028	Prof. dr. Delia Cristina Balaş	Member of the management committee
UBB CORE, Project financed from PNRR	2023-2026	prof.dr. Delia Cristina Balaş	Member
Media Ownership Structure Monitoring - EurOMo 2025	2025-2026	prof.dr. Vincze Hanna Orsolya	Team Director Romania



EurOMo 20222 Media Property Structures Monitoring System	2022-2023	prof.dr. Vincze Hanna Orsolya	Team Director Romania
Me Vs. Populism: Measuring Vulnerability to Populist Narratives Using an Online Interactive Platform	2022 - 2024	Assoc. Prof. Dr. Mihnea Stoica	Project Manager
FreshVOTE: Online Compass for First-Time Voters	2025	Assoc. Prof. Dr. Mihnea Stoica	Project Manager
Re:FreshVOTE: Digital Compass for the 2025 Presidential Elections and Beyond	2025-2026	Assoc. Prof. Dr. Mihnea Stoica	Project Manager
The Holocaust in Northern Transylvania - 80 Years Later. Project funded by the U.S. Embassy, Bucharest, World Jewish Restitution Organization (WJRO), Jerusalem and the National Institute for the Study of the Holocaust in Romania "Elie Wiesel", Bucharest	2024-2025	Prof. dr. Tibori-Szabó Zoltán	Project Manager
Resilience in Retail: The technological impact of COVID-19 on consumers and retail companies	2022-2024	Assoc. Prof. Dr. Veronica Campian	Member
skill. ED - Project funded by Kronospan Foundation	2026-2027	Assoc. Prof. Ioana Iancu, Ph.D.	Project Manager
Media Ownership Structure Monitoring - EurOMo 2025	2025-2026	Prof. dr. Andreea Mogoş	Team member
EurOMo 20222 Media Property Structures Monitoring System	2022-2023	Prof. dr. Andreea Mogoş	Team member
UBB CORE, Project financed from PNRR	2024-2025	Prof. dr. Andreea Mogoş	Team member
ReCoNnect: Research Communication for active learning	2022-2025	Prof. dr. Andreea Mogoş	Team member
Media Ownership Structure Monitoring - EurOMo 2025	2025-2026	Prof. dr. Radu Meza	Team member
EurOMo 20222 Media Property Structures Monitoring System	2022-2023	Prof. dr. Radu Meza	Team member
PROCLAIM - Polarization, Radicalization and Extremism Online: Identifying Covert Hate Speech in State-of-the-Art Artificial Intelligence Technologies and Social Media	2026	Prof. dr. Radu Meza	Project Director (UBB)
TakePart, Project financed from PNRR	2026	Assoc. Prof. Meda Mucundorfeanu, Ph.D.	Team member



DSUD SC PhD students involved in research projects contracted by UBB (2021-2026):

Research project	Period	PhD students	Role
The Holocaust in Northern Transylvania - 80 Years Later. Project funded by the U.S. Embassy, Bucharest, World Jewish Restitution Organization (WJRO), Jerusalem and the National Institute for the Study of the Holocaust in Romania "Elie Wiesel", Bucharest	2024-2025	Drd. Nagyi Enikő Orsolya	Member
The Holocaust in Northern Transylvania - 80 Years Later. Project funded by the U.S. Embassy, Bucharest, World Jewish Restitution Organization (WJRO), Jerusalem and the National Institute for the Study of the Holocaust in Romania "Elie Wiesel", Bucharest	2024-2025	Drd. Vákár Zsanett-Krisztina	Member
Digital political campaigning: regulatory effectiveness through the eyes of citizens (DIGIEFFECT)	2023-2026	Dr(d). Remi Thomas Almodt	Team member

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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

At the UBB level, the research results are recorded in the UBB Academic/Scientific Activity Management application, which allows the permanent knowledge of the number of publications (all categories), as well as the level of national and international recognition of the members of the academic community (awards, distinctions, membership in academies, professional societies, etc.).

