



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale și specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calității și validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 și art. 249 alin. (1) lit. f), g) și h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările și completările ulterioare, denumită în continuare Legea, precum și în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările și completările ulterioare, denumită în continuare Metodologia;
- **autorizarea de funcționare provizorie pentru programele de studii universitare din ciclul I de licență:** art. 235 alin. (1) lit. a) și lit. b) pct. (ii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27, art. 29 și art. 32-33, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) și lit. b) pct. (iii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27-29 și art. 34-35, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) și art. 236 alin. (1) și (3) din Lege; art. 27-29 și art. 37-38, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru programele de studii universitare din ciclul I de licență:** art. 239 alin. (1) lit. b) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 42, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 43-44, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) și alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 și art. 46-47, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **analiza și validarea în vederea verificării respectării Metodologiei, de către comisiile de experți evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare și menținerea acreditării, din Lege, precum și art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările și completările ulterioare;



b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis și pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori și poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date și dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de ședință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege și al art. 62 alin. (1) și (2) din Metodologie, precum și al art. 7 alin. (1) și alin. (3) lit. b) și h), art. 11 alin. (1) și al art. 23 alin. (5) din Regulamentul de organizare și funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 și completat prin Hotărârea nr. 116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior HOTĂRĂȘTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și de doctorat, precum și pentru programul pregătitor de limba română pentru cetățenii străini, după caz, cuprinse în anexele nr. 1-13 care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) și alin. (3) lit. b), c) și d), art. 231 lit. a) și b), art. 232 lit. c), d) și e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum și considerentele analizei de validitate și concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației și Cercetării și instituțiilor solicitante și se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege și ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege și ale art. 62 alin. (3) din Metodologie.



Art. 4. Prezenta hotărâre intră în vigoare la data de 17.09.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității și de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Președinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare și Formare
Consilier juridic

NR. 286/H/17.09.2026

**AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR**Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - **ENQA**Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - **EQAR****ANEXA NR. 9**

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 9.2

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea de Vest din Timișoara	
Școala(ile) doctorală(e)	Filosofie, Sociologie și Științe Politice	
Domeniul de studii universitare de doctorat (DSUD)	Sociologie	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Sociale, Politice și ale Comunicării C4 (CPS_C4) din 04.09.2026, propunerea de decizie fiind consemnată în PV nr. 4539/04.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4655/17.09.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ:- N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N: -
Motivarea deciziei		



Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- *Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit*
- *Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

*și, astfel, prin aplicarea art. 63 din Metodologie decide că **standardele sunt ÎNDEPLINITE.***

Decizia

Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	West University of Timișoara
Doctoral School:	Doctoral School of Philosophy, Sociology, and Political Science
Doctoral Domain:	Sociology
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. GHEORGHITĂ Andrei	Expert evaluator	
2.	Prof. SPĂTARU Tatiana	International Expert	
3.	Drd. MARIN Alice Elena	PhD Student Evaluator	

I. Introduction

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

The external evaluation of the Sociology doctoral study domain, within the Doctoral School of Philosophy, Sociology, and Political Science of the West University of Timișoara, was conducted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) in July 2026, with an on-site visit on July 13–14. The purpose of the procedure is to maintain accreditation, aiming to certify compliance with normative requirements, standards, and performance indicators in accordance with national legislation and the External Evaluation Methodology approved by Government Decision no. 962/2024. The external evaluation contract no. 384 with ARACIS was signed on April 3, 2026, and the internal evaluation report covers the reference period 2021–2025. The previous evaluation was carried out in 2021, validated with the rating „Maintaining accreditation”, with the report being approved by the ARACIS Council on November 2025, 2021.

The external evaluation panel appointed by ARACIS consisted of: Prof. Andrei Gheorghită – expert evaluator and panel coordinator, Prof. Tatiana Spătaru – international expert, and Doctoral student Alice Elena Marin – doctoral student evaluator. On the part of the HEI, West University of Timișoara, the internal evaluation panel was represented by Prof. Silviu Rogobete – director of the Doctoral School of Philosophy, Sociology, and Political Science and Prof. Laurențiu Țiru – member of the Doctoral School Council and contact person.

In fulfilling the objectives of the external evaluation visit, the expert panel took into account the provisions of the *ARACIS Guide for Conducting External Quality Evaluation Procedures for Provisional Operating Authorization, Accreditation, or Maintenance of Accreditation of a Doctoral Studies Domain*, the *ARACIS Specific Quality Standards Concerning the Conduct of Activities Related to Doctoral Study Domains (Third-Cycle Studies)*, *Tailored to Specific Study Domains*, and the *ARACIS Code of Ethics and Professional Conduct Rules*.

Description of the higher education institution (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied):

The West University of Timișoara (UVT) is a public higher education institution established by Royal Decree No. 660 on December 30, 1944, and has been operating continuously since then. By Decision of the Romanian Government No. 458 of July 29, 1994, the institution received its current name, the West University of Timișoara. Currently, the University is structured into 12 faculties and provides BA and MA degree programmes across 35 study domains. UVT is an Institution Organising Doctoral Studies (IOSUD-UVT) and offers 26 doctoral study programmes, operating through 8 doctoral schools.

According to the University Charter (Art. 5), the general mission of the UVT is to provide „education and advanced research, generating, transferring, and certifying knowledge to society through initial and continuous education, advanced research, and community involvement”. The governing body of the UVT is the University Senate, composed of teaching staff and students, elected by universal, direct and secret ballot. The composition of the UVT Senate, the Senate Committees and the decisions of this structure can be consulted on the institution's website: <https://uvt.ro/ro/organizare/senat-uvt/>. The executive management of the university's activities is ensured by the Board of Directors (*Consiliul de Administrație*). Its structure and decisions can be consulted here: <https://uvt.ro/ro/organizare/consiliul-de-administratie/>.

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

The Sociology doctoral domain operates within the Doctoral School of Philosophy, Sociology, and Political Science at the West University of Timișoara (UVT). This Doctoral School was initially built around the Philosophy domain (2008), followed by Sociology and Political Science (2016), Social Work (2022), and Communication Sciences (2023). It is managed by the Doctoral School Council, a structure that includes

teaching staff and representatives of doctoral students. Currently, the school's director is Prof. Silviu Rogobete. The Council is completed by members from the UVT (Prof. Claudiu Mesaroş, Assoc. Prof. Patricia Runcan, Prof. Laurențiu Țiru) and benefits from the expertise of international and national honorary members (Prof. Hans-Georg Ziebertz and Prof. Dumitru Mircea). Currently, the Doctoral School offers five doctoral programmes: Philosophy (6 doctoral supervisors, 20 doctoral students), Political Science (5 doctoral supervisors, 16 doctoral students), Sociology (19 doctoral supervisors, 42 doctoral students), Social Work (6 doctoral supervisors, 10 doctoral students) and Communication Sciences (3 doctoral supervisors, 10 doctoral students).