Analysis of the state of facts

Status of publication of scientific articles by DSUD SC doctoral supervisors (2022-2026):

Year of publication	No. of items	Publications
2026	11	Web of Science, Scopus, EBSCO



2025	14	Web of Science, Scopus, EBSCO, CEEOL, ProQuest, DOAJ, Erih Plus
2024	12	Web of Science, Scopus, EBSCO, CEEOL, ProQuest, DOAJ, Erih Plus, Index Copernicus
2023	18	Web of Science, Scopus, EBSCO, CEEOL, ProQuest, DOAJ, Erih Plus, Index Copernicus
2022	10	Web of Science, Scopus, EBSCO, CEEOL, ProQuest, DOAJ, Erih Plus
TOTAL	65 (WoS)-88 including other databases	

Status of publication of scientific articles by DSUD SC PhD students (2022-2026):

List of publications of doctoral students ([link](#)).

Year of publication	No. of items	Publications	Databases
2026	4	<i>Mediatization Studies; SPORT AND SOCIETY. Interdisciplinary Journal of Physical Education and Sports; International Journal of Advances in Signal and Image Sciences; Romanian Intelligence Studies Review (RISR)</i>	Web of Science, Scopus, EBSCO, CEEOL
2025	42	<i>Korunk Magazine; ME.doc; Timișoara Journal of Economics and Business; Dynamics of Communication: Theoretical and Empirical Explorations (Accent Publishing House) and others</i>	Web of Science, Scopus, EBSCO, CEEOL
2024	26	<i>ME.doc; Pangaea Journal; Timișoara Journal of Economics and Business; Media and Communication; International Journal of Advertising; Accent Publishing House and others</i>	Web of Science, Scopus, EBSCO, CEEOL
2023	19	<i>Journal for the Study of Religions and Ideologies; Social Assistance Magazine; Media and Communication; KOME; Journal of Media Research; Styles of Communication and others</i>	Web of Science, Scopus, EBSCO, CEEOL
2022	33	<i>BMJ Open; EUROGIN Conference Proceedings; Cluj University Press; Journal of Media Research; Human Technology; Acta Psychologica and others</i>	Web of Science, Scopus, EBSCO, CEEOL
Total	124		

Aspects that constitute best practice



This is NOT the case.

Recommendations:

This is NOT the case.

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

At the level of UBB, quality assurance and competitiveness is regulated by a series of internal decisions, which are based on the directions set out in the Quality Assurance Policy, the Strategic Plan 2024-2029, [the Quality Assurance Strategy in UBB 2026 – 2030](#), the annual Operational Plans of UBB, as well as through the annual Quality Assurance Programs. UBB has a [Quality Manual](#).

At the FSPAC level, its own Quality Assurance and Evaluation Commission develops quality assurance programs ([FSPAC Quality Assurance Program 2025-2026](#)) and evaluates their implementation (FSPAC Program Evaluation), including for DSUD Communication Sciences.

Analysis of the state of facts

UBB provides monitoring through the Qualitas Center. At the level of DSUD SC, this is mainly provided by doctoral coordinators and the management of doctoral schools.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. It is recommended to adapt the UBB measures, as well as to formalize and document the results of their application at the level of DSUD SC.

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

At the UBB level, the internal evaluation of the main teaching and research activities is carried out annually, both at the university level and at the level of the component faculties, and based on the results of these evaluations, the necessary improvement measures are adopted. The results of the annual internal academic audit and the improvement measures are included in the [Rector's Report](#), which is debated and approved in the Senate.

The double evaluation of the professional activity of teachers and researchers by the management is applied, as well as the peer evaluation.

The QC produces annual summary reports on the results obtained.



The evaluation of the teaching performance by doctoral students is carried out every six months, according to specific procedures, which also include measures to capitalize on the results. The questionnaires are accessible using the online application on the AcademicInfo platform.

Analysis of the state of facts

The directors of the doctoral schools organize consultations with doctoral students and teachers, and their proposals are centralized and sent to the specialized committees of the faculty. Also, employers and graduates are consulted on the relevance of the skills developed, and their suggestions are capitalized on in the revision of disciplines and updating educational objectives. Stakeholders' views really contribute to improving the content and teaching methods.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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

Within the UBB there was a traditional, constant concern for ethical issues. [The Code of Professional Ethics and Deontology](#) was updated in 2025. The institutional structure in charge of supervising the application and compliance with the provisions of this code is the Ethics Commission of UBB – an independent structure in relation to the Senate and the Rectorate. The Ethics Commission operates based on the Organization and Functioning Regulation of the Ethics Commission of UBB and includes at least 25% students. The [Research Ethics Subcommittee operates within the Ethics Commission](#).

Analysis of the state of facts

Within the Institute for Doctoral Studies of UBB, the Office for Ensuring the Integrity and Quality of Doctorates has been operating since 2021. The doctoral coordinators also follow these issues directly with the doctoral students, throughout the doctoral training.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

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

The Curriculum Commission of the University Senate represents the specialized structure of the Senate whose mission is to accredit, regulate and monitor doctoral study programs, in accordance with the UBB development strategy, with the requirements of external, national and international accreditations.

Analysis of the state of facts

Annually, the doctoral schools of DSUD SC develop/update the curricula in accordance with the objective needs related to the scientific path of the doctoral students. The plans are validated by the CSD, the faculty council and endorsed by the CSUD, after which they become public so that the candidates for admission have all the information in this regard. The subjects in the curricula are found in the individual plan of doctoral studies developed and signed by each doctoral student as an annex to the study contract.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. Improving the visibility and access on the websites of doctoral schools of information related to PSUD from DSUD SC.

The indicator is: **FULFILLED**

Indicator
I.P.C.3.1.2

Members of its own community and other stakeholders are involved in the procedure implementation process

Presentation of the state of facts

The process of initiation, authorization, accreditation, monitoring and periodic evaluation of the fields of doctoral studies involves the following steps: (a) the files are developed at the level of the doctoral school and are endorsed by the Council of the doctoral school; (b) shall be submitted for approval to the Council of the Faculty to which the respective doctoral school belongs; (c) after obtaining the opinion, it shall be sent to the Institute of the Doctoral School for verification and approval by the Council for Doctoral Studies; (d) after the positive approval of the CSUD, it shall be submitted for approval to the Board of Directors of UBB; (e) after the opinion received from the Board of Directors, it shall be sent for approval to the University Senate, where the file shall be verified by the Senate's Curriculum Committee before the final vote.

Analysis of the state of facts

The emphasis is placed on the relations with the UBB courts and in particular with the Institute for Doctoral Studies. Within DSUD SC, the close relations between the PhD coordinator and the PhD student facilitate regular exchanges about the study program and its implementation. However, monitoring requires a constant and formalized concern, both for the activities carried out within the doctoral school and for those with members of the professional community.

The doctoral students and graduates of DSUD SC know at a superficial level the possibilities of employment and insertion on the labor market specific to qualified specialists at CNC8 level.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. It is recommended to consolidate, formalize and document the involvement of doctoral students and the professional field in the process of monitoring, reviewing and implementing the PSUD in DSUD SC.
2. It is recommended to facilitate exchanges of experience between graduates and doctoral students, as well as periodic meetings with employers and members of the professional community, according to the provisions of OME 3020/2024 Framework Regulation on Doctoral Studies, art. 10, para. (12).

The indicator is: **PARTIALLY FULFILLED**

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



Standard S.C.4.1. Procedures

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

Indicator

I.P.C.4.1.1

The organisational component analyses the results of the students' biannual evaluation of teachers

Presentation of the state of facts

The evaluation of the professional activity of the teaching staff by the management of the departments and the peer evaluation is carried out according to the operational procedures adopted by the UBB Senate, regarding the teaching, research and civic activity (including the objectives of the PIC). The evaluation of the teaching performance by doctoral students is carried out every six months, according to specific procedures, through questionnaires accessible in the AcademicInfo platform, and the Qualitas Center prepares annual reports on these evaluations. From March 2024, the evaluation of the doctoral internship by doctoral students is also carried out annually.

Analysis of the state of facts

At the level of the CRPP and SPC doctoral schools, specific mechanisms operate: the evaluation of the courses within the PSA by doctoral students (in addition to AcademicInfo) and the periodic discussions of the director of the doctoral school with the doctoral students; The activity of doctoral supervisors and academic integrity and guidance and integrity committees is also evaluated.

Aspects that constitute best practice

The "Red Button" mechanism, which allows direct and prompt reporting of deficiencies by doctoral students, is a good practice for the continuous collection, with a low access threshold, of feedback on staff activity.

Recommendations: This is NOT the case.

The indicator is: FULFILLED

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities

Indicator

I.P.C.5.1.1

The organisational component systematically collects and analyses data required for the internal quality assurance process

Presentation of the state of facts

According to the procedure adopted in March 2024, [the Operational Procedure for the organization and conduct of the doctoral internship evaluation process by UBB doctoral students](#), the evaluation of the doctoral internship by UBB doctoral students is carried out annually.