The Sociology doctoral domain at UVT was established by Order of the Minister of Education No. 5382/29.09.2016. Currently there are 19 doctoral supervisors in Sociology at UVT and 42 doctoral students enrolled. Between 2021 and 2025, 29 doctoral theses in Sociology were publicly defended. Last external evaluation of the domain took place in 2021, with a decision of „maintaining accreditation” (ARACIS Council Decision no. 100/25.11.2021). In 2024, an Interim Progress Report was submitted to ARACIS and assessed.

II. Methods used

Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data):

The analysed documents include: the internal evaluation report (IER) and its annexes, the university website (www.uvt.ro), the UVT doctoral studies website (<https://doctorat.uvt.ro/>), the website of the Doctoral School of Philosophy, Sociology, and Political Science (<https://doctorat.uvt.ro/scoli/sdfssp/>), the website of the Sociology doctoral domain (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>), additional documents (list of doctoral students enrolled, list of guidance and academic integrity committees).

On-site visit (general list of visited locations and categories of persons with whom debates have been organised):

The teaching, research, and administrative spaces in the building located at 4 Vasile Pârvan Blvd. were visited. „Eugen Todoran” Central University Library located at 4A Vasile Pârvan Blvd. was also visited. Discussions were held with: the team responsible for drafting the Internal Evaluation Report (REI) (July 13-14), university management representatives (July 13-14), academic/teaching staff (July 13), doctoral students (July 13), alumni (July 13), employers (July 13), representatives of quality assurance structures (July 14), members of the Ethics Committee (July 14), representatives of research centres (July 14).

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

DOMAIN A. Institutional capacity

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

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

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

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

Based on the analysis of the institutional documents and the information available on the institutional website (IOSUD—UVT Regulation on Doctoral Studies: <https://drive.google.com/file/d/1svFWBqIhM0ABeaOtqaEPXoAq8NrLQ6T/view>; legal framework and applicable methodologies: <https://doctorat.uvt.ro/csud/baza-legala/>), it can be concluded that the organisation of doctoral studies within IOSUD – West University of Timisoara is founded on a coherent, regularly updated regulatory framework aligned with the applicable national legislation.

The Sociology doctoral domain operates in accordance with the Institutional Regulation on the Organisation and Conduct of Doctoral Studies (<https://drive.google.com/file/d/1svFWBqIhM0ABeaOtqaEPXoAq8NrLQ6T/view>), complemented by specific regulations and methodologies governing doctoral admission, completion of doctoral studies, the award of the habilitation certificate, the affiliation of doctoral supervisors, and the recognition of diplomas and academic titles obtained abroad (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>). These documents are periodically reviewed and approved by the University Senate.

The governance structure is clearly defined at the IOSUD level through the Council for Doctoral University Studies (CSUD) (<https://doctorat.uvt.ro/csud/>), which includes representatives of both academic staff and doctoral students, thereby ensuring their participation in the institutional decision-making process.

At the level of the Doctoral School of Philosophy, Sociology, and Political Science, dedicated management structures operate with responsibilities and competencies clearly established by the institutional regulations (<https://www.uvt.ro/wp-content/uploads/sites/2/2025/02/Regulament-SDFSSP.pdf>). The procedures governing doctoral admission, monitoring of doctoral progress, public defence of doctoral theses, evaluation of doctoral supervisors, and recognition of academic qualifications are formally documented and implemented in accordance with the provisions of the national legislation (<https://www.uvt.ro/wp-content/uploads/sites/2/2025/02/Regulament-SDFSSP.pdf>).

The relevant regulations, methodologies, and institutional procedures are published on the IOSUD website primarily in Romanian, with selected information also available in English. This contributes to institutional transparency and facilitates access to essential information for prospective candidates, doctoral students, academic staff, and other stakeholders.

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

The analysed documents demonstrate the existence of a well-structured institutional management system, with clearly defined responsibilities and effective mechanisms for the coordination and monitoring of doctoral studies.

The institutional regulations are regularly updated in line with legislative developments and cover all stages of the doctoral cycle, from admission to the completion of doctoral studies and the awarding of the doctoral degree. The existence of specific methodologies governing the main academic processes contributes to the standardisation and predictability of the activities carried out within the Sociology doctoral field.

The participation of doctoral students in the IOSUD governing structures represents an important element of participatory governance and is consistent with the principles of the European Higher Education Area regarding student involvement in institutional decision-making.

The publication of information on the Sociology doctoral programme in both Romanian and English (<https://doctorat.uvt.ro/en/schools/sdfssp/sociology/>) reflects a high level of institutional transparency and supports the internationalisation of doctoral studies.

Based on the analysed documentation and the information publicly available, it can be concluded that the institutional management system is adequate and provides the necessary framework for the organisation and delivery of doctoral studies in the Sociology doctoral field, in accordance with the requirements of this performance indicator.

- ✓ Aspects that constitute best practice examples

A clear allocation of responsibilities between the Council for Doctoral University Studies (CSUD) and the management structures of the Doctoral School.

✓ 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* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

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

Based on the analysis of the institutional documentation and the evidence collected during the site visit, it was established that IOSUD – West University of Timisoara has implemented a formalized and transparent mechanism for consulting and involving stakeholders in the development, revision, and continuous improvement of the regulations, methodologies, and procedures governing doctoral studies.

At both the IOSUD and the Doctoral School of Philosophy, Sociology, and Political Science levels, the governing bodies meet on a regular basis, at least twice a year and whenever necessary. These governance structures provide the institutional framework for analysing, discussing, and approving amendments to the internal regulations and procedures, while ensuring the participation of the relevant stakeholders in the decision-making process.

The drafting, revision, approval, amendment, and withdrawal of institutional regulations and methodologies are governed by the System Procedure for the Development, Approval, Amendment and Withdrawal of Regulations, Methodologies and Other Related Institutional Documents (<https://www.uvt.ro/wp-content/uploads/2020/12/Procedura-de-sistem-privind-elaborarea-aprobarea-modificarea-si-retragerea-regulamentelor-metodologiilor-altor-documente-asimilate-in-cadrul-UVT-editia-a-II-a.-HS-10-din-15.05.2020.pdf>). The procedure clearly defines the responsibilities, consultation stages, approval mechanisms, and periodic review process, ensuring transparency and consistency in institutional governance.

Between 2021 and 2025, the Sociology doctoral field organized annual consultation meetings with doctoral students, graduates, academic staff, and employers' representatives. During these consultation meetings, stakeholders provided recommendations regarding the doctoral admission methodology, the curriculum, the content of the institutional regulations, and the overall organization of the doctoral programme.

The minutes reviewed by the evaluation panel confirm the active participation of all stakeholder groups and demonstrate that their feedback is systematically analysed and incorporated into the continuous enhancement of the regulatory framework and the quality assurance processes governing doctoral education (Appendix 4).

The evidence examined indicates that stakeholder consultation constitutes an integral component of the institutional quality culture, supporting participatory governance and contributing to the continuous improvement of doctoral studies in accordance with the principles of the European Higher Education Area.

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

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

The analysed documentation demonstrates that the institution has established a functional and transparent mechanism for consulting the main categories of stakeholders involved in the organisation and delivery of doctoral studies.

The participation of academic staff, doctoral students, graduates, and employers' representatives contributes to evidence-based decision-making regarding the revision of institutional regulations and methodologies, thereby strengthening the participatory nature of academic governance.

The involvement of doctoral students in consultation and decision-making processes is consistent with the principles of the European Higher Education Area concerning student participation in institutional governance and quality assurance (<https://doctorat.uvt.ro/studii-doctorale/doctoranzi/>).

Furthermore, the periodic consultation of employers and graduates supports the continuous adaptation of the doctoral programme to developments in the professional environment and the research landscape, thereby enhancing its academic relevance and societal impact. The webpage of the Sociology doctoral field (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>) provides access to the Sociology Doctoral Students' Satisfaction Survey (<https://e-uvt.questionpro.com/a/TakeSurvey?tt=MQ46DSKFsbseCHrPeIW9eQ%3D%3D>), which serves as an instrument for monitoring the academic and research experience of doctoral students within the Doctoral School of Philosophy, Sociology, and Political Science.

The documentation reviewed and the discussions held during the site visit indicate that stakeholders' feedback is systematically analysed and considered into the revision of institutional regulations, methodologies, and the organisation of the doctoral programme. The institutional mechanisms examined demonstrate the existence of a quality culture based on consultation, stakeholder participation, transparency, and continuous quality enhancement.

✓ Aspects that constitute best practice examples

The regular organisation of consultation meetings involving all relevant stakeholder groups, including doctoral students, graduates, academic staff, and employers.

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

The analysis of the institutional documentation and the findings of the on-site visit to the educational and research facilities indicate that IOSUD – West University of Timisoara owns and manages its institutional assets in accordance with the applicable legal and institutional regulations (UVT Charter 2025, Chapter XIII – UVT Assets: <https://www.uvt.ro/wp-content/uploads/2025/07/Anexa-1.-Carta-UVT-2025-dupa-aviz-MEC.pdf>).

For the organization and delivery of doctoral studies in the Sociology doctoral field, IOSUD–UVT provides an adequate educational and research infrastructure. Doctoral students have access to computer laboratories (Rooms 314A and 314B), teaching rooms (Rooms 301 and 302), and research facilities equipped with computers, multimedia systems, and specialized software supporting research activities and the organization of scientific conferences (Rooms A01 and A11). The use of the university infrastructure is

supported by an electronic room booking system, which enables the efficient management and utilization of the available facilities.

The documentary resources required for research activities are provided by the „Eugen Todoran” Central University Library, which offers dedicated study areas, specialized collections, and access to previously defended doctoral theses (<https://bcut.ro/>). Academic staff and doctoral supervisors benefit from modern, well-equipped offices (Rooms 334, 318, 319, 320, and 322), providing appropriate conditions for teaching, research, doctoral supervision, and academic mentoring.

The University also provides doctoral students with access to modern student accommodation facilities offering study areas, internet connectivity, and amenities that meet current quality standards. The recent expansion of the accommodation infrastructure, including the inauguration of the new BRD student residence, has further improved the living and study conditions available to doctoral students (<https://www.uvt.ro/educatie/campus-uvt/cazare-in-caminele-uvt/>).

Particular attention is given to ensuring accessibility and equal opportunities for students and doctoral candidates with disabilities. The University provides specialized support services, accessible infrastructure, and dedicated information regarding the facilities, reasonable accommodations, and support measures available to this category of beneficiaries.

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

The analysed documentation and the findings of the on-site visit confirm the existence of a modern and well-developed educational and research infrastructure that adequately supports the organization and delivery of the doctoral programme, as well as the academic, research, and administrative activities associated with the Sociology doctoral domain. The available infrastructure, including computer laboratories, dedicated research facilities, and comprehensive library resources, provides an appropriate environment for doctoral education and research. The implementation of an electronic room booking system represents an efficient solution for optimizing the use of the University's infrastructure and reflects a modern approach to the management of institutional resources.

The working conditions provided for academic staff and doctoral supervisors are appropriate for teaching, research, doctoral supervision, and academic mentoring. The continuous modernization of teaching and research facilities demonstrates the University's sustained commitment to improving the academic working environment.

The University has also developed institutional policies promoting accessibility and inclusion through specialized support services for students and doctoral candidates with disabilities, as well as through the adaptation of its physical infrastructure. These measures demonstrate the institution's commitment to equal opportunities, inclusive education, and compliance with the principles and recommendations of the European Higher Education Area.

Recent investments in student accommodation and shared study facilities further contribute to creating a supportive environment for the academic, professional, and personal development of doctoral students. Overall, the material resources and infrastructure available provide appropriate conditions for the successful delivery of the Sociology doctoral programme and effectively support the educational and research objectives of the Doctoral School.

- ✓ Aspects that constitute best practice examples

The availability of a modern educational and research infrastructure accessible to all doctoral students. The implementation of an electronic room booking system, ensuring the efficient management and utilisation of university facilities.

- ✓ Recommendations

Provision of a dedicated workspace for doctoral researchers to engage in research endeavours, independent study, and scholarly collaboration, thereby cultivating an academic environment that drives innovation, cross-disciplinary synergy, and excellence in research.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

The analysis of the institutional documentation and the findings of the on-site visit demonstrate that the West University of Timisoara has implemented a coherent institutional policy for the management, maintenance, and continuous development of the infrastructure supporting educational, research, and administrative activities, including those related to the Sociology doctoral domain.

The University makes sustained investments in the modernization of its educational and research infrastructure, the development of IT&C services, and the digitalization of academic and administrative processes. The evolution of these investments and their outcomes are presented annually in the Rector's Report on the State of the University, published on the institutional website (<https://www.uvt.ro/documente-publice/>). These reports demonstrate the transparency of institutional governance and the systematic monitoring of infrastructure development.

Doctoral students benefit from an integrated digital ecosystem. Upon enrolment, each doctoral student receives an institutional account providing access to the University's digital services, including e-learning platforms, the institutional intranet, email services, and software applications supporting academic and research activities. Through the electronic resources subscribed to by the University via the ANELIS Plus Association, doctoral students have access to major international scientific databases. The University's digital platforms and IT infrastructure are regularly updated, contributing to the efficiency of educational and administrative processes and facilitating communication between doctoral students, doctoral supervisors, and the administrative structures of IOSUD.

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

The analysed documentation confirms the existence of a well-organized institutional system for the management and continuous development of the University's infrastructure, characterized by sustained investment and a strategic commitment to sustainability and digital transformation.

The maintenance and continuous improvement of the physical infrastructure, together with the ongoing development of digital services, demonstrate the University's commitment to providing modern, efficient, and research-oriented conditions for doctoral education and academic activities.

The integration of digital infrastructure across all areas of university activity facilitates doctoral students' access to educational resources, administrative services, and advanced research tools, thereby enhancing the efficiency of doctoral studies management and increasing the flexibility of academic processes.