Analysis of the state of facts

At the level of the doctoral schools of Communication, Public Relations and Advertising, respectively Political and Communication Sciences, there are other mechanisms through which feedback can be collected from doctoral students:

- The red button, a mechanism for signaling deficiencies in the academic or administrative process.
- Evaluation of the courses by the students carried out by each teacher, in addition to AcademicInfo.
- The director of the doctoral school discusses periodically with the doctoral students periodically.

Also as a quality assessment mechanism, the evaluation of the activity of teachers, doctoral supervisors and members of the academic guidance and integrity committees is carried out.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. It is recommended to draw up an action plan on the procedure for ensuring the quality of education and to prepare internal evaluation reports at the level of DSUD SC.



The indicator is: **FULFILLED**

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

Standard S.C.6.1. Transparency

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

Indicator
I.P.C.6.1.1

The organisational component ensures publication and access to information of public interest regarding the evaluated study programme

Presentation of the state of facts

The two doctoral schools in which DSUD SC operates have distinct and different internet pages where information of public interest is posted (SDCRPP website and SDSPC website).

Analysis of the state of facts

- On the SDCRPP and SDSPC websites, the public information provided for in Article 25 of OME 3020/2025 regarding the approval of the Framework Regulation on doctoral studies are generally published.
- The information regarding the vacancies for admission is NOT published on the SDCRPP website and the SDSPC website.

Aspects that constitute best practice

This is NOT the case.

Recommendations: that's not the case.

1. Publication of vacancies and other information related to admission on the SDCRPP and SDSPC websites.
2. Publication of the research topics of the doctoral students on the SDCRPP and SDSPC websites.

The indicator is: **FULFILLED**

Indicator
I.P.C.6.1.2

The organisational component ensures transparent decision-making processes

Presentation of the state of facts

Each doctoral school has its own website (SDCRPP website and SDSPC website), and in all three FSPAC buildings there are display panels, where information of interest is transmitted to doctoral students. Anyone can obtain information of public interest concerning UBB by accessing the [INFOUBB section](#) of the university's website.

Analysis of the state of facts

Communication between doctoral supervisors and doctoral students is also done on social media accounts: Facebook faculty, Instagram faculty, LinkedIn faculty, TikTok faculty. The faculty has also launched an application, and communication with interested audiences is transparent and prompt, including through WhatsApp, Instagram, Facebook where the free FSPAC Alert service operates.

There is no practice of informing doctoral students of the Decisions of the Councils of Doctoral Schools.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

1. It is recommended a greater visibility of the decisions of the Councils of the Doctoral Schools and of all decisions regarding the level of doctoral studies and of DSUD SC.

The indicator is: **FULFILLED**

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

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



The HEI undergoes external quality evaluation as required by the law

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law
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Presentation of the state of facts

- The periodic evaluation of the DSUD SC of IOSUD UBB was carried out within the periodic external evaluation process according to the ARACIS Council Decision 132/16.12.2021, qualifier "Maintenance of Accreditation".
- In 2025, DSUD SC of IOSUD UBB underwent an internal progress assessment, according to the External Evaluation Report 12703/3/14.08.2025

Analysis of the state of facts

- The deadline for submitting the REI DSUD SC for the periodic evaluation was respected, according to the recommendation of the Guide for conducting the external evaluation procedures of the DSUD, section 4.1.
- The recommendations of the periodic evaluation until the ad e progress evaluation of DSUD SC have been implemented.

Aspects that constitute best practice

This is NOT the case.

Recommendations:

This is NOT the case.

The indicator is: **FULFILLED**

IV. SWOT Analysis

Strengths:		Weaknesses:
- the very good level of scientific research and publications carried out by doctoral supervisors and doctoral students; - the very good endowment of the research laboratories within the FSPAC	INTERNAL FACTORS ⬆	- the low number of candidates in relation to the number of places put out to competition; - the low degree of employment of graduates in UBB and in other IIS, UCD or OFE that capitalize on doctoral studies; - the difficult coordination of DSUD SC through the two doctoral schools
Opportunities:		Threats:
- Identification of opportunities and possibilities for capitalizing on the labor market of CNC8 level qualifications obtained from doctoral studies - High degree of internationalization	EXTERNAL FACTORS ⬆	This is not the case.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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V. Extent to which the standards and performance indicators are fulfilled,