Furthermore, the University is actively committed to developing the digital infrastructure required for high-quality research, including the promotion of Open Science principles and Research Data Management practices, in line with current European policies on responsible research and open science.

Based on the evidence reviewed during the evaluation, it can be concluded that the University's infrastructure is efficiently managed, adequately maintained, and continuously developed. The available facilities effectively support the organization and delivery of the Sociology doctoral programme while providing a modern, digitally enabled, and internationally competitive academic environment for doctoral education.

- ✓ Aspects that constitute best practice examples

The implementation of a continuous institutional strategy for the modernization of educational and research infrastructure and the digitalization of academic and administrative processes.

A strategic commitment to developing research infrastructure that supports Open Science and Research Data Management, in line with European policies and international best practices.

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

According to the Internal Evaluation Report (IER) and Annex 1, the Doctoral School of Philosophy, Sociology, and Political Sciences at the West University of Timișoara (UVT) comprises 19 doctoral supervisors in the field of Sociology. Of these, 14 are tenured faculty members at UVT, while 5 hold full-time appointments at partner universities (Politehnica University of Timișoara, Aurel Vlaicu University of Arad, and Babeș-Bolyai University of Cluj-Napoca). All 19 doctoral supervisors possess habilitation certificates (Annex 1) and fulfil the prevailing national standards (Annex 5), recording cumulative scores between 265.08 and 3,006.19 points, well above the required minimum threshold of 150 points (pursuant to Ministerial Order No. 6129 of December 22, 2016).

Their scholarly output is specifically tailored to the domain of Sociology and exhibits high visibility both nationally and internationally. All 19 supervisors have published research articles in international journals indexed in Web of Science, SCOPUS, or ERIH+, demonstrating sustained disciplinary relevance through citations accumulated over time. Their standing within the domestic and international sociological communities is further attested by their service on editorial boards of recognized national and international journals (*Sociology Study*, *European Review of Applied Sociology*, *PLOS One*, *International Law Review*, *Sociologie Românească*), active membership in prestigious professional networks (such as the *International Association for Southeast European Anthropology*, *European Network of Regional Labour Market Monitoring*, *Wage Analysis in a Globalising Environment Network*, *Eastern European Sub-Regional Association of Schools of Social Work*, *International Sociological Association*, *European Society of Criminology*, *European Association of Schools of Social Work*, and the *Romanian Sociological Society*), as well as teaching appointments at international universities.

For the current academic year (2025/2026), the distribution of active doctoral candidates (within standard program duration, extension, or grace period) across the 19 doctoral supervisors is as follows:

Doctoral supervisor	Number of doctoral students
Assoc. Prof. Baciú Elena Loreni	0
Prof. Dragomir Gabriel-Mugurel	2
Assoc. Prof. Dincă Melinda	0
Prof. Gavrilă-Ardelean Mihaela-Florentina	0
Prof. Gherheș Vasile	1
Prof. Goian Cosmin Țtefan	2
Assoc. Prof. Lazăr Theofild-Andrei	3
Assoc. Prof. Matichescu Marius Lupșa	4

Assoc. Prof. Nadolu Bogdan	3
Assoc. Prof. Nadolu Delia Ioana	1
Prof. Neagoe Alexandru	0
Assoc. Prof. Obrad Ciprian-Ioan	1
Prof. Pânzaru Ciprian-Puiu	0
Prof. Popp Lavinia Elisabeta	3
Assoc. Prof. Runcan Patricia Luciana	0
Assoc. Prof. Toderici Ovidiu-Florin	4
Prof. Tomiță Mihaela Alida	5
Prof. Țîru Laurențiu-Gabriel	7
Assoc. Prof. Vasiluță-Țtefănescu Marius	6
<i>Total</i>	42

As observed, none of the doctoral supervisors advises more than 8 doctoral candidates. The ratio of active doctoral students to doctoral supervisors in Sociology at UVT is 2.21:1, ensuring a high-quality instructional process and personalized academic guidance.

The sole doctoral supervisor affiliated with a doctoral school from another IOSUD (Prof. PhD Gavrilă-Ardelean Mihaela-Florentina, doctoral supervisor in Social Work at the Aurel Vlaicu University of Arad) has no doctoral students under supervision at the West University, thereby complying with the provisions of Article 70 of Higher Education Law No. 976 of July 4, 2023.

The advanced university studies training programme comprises the following four courses: *Research Methodology and Scientific Authorship*, *Advanced Research Methods and Techniques in Sociology*, *Fundamentals of Social Statistics*, and *Academic Ethics and Integrity*. All courses are taught by faculty members habilitated in Sociology, tenured at UVT.

The guidance and academic integrity committees consist of three members who hold doctoral degrees and possess expertise in the candidate's thesis domain. For doctoral students enrolled as of 2024, one member of the guidance committee is external to UVT, a requirement explicitly formulated in Article 4.24 of the Regulations on Doctoral University Studies of the Doctoral School of Philosophy, Sociology, and Political Sciences (<https://www.uvt.ro/wp-content/uploads/sites/2/2025/02/Regulament-SDFSSP.pdf>).

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

All 19 doctoral supervisors in the field of Sociology fulfil the prevailing national standards. They possess publications indexed in Web of Science and ERIH+, with findings relevant to their area of doctoral supervision. International visibility is ensured through their publication record, as well as their service on scientific committees of various publications and their involvement in national and international professional associations and networks. None of the 19 supervisors has more than 8 doctoral candidates under supervision. Curriculum courses are taught by tenured faculty members holding habilitation in Sociology.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

The Academic Development Centre (CDA, <https://cda.uvt.ro/>) at the West University of Timișoara (UVT) systematically analyses professional learning needs and designs faculty development initiatives. Dedicated to elevating institutional teaching standards, the CDA equips academic staff with contemporary psycho-

pedagogical competencies that align with UVT's institutional vision (<https://cda.uvt.ro/programe-cda/>). These efforts emphasize a student-centric approach to higher education, focusing on building faculty proficiency in designing, implementing, and evaluating university instruction. The CDA hosts annual workshops focused on pedagogical refinement and provides dedicated teaching grants to incentivize the integration of the Reflective-Collaborative Learning (RCL) framework into daily academic practice.

In order to foster professional growth and pedagogical qualities among teaching staff, UVT has implemented targeted funding mechanisms, notably the Start Grant (<https://www.uvt.ro/wp-content/uploads/sites/2/2023/01/Metodologia-privind-implementarea-programului-START-GRANT.pdf>) and Grant Develop (<https://www.uvt.ro/wp-content/uploads/sites/2/2025/10/2025-Metodologie-de-accesare-si-utilizare-a-granturilor-de-tip-DEVELOP-la-UVT.pdf>) programs. Designed to incentivize academic recruitment and retention, the Start Grant streamlines the integration of newly appointed academic personnel while cultivating their research capabilities. Complementing this, Grant Develop offsets costs related to professional development, covering fees for training programs, academic conference attendance, and peer-reviewed publication processes.

Doctoral supervisors and candidates also benefit from the services offered by the Research Career Counselling and Guidance Centre - Western Region (CeCOCe-Vest, <https://cecocest.uvt.ro/>), established through funding from the National Recovery and Resilience Plan (PNRR). According to the IER, the Centre goes beyond personalized and group-based advisory services, by facilitating networking opportunities for researchers and disseminates specialized development resources, such as the Guide to Career Development in Research.

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

UVT demonstrates a comprehensive, multi-dimensional commitment to the professional and personal development of its academic community across various career stages. Through the Academic Development Centre (CDA), the university systematically elevates instructional quality by equipping faculty with modern, student-centred pedagogical tools. This pedagogical training is reinforced by targeted institutional funding (Start Grant and Grant Develop schemes), which facilitate early-career integration, expand research capabilities, and offset costs associated with conference participation and scholarly publishing. Furthermore, the presence of the Research Career Counselling and Guidance Centre extends the support to doctoral candidates and supervisors through personalized advising, professional networking, and career planning resources. These initiatives indicate that UVT provides a robust institutional ecosystem that addresses pedagogical skill-building and scholarly productivity in an effective manner.

- ✓ Aspects that constitute best practice examples

Start Grant and Grant Develop programmes provide excellent mechanisms to foster professional growth and pedagogical qualities among the teaching staff.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

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

The analysis of the documentation made available indicates that UVT implements recruitment and selection procedures for teaching and research staff, including doctoral supervisors in accordance with the national legal framework and the its internal regulations. These procedures are governed by institutional regulations and methodologies that ensure transparency, competitiveness, and compliance with the principles of academic fairness. The main internal regulations governing the recruitment process are: the *Methodology*

for the organization of competitions for occupying vacant teaching and research posts in the academic departments of UVT, for the promotion examinations in the teaching career at UVT and for the promotion exams in the higher professional research-development degree of the research staff within the academic departments of UVT (https://cariere.uvt.ro/wp-content/uploads/2025/02/Metodologie-de-concurs-UVT_promovare_februarie_2025.pdf), the Procedure of affiliation and disaffiliation in/from the doctoral schools of UVT (https://drive.google.com/file/d/1A-CH_ceNZ1EF7In2ONfNUCfj6k4dAwX_/view?pli=1) and the Regulation regarding the organisation process for receiving the certificate of habilitation (<https://drive.google.com/file/d/1u5X8kv5YwIgwLYRagdMk6dwVn-f8RSJ-/view>). In the case of the recruitment of doctoral supervisors, the process of obtaining the habilitation certificate is conducted in a transparent manner, based on the evaluation of candidates' application files, in compliance with CNATDCU standards and institutional criteria. The habilitation procedure includes the verification of compliance with the minimum applicable standards, the assessment of academic performance and research activity, and the validation of scientific competences in accordance with legal provisions.

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

The analysis of the provided documentation indicates that the recruitment mechanisms governing UVT align rigorously with national regulations, exhibiting high institutional formalization, transparency, and predictability. The implementation of national frameworks and institutional methodologies ensures a selection paradigm anchored in academic excellence, scholarly achievement, and adherence to CNATDCU standards. All recruitment procedures comply with the provisions of the law and are carried out transparently.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

Digital development represents a significant institutional priority at the West University of Timișoara (UVT), where technology is employed both as an operational resource and as an area of institutional innovation. A range of digital applications supports educational, administrative, research and communication processes, including student accommodation management, electronic document signing, support request administration, tuition fee management, digital academic records through catalog.uvt.ro and internal communication through the „Pagina TA” application. These processes are coordinated by the Digitalisation and Data Analysis Department (DTDA). Within the Sociology doctoral programme, academic staff and doctoral students have access to the university's e-learning infrastructure, institutional communication tools and the Google for Education suite, while the webpages of IOSUD-UVT, the Doctoral School and the doctoral domain provide updated academic and administrative information. Academic integrity is supported through iThenticate and Turnitin, with similarity verification results documented through institutional reports

and decisions issued by the competent academic structures. Doctoral students may also obtain individual access to iThenticate upon request and confirmation of their academic status.

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

The digital infrastructure currently in place supports the core administrative and academic processes relevant to doctoral education and contributes to more efficient communication, document management and access to institutional resources. Central coordination by a specialised department promotes consistency in the implementation and maintenance of digital services. In the field of academic integrity, the combined use of similarity-checking software and formalised documentation ensures transparency and traceability throughout the verification process. The possibility for doctoral students to access iThenticate individually is particularly relevant, as it encourages preventive self-assessment and strengthens their responsibility for the originality of academic work.

- ✓ Aspects that constitute best practice examples

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/s*

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

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

The doctoral study programme in Sociology is developed along two components: (1) an advanced university studies training programme consisting of 4 courses (*Research Methodology and Scientific Authorship, Advanced Research Methods and Techniques in Sociology, Social Statistics, Ethics and Academic Integrity*) and (2) an individual research programme. The programme is organised based on the European Credit Transfer and Accumulation System (ECTS). The advanced university studies training programme consists of 30 credits. The 4 courses are offered during the first semester. All the four syllabi are made available through the official website (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>) of the doctoral school. The individual research programme consists of 210 ECTS credits and is structured along two categories of activities: type I research and professional development activities (including the three progress reports) and type II training and support activities. The list of activities is rather comprehensive, providing flexible development paths. 1 ECTS credit is converted into 25 hours of work.

The doctoral study programme in Sociology is carefully structured according to the expected learning outcomes. It combines learning, research, evaluation, and practical training experiences, according with the level of qualification. The CNC-8 level of qualification is mentioned only in the course syllabi.

* 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.

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

The documents and data provided in the IER and official website indicate that the doctoral study programme in Sociology at UVT meets the requirements of this indicator. The programme is carefully designed in relation to the intended learning outcomes and implements the ECTS system, providing a coherent integration learning, research, and assessment. The advanced university studies training programme consists of 4 courses (30 credits) targeting the development of both specific professional competencies and the transversal ones specific to a doctoral level. The individual research programme consists of 210 ECTS credits and is structured along two categories of activities: type I research and professional development activities (including the three progress reports) and type II training and support activities. The list of activities is rather comprehensive, providing flexible development paths.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2

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

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

The expected learning outcomes for the doctoral programme in Sociology are structured in accordance with Level 8 qualification standards, systematically categorized across the dimensions of knowledge, skills, and autonomy/responsibility. These outcomes are embedded within the programme documents (curriculum, competence matrices, course syllabi) and consequently highly visible for doctoral students. The curriculum is designed to foster advanced research capabilities, critical inquiry, complex data analysis, social diagnosis, and innovative problem-solving. The targeted competency profile directly serves specific career pathways (academia, applied research, advisory, and executive roles) within the field of Sociology (within ESCO 2632 group): knowledge at the most advanced level in Sociology and related fields; the most advanced and specialised skills and techniques, including the ability to synthesise and evaluate, necessary for solving critical research and/or innovation problems and for extending and redefining existing knowledge or professional practices; demonstration of a high level of authority, innovation, autonomy, scientific and professional integrity, and a sustained commitment to the development of new ideas or processes at the forefront of work or study situations, including in research (IER, pp. 22-23). The expected learning outcomes are thus aligned with both national occupational standards and the European Classification of Skills, Competences, Qualifications and Occupations (ESCO).