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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and recommendations

DOMAIN A: Institutional capacity

1.	LPA.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.	FULFILLED	
2.	LPA.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.	FULFILLED	
3.	LPA.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.	FULFILLED	1. Informing and ensuring the access of doctoral students to research resources. Following discussions with them, it emerged that the database aggregation platforms are not known, and the doctoral students mentioned that they do not have mobile access to the research bases, access being provided only from the terminals installed in the FSPAC headquarters and the UBB libraries.
4.	LPA.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.	FULFILLED	
5.	LPA.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.	FULFILLED	1. Classification of all doctoral supervisors in the guidance situation provided by the ARACIS DSUD and OME 3020/2024 Standard, art. 14 (5).
6.	LPA.3.1.2 The HEI ensures professional and personal development for its staff.	FULFILLED	1. The evaluation of doctoral supervisors should also be done within the doctoral schools to which they belong, according to Art. 12, para. (6) OME 3020/2024 Framework Regulation for Doctoral Studies.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	LP.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	FULFILLED	1. Elimination from the Regulation on the organization and functioning of doctoral schools (and from doctoral study contracts) of the obligation of doctoral students to perform 2-6 hours of teaching activities, an obligation that contravenes the provisions of OME 3020/2024 Framework Regulation on Doctoral University Studies, Art. 13, para. (6). 2. Hiring doctoral students as research assistants or university assistants, to the extent of the available legal and administrative framework, according to the provisions of OME 3020/2024 Framework Regulation on Doctoral University Studies, Art. 13, para. (5) or Art. 13, para. (6).
8.	LP.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve acces and provide good quality services for the members of its own community and the indirect beneficiaries of education.	FULFILLED	

DOMAIN B. Educational efficacy

9.	LP.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.	PARTIALLY FULFILLED	1. Creation of a specific education plan only for DSUD SC, to be applied by both doctoral schools. 2. Completion of the DSUD SC Curriculum with the level of the CNC8 qualification, the qualifications obtained, the skills and learning outcomes. 3. Completion of the PSA with disciplines that contribute to the achievement of the competences provided for in OME 3020/2024, art. 7 (7), (8), (9) and the UBB Regulation for the organization and conduct of doctoral studies, art. 3 (6), (7).
10.	LP.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the	FULFILLED	1. Mention the level of the CNC8 qualification and the qualifications



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	occupational standards and/or the European Skills, Competences and Occupations (ESCO).		that DSUD SC provides in the Education Plan. 2. Mention of competences and learning outcomes in the Curriculum.
11.	LP.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.	FULFILLED	
12.	LP.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	FULFILLED	
13.	LP.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.	FULFILLED	
14.	LP.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.	FULFILLED	
15.	LP.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.	PARTIALLY FULFILLED	1. Correct reflection in the PSA subject sheets of the specific elements of the DSUD SC Curriculum. 2. Taking over the distribution of competences and learning outcomes for DSUD SC in the PSA subject sheets. 3. Preparation of the research activity sheets <i>Doctoral Research Project</i> and <i>Doctoral Research Report</i> .
16.	LP.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	FULFILLED	
17.	LP.B.7.1.1 The organisational component applies the admission procedures.	PARTIALLY FULFILLED	1. Evaluation of admission candidates based on common criteria on DSUD SC, according to Art. 77 of OME 3693/2024, <i>Framework Methodology on the organization of admission to higher</i>