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

The analysis of the documents provided indicates the existence of a clear correlation between the expected learning outcomes and the skills required by the doctoral level qualifications in the field of Sociology. Both the curricular framework and integrated research activities foster essential professional and transversal competencies, notably critical thinking, scholarly communication, academic leadership, and research

ethics. Furthermore, explicit alignment with the occupational framework ensures the professional relevance of the doctoral programme.

✓ Aspects that constitute best practice examples

This is not the case.

✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

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

The development of a high-quality educational environment, aligned with contemporary pedagogical and psychoeducational standards, is supported through institutional mechanisms for academic staff development. The Academic Development Centre provides training opportunities for teaching staff and for doctoral students who undertake teaching responsibilities within the university. Since 2019, the institutional Teaching & Learning Brand has promoted a modern educational culture focused on student engagement, competence development and evidence-based teaching practices. The Department of Sociology participates in this institutional approach by structuring doctoral courses around intended learning outcomes and competences relevant to advanced sociological research. Doctoral students are periodically invited to evaluate teaching activities through the institutional platform, while programme monitoring and review are supported by the university's quality assurance procedures.

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

The Sociology doctoral study programme operates within an institutional framework that encourages student-centred education through staff development, competence-based course design and the collection of doctoral student feedback. The activities of the Academic Development Centre and the Teaching & Learning Brand provide an appropriate basis for diversifying teaching methods and adapting educational activities to the academic needs of doctoral students. Course documentation indicates the competences expected to be acquired, while institutional evaluation mechanisms provide relevant information for reviewing teaching content and delivery. Nevertheless, the practical use of doctoral student feedback in the revision of courses and educational activities could be demonstrated more systematically.

✓ Aspects that constitute best practice examples

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

Doctoral students' participation in mobility and research activities is supported through the implementation of the Methodology for Accessing Funding for Doctoral Mobility and Research Activities (<https://drive.google.com/file/d/1uyBAIKQU7ZizhGHGpLjF4iJQVKGymbA/view>). Under this framework,

financial support is available both to doctoral students enrolled in state-funded places and to those enrolled in fee-paying places, provided that they have no outstanding tuition fee obligations. An annual budget amounting to 20% of doctoral grant funding and tuition fee revenue from doctoral studies is allocated for this purpose. The funding may cover travel expenses associated with national and international mobility, as well as participation fees for academic, research and training activities.

The institution's comprehensive internationalization framework systematically supports global academic mobility for doctoral students. Managed by the UVT Department of International Relations, students in the Sociology doctoral programme may benefit from established Erasmus+ bilateral partnerships and exchange schemes. Additionally, candidates can leverage diverse mobility opportunities developed within the UNITA University Alliance, a consortium linking UVT with 11 partner universities throughout Portugal, Spain, France, Italy, Switzerland, Ukraine, and Romania.

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

The institutional funding framework creates favourable conditions for doctoral students to participate in academic mobility and research-related activities beyond their home institution. The existence of an annually allocated budget and the possibility of covering travel and participation costs reduce financial barriers and support involvement in conferences, research visits, training programmes and international academic exchanges. These opportunities contribute to the development of research competences, professional networks and broader academic exposure. The effectiveness of the mechanism, however, depends on the regular communication of opportunities and on the extent to which doctoral students make use of the available resources.

The mechanisms of professional development of doctoral students through mobility programmes are functional and diverse within UVT, based on diverse funding opportunities, both internal (up to 20% of the value of the doctoral grant) and external (Erasmus+, UNITA).

- ✓ Aspects that constitute best practice examples

This is not the case.

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

The principles of equity, social inclusion, equal opportunities and non-discrimination, established by the Charter of the West University of Timișoara (<https://www.uvt.ro/wp-content/uploads/2025/07/Anexa-1.-Carta-UVT-2025-dupa-aviz-MEC.pdf>), provide the institutional framework governing doctoral education. These principles are reflected both in the IOSUD-UVT Regulations on Doctoral Studies (<https://drive.google.com/file/d/1svFWBqIhM0ABeaOtqaEPXoAq8NrLQ6T/view>) and in the regulations of the Doctoral School of Philosophy, Sociology, and Political Science (<https://www.uvt.ro/wp-content/uploads/sites/2/2025/02/Regulament-SDFSP.pdf>).

Doctoral students have access to institutional support services tailored to individual needs, including educational, vocational and career counselling provided by the Student Counselling and Support Service (<https://uvt.ro/educatie/facilitati-pentru-studenti/consiliere-scscs/>).

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

The existing regulatory framework and institutional support services promote equity and equal opportunities within doctoral education. Non-discriminatory access to counselling and personalised support contributes to aligning the academic pathway with each doctoral student's potential, professional aspirations and learning characteristics. The available mechanisms provide appropriate conditions for supporting diversity and addressing difficulties that may affect academic participation and progression.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

Furthering institutional steps to attract additional tuition-free places and doctoral scholarships, in accordance with the opportunities provided by the national funding framework, in order to provide better opportunities for early-career researchers interested to enrol in a Sociology doctoral programme at UVT.

The indicator is: fulfilled.

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

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

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

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

The analysis of the institutional documentation and the findings of the on-site visit demonstrate that IOSUD – West University of Timisoara provides doctoral students in the Sociology doctoral domain with a comprehensive range of academic resources and support services tailored to the requirements of doctoral education and designed to facilitate research activities, professional development, and the inclusion of doctoral students with special educational needs.

The University benefits from its membership in the national ANELIS Plus consortium, which provides access to an extensive portfolio of international scientific databases and high-impact scholarly journals, enabling doctoral students to access specialized literature and the latest developments in international research.

Through the institutional partnership with the "Eugen Todoran" Central University Library, doctoral students have access to specialized collections in the social sciences, previously defended doctoral theses, reading rooms, individual study spaces, and dedicated IT facilities that support academic and research activities.

The University places particular emphasis on accessibility, inclusion, and equal opportunities by providing specialized support services for students and doctoral candidates with disabilities through the Centre for Psycho-Pedagogical Assistance and Integration (CAIP) (<https://fsp.uvt.ro/wp-content/uploads/2014/07/Procedura-CAIP.pdf>). These services include psychological and educational counselling, individualized learning support, sign language interpretation, facilitated access to library services, and the adaptation of learning conditions according to individual needs.

Furthermore, UVT actively promotes the social inclusion and full participation of students with disabilities through dedicated institutional initiatives aimed at fostering inclusion and equal opportunities. The University's website, as well as the websites of its faculties, incorporate accessibility features designed to improve access for persons with disabilities.

Doctoral students also benefit from institutional financial support for research activities and national and international academic mobility, in accordance with the Methodology on Financial Support for Doctoral Students' Research Activities and Academic Mobility (<https://doctorat.uvt.ro/wp-content/uploads/2025/04/Metodologie-priv.-suport-financiar-pentru-mobilit.-si-activitati-de-cercetare-ale-stud.-doctoranzi-1.pdf>). These funding opportunities contribute to strengthening doctoral research capacity, enhancing international academic exposure, and supporting the professional development of doctoral candidates.

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

The analysed documentation demonstrates the existence of a well-developed institutional support system for learning and research, tailored to the specific requirements of doctoral education. Access to internationally recognized scientific databases and comprehensive bibliographic resources provides doctoral students with an appropriate environment for conducting high-quality research. The institutional collaboration with the „Eugen Todoran” Central University Library further strengthens the information infrastructure supporting the doctoral programme and ensures access to specialized documentary resources relevant to the Sociology doctoral domain.

The University has developed institutional policies promoting accessibility, inclusion, and equal opportunities, as reflected in the operation of a specialized support centre, the provision of tailored services for different categories of beneficiaries, and the implementation of dedicated initiatives fostering inclusive education. These measures are fully consistent with the principles of the European Higher Education Area concerning equitable participation and non-discriminatory access to higher education.

The financial support provided to doctoral students for research activities, national and international academic mobility, and the dissemination of research results represents an important instrument for strengthening research competences, promoting international academic engagement, and increasing the international visibility of the doctoral programme. Overall, the academic resources and support services made available to doctoral students are appropriate to the objectives of the doctoral programme and make a significant contribution to the quality of doctoral education and research.

- ✓ Aspects that constitute best practice examples

The existence of an integrated institutional support system for students and doctoral candidates with disabilities, coordinated through the Centre for Psycho-Pedagogical Assistance and Integration (CAIP).

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

The analysis of the institutional documentation demonstrates that the learning outcomes of the doctoral study programme in Sociology are explicitly defined and systematically integrated into the programme's curricular documentation.

The Curriculum for the 2025–2026 academic year (<https://drive.google.com/file/d/1TCYqipXA4hv1L76LgdK8PFgHv48EBivJ/view>), publicly available on the IOSUD – West University of Timisoara website and updated for each doctoral cohort, specifies the intended learning outcomes in accordance with the competencies to be achieved throughout the doctoral

programme. These learning outcomes are formulated in terms of knowledge, skills, responsibility, and autonomy, in line with the principles of the European Qualifications Framework (EQF) and the Romanian National Qualifications Framework (NQF).

The learning outcomes are further developed and detailed in the course syllabi of the advanced doctoral training programme, including *Research Methodology and Scientific Authorship* (https://drive.google.com/file/d/1bXyh0sSktIDNMkG4CxxO_T_kuQKIrZBW/view), *Advanced Research Methods and Techniques in Sociology* (<https://drive.google.com/file/d/13ZxPg2ooKf4tTFgzaRkEYglRBVVI05p/view>), *Social Statistics* (<https://drive.google.com/file/d/15ynJdT1eEDz2vF4htv5YFzXV-DeY70AQ/view>), and *Ethics and Academic Integrity* (<https://drive.google.com/file/d/1-GQCivWkBhvuf3SRObHuvyhOoYINnqOn/view>).

In addition, intended learning outcomes are clearly defined for the activities carried out within the individual research plan, which constitutes the core component of doctoral education and extends throughout the entire duration of the doctoral programme. The individual research plan is designed to support the progressive development of advanced research competences, scientific autonomy, and original scholarly contributions in the field of Sociology.

The analysed documentation indicates that the curriculum, course syllabi, and the structure of the individual research plan are made available to doctoral students at the beginning of their doctoral studies, thereby ensuring transparency and supporting a clear understanding of the academic pathway, programme requirements, expected learning outcomes, and research objectives.

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

The analysed documentation demonstrates that the doctoral programme adopts a learning outcomes-based approach, with the intended learning outcomes being coherently defined and systematically integrated throughout all components of the doctoral curriculum. Their formulation in terms of knowledge, skills, responsibility, and autonomy enables doctoral students, academic staff, and doctoral supervisors to clearly understand the educational objectives and expectations of the programme.

The alignment of the intended learning outcomes with the course syllabi and the individual research plan ensures coherence between the advanced training component and the individual research component, which is a defining characteristic of third-cycle (doctoral) education.

The evaluation also confirms that the intended learning outcomes effectively support the development of advanced research competences, including methodological, analytical, ethical, and academic communication skills, and are consistent with the academic and professional profile expected of doctoral graduates in Sociology.

Furthermore, the public availability of the curriculum and course syllabi enhances programme transparency and enables doctoral students to effectively plan their learning pathway and research activities.

Overall, the analysed documentation demonstrates that the doctoral curriculum has been designed around clearly defined intended learning outcomes and the principles of student-centred learning, in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

The analysis of the curricular documents demonstrates that the verification of learning outcomes within the doctoral study programme in Sociology is regulated through the course descriptions (course syllabi) corresponding to the advanced university training programme.

The course descriptions explicitly specify the assessment methods, instruments, and criteria used to evaluate doctoral students' progress and the extent to which the intended learning outcomes are achieved. All four courses in the doctoral training programme (*Research Methodology and Scientific Authorship, Advanced Research Methods and Techniques in Sociology, Social Statistics, Ethics and Academic Integrity*) include both continuous (formative) assessment methods conducted throughout the teaching and learning activities and summative assessments carried out upon the completion of each course.

The verification of the achievement of the learning outcomes is further complemented by the systematic monitoring of doctoral students' progress within their individual research programme. This process is carried out through the supervisory activities of the doctoral advisors, periodic evaluations conducted together with the guidance and academic integrity committees, as well as through the assessment of the progress reports prepared throughout the doctoral studies. The final evaluation of the learning outcomes is conducted through the public defence of the doctoral thesis, in accordance with the applicable national legislation and institutional regulations.

The course descriptions, including information on the intended learning outcomes, assessment methods, and assessment criteria, are made available to doctoral students through the website of the Doctoral School in Sociology (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>), thereby ensuring the transparency of the assessment process and providing adequate information to all relevant stakeholders.

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

The analysed documentation and the content of the doctoral school website (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>) demonstrate the existence of a coherent and transparent assessment system, designed in accordance with the intended learning outcomes and the specific characteristics of doctoral education.

The combination of formative and summative assessment enables the continuous monitoring of doctoral students' progress and provides regular opportunities for constructive feedback throughout the educational process. This approach contributes to the gradual development of research competences and supports the achievement of the educational objectives of the doctoral programme.

The monitoring of activities carried out within the individual research programme, together with the final assessment through the pre-defence and the public defence of the doctoral thesis, ensures an integrated verification of the competences acquired throughout the entire doctoral cycle.

The transparency of the assessment criteria, reflected in the publication of the course descriptions and assessment methods (<https://doctorat.uvt.ro/studii-doctorale/finalizare-doctorat/>), contributes to clarifying academic performance expectations for doctoral students.

Based on the analysed documentation, it can be concluded that the assessment mechanisms in place enable the systematic and appropriate verification of the achievement of the intended learning outcomes, both within the advanced doctoral training component and throughout the doctoral research activity.

- ✓ Aspects that constitute best practice examples

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 access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

Access to doctoral studies within IOSUD-UVT is organised through a set of institutional regulations that define in detail the eligibility conditions, selection criteria, required documentation, applicable fees, stages of the competition and relevant deadlines. The general provisions are supplemented by the regulations of the Doctoral School of Philosophy, Sociology, and Political Science, which adapt the admission process to the specific characteristics of the doctoral domains under its coordination. The documentation and practical information addressed to applicants are available on the institutional webpage dedicated to doctoral admission.

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

The admission process is supported by a coherent regulatory framework that clearly defines institutional responsibilities and provides applicants with a structured understanding of the competition. The online publication of relevant information facilitates equal access to admission requirements and supports a transparent and predictable process. The alignment between IOSUD-UVT regulations and the provisions adopted by the Doctoral School ensures the consistent application of institutional requirements while allowing for their adaptation to the particular features of the Sociology doctoral programme.

State-funded doctoral places (for the admission) at UVT are distributed based on two criteria: (1) reserved places (for particular doctoral advisors, given their scientific performance; for particular study programmes; for particular categories of candidates, such as Diaspora students, Roma students or international students) and (2) unreserved places (see IOSUD-UVT Regulation on doctoral studies, art. 4(10), <https://drive.google.com/file/d/1svFWBqIhM0ABeaOtqaEPXoAq8NrKLQ6T/view>). The admission contest aims both categories of places (art. 4(11)). However, the distribution of these places (per domain, per advisor of high scientific performance, etc.) for the 2026 Admission is not published on the Doctoral School Council (CSUD) website or the websites of doctoral domains in July 2026, at the moment of our visit. The eligibility criteria and stages for securing state-funded places (with or without a scholarship) need to be more clearly delineated and transparently presented, allowing applicants to easily navigate the requirements for each track.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Indicator
I.P.B.7.1.2

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

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

Equity, social inclusion and non-discrimination are embedded in the institutional framework governing admission at the West University of Timișoara (UVT). Candidates with disabilities or special educational needs may receive specialised assistance through the Centre for Psychopedagogical Assistance and Integration, which supports accessibility, communication with academic staff, the adaptation of teaching and assessment arrangements, access to assistive technologies and educational or psychological counselling. During the admission period, vulnerable candidates may also access counselling services provided by the Student Counselling and Support Centre, both in person and online. Within the Doctoral

School of Philosophy, Sociology, and Political Science, dedicated places allocated by the Ministry of Education are available for Roma candidates, while the admission requirements, procedural guidance and document templates are published on the institutional doctoral studies website.

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

The admission framework combines formal commitments to equal opportunities with practical support mechanisms available before and during the application process. The involvement of specialised counselling and accessibility services enables individual needs to be identified and addressed, while the possibility of adapting access arrangements contributes to reducing barriers for candidates with disabilities or special educational needs. The allocation of dedicated places for Roma candidates provides an additional instrument for widening participation among groups exposed to social and educational disadvantage. Public access to admission information and standardised document templates further supports transparency and predictability.

UVT's choice to reserve state-funded doctoral places for the admission for particular doctoral advisors with an excellent scientific record (IOSUD-UVT Regulation on doctoral studies, art. 4(10)) was likely intended to stimulate high-level doctoral research. However, it may come with the unintended consequence of negatively affecting the very idea of equal opportunities in the admission contest. Meritorious doctoral candidates intending to do research in a field that falls outside the ones covered by top-level advisors (with „reserved” state-funded places) will definitely have lower chances to access such a state-funded place (with or without scholarship). For such reasons, distributing state-funded doctoral admission places in relation to the merits of advisors (and not of the candidates) is likely to affect the idea of equal opportunities in the admission contest and should be reconsidered.

- ✓ [Aspects that constitute best practice examples](#)

This is not the case.

- ✓ [Recommendations](#)

It is recommended that UVT thoroughly evaluate whether the practice of reserving state-funded doctoral places based on supervisors' research performance (IOSUD-UVT Doctoral Regulations, Art. 4(10)) impacts the principles of fairness and equal opportunity for applicants during admissions. The mechanisms for allocating state-funded places should subsequently be adjusted based on the evaluation outcomes.

[The indicator is: fulfilled.](#)

Standard S.B.7.2. Academic journey of students

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

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

The professional development of doctoral students is supported through a combination of academic supervision, research dissemination opportunities, financial assistance and involvement in teaching activities. Under the regulations of the Doctoral School of Philosophy, Sociology, and Political Science, doctoral supervision is carried out both by the doctoral supervisor and by the guidance and academic integrity committee, which contributes to monitoring progress and providing specialised guidance throughout the doctoral programme. Since the 2024-2025 academic year, the Sociology doctoral field has resumed the organisation of the „Conference of Young Researchers in Social Sciences”, offering doctoral students from all years of study an academic setting in which to present their research, receive constructive feedback and exchange good practices. This framework has been further complemented, from the 2025–2026 academic year, by the monthly *Social Scientific Seminar*, which brings together researchers, doctoral students and graduates for presentations and discussions on research findings, methodological approaches and technological tools. Doctoral students may also access financial support for research,

mobility and dissemination activities, while several have been involved in supervising undergraduate internships or seminar activities, thereby gaining practical teaching experience.

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

The regulatory and institutional framework of UVT provides doctoral students with multiple forms of support for their academic and professional progression. The combined contribution of the doctoral supervisor and the guidance and academic integrity committee enables more consistent guidance and creates opportunities for feedback at different stages of the research process. The organisation of recurring scientific events contributes to the development of presentation, communication and critical reflection skills, while also increasing the visibility of doctoral research within the academic community. Financial support reduces barriers to participation in research and mobility activities, and involvement in teaching enables doctoral students to acquire pedagogical competences and practical experience relevant to a future academic career. These mechanisms indicate an integrated approach to doctoral professional development, although their impact would be more clearly demonstrated through systematic monitoring of doctoral students' participation and outcomes.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

The analysis of the institutional documentation demonstrates that internationalisation constitutes one of the strategic development priorities of the West University of Timișoara and is supported through a coherent institutional policy implemented by the Directorate for International Relations (<https://ri.uvt.ro/echipa-dri/>) and integrated into the University's strategic development framework (<https://ri.uvt.ro/wp-content/uploads/2025/03/Anexa-10.-Strategia-de-internationalizare-si-cooperare-globala-UVT.pdf>). The Rector's Annual Reports (<https://www.uvt.ro/wp-content/uploads/2026/03/Anexa-1.-Raportul-anual-al-Rectorului-cu-privire-la-starea-Universitatii-de-Vest-din-Timisoara.pdf>) identify internationalisation as one of the University's strategic objectives.

The West University of Timișoara actively promotes the participation of its academic community in European mobility and cooperation programmes, particularly through the Erasmus+ Programme, its membership in the European University Alliance UNITA (<https://www.uvt.ro/unita/>), and the continuous development of international partnerships in education and research.

During the evaluation