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			education in short-term, bachelor's, master's and doctoral cycles, in order to ensure equal opportunities, transparency and objectivity of admission, given that admission is also a form of access to public resources: scholarships and research grants, according to Art. 3 (3) of OME 3693/2024, <i>Framework Methodology on the organization of admission to higher education in short-term, bachelor's, master's and doctoral cycles</i>. 2. Publication of the mandatory information for admission, provided for in Art. 3 (5) of OME 3693/2024, <i>Framework Methodology on the organization of admission to higher education in short-term, bachelor's, master's and doctoral cycles</i>.
18.	LP.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	FULFILLED	1. Detailed presentation of the content and requirements of the written test for the admission exam for DSUD SC doctoral studies.
19.	LP.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	FULFILLED	
20.	LP.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.	FULFILLED	
21.	LP.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.	FULFILLED	
22.	LP.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.	FULFILLED	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN C. Quality management			
23.	LP.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	FULFILLED	1. It is recommended to adapt the UBB measures, as well as to formalize and document the results of their application at the level of DSUD SC.
24.	LP.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.	FULFILLED	
25.	LP.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.	FULFILLED	
26.	LP.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	FULFILLED	1. Improving the visibility and access on the websites of doctoral schools of information related to PSUD from DSUD SC.
27.	LP.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	PARTIALLY FULFILLED	1. It is recommended to consolidate, formalize and document the involvement of doctoral students and the professional field in the process of monitoring, reviewing and implementing the PSUD in DSUD SC. 2. It is recommended to facilitate exchanges of experience between graduates and doctoral students, as well as periodic meetings with employers and members of the professional community, according to the provisions of OME 3020/2024 Framework Regulation on Doctoral Studies, art. 10, para. (12).
28.	LP.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	FULFILLED	
29.	LP.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	FULFILLED	1. It is recommended to draw up an action plan on the procedure for ensuring the quality of education and to prepare internal evaluation reports at the level of DSUD SC.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
30.	LP.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	FULFILLED	1. Publication of vacancies and other information related to admission on the SDCRPP and SDSPC websites. 2. Publication of the research topics of the doctoral students on the SDCRPP and SDSPC websites.
31.	LP.C.6.1.2 The organisational component ensures transparent decision-making processes.	FULFILLED	1. It is recommended to have greater visibility of the decisions of the Councils of the Doctoral Schools and of all decisions regarding the level of doctoral studies and of DSUD SC.
32.	LP.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.	FULFILLED	

Summary Table of Performance Indicators – Degree of Fulfillment

Domain Rating	Number of Performance Indicators = 32		
	FULFILLED	PARTIALLY FULFILLED	UNFULFILLED
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	11	3	0
Domain C. Quality management	9	1	0
Total	28	4	0
Unmet standards = 0. Performance indicators met = 28/32 = 87.50% Partially met & unmet performance indicators = 4/32 = 12.50% < 20% (maximum allowed ARACIS Standard specific to DSUD); We recommend concern for the documentation and formalization of all data and information that are reflected in the content of the quality assessment indicators, as well as for the activities that confirm and consolidate the interest and appreciation of quality assessment activities and in the training and orientation processes of graduates and doctoral students in the scientific and professional field of Communication Sciences.			

VI. Conclusions

Overall, the evaluation findings confirm that the Doctoral Studies Domain in Communication Sciences at the Babeş-Bolyai University (UBB) of Cluj demonstrates a strong and well-consolidated institutional capacity.



DOMAIN A – Institutional capacity highlights a robust organizational framework, adequate administrative support, and access to high-quality research infrastructure and international databases. The institutional environment is conducive to advanced research, ensuring that doctoral students benefit from both academic rigor and operational efficiency.

DOMAIN B – Educational Efficacy, the analysis indicates that the doctoral programs are coherently structured, relevant, and aligned with current developments in the field of Communication Sciences. The curriculum design, supervision process, and research outcomes reflect a high level of academic quality and relevance. Doctoral students are actively engaged in scientific research, participate in national and international conferences, and are supported in publishing in recognized journals.

DOMAIN C – Quality Management further confirms the existence of a functional and transparent quality assurance system. The mechanisms for monitoring academic progress, ensuring ethical standards, and collecting feedback from students and stakeholders are consistently applied and continuously improved. The institution demonstrates a strong commitment to maintaining and enhancing quality standards, in line with national and international best practices.

In conclusion, considering the evaluated criteria and performance indicators are majority fulfilled, the evaluation panel recommends the maintenance of accreditation for the Doctoral Studies Domain in Communication Sciences within the Babeş-Bolyai University (UBB) of Cluj. The assessed program reflects a mature, high-performing academic environment, with clear potential for continued development and increased international visibility.

Following the completion of the accreditation³/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

- ✓ **MAINTAINING ACCREDITATION** (MAC);
- ~~✓ accreditation* (AC)/~~
- ~~✓ conditional maintaining of the provisional authorisation to operate* (CMPA)/conditional maintaining of accreditation (CMAC);~~
- ✓ **non-accreditation* (NAC)/withdrawal of the accreditation (WAC).**

VII. Annexes

- the schedule of the on-site visit
- the minutes of the visit

³ When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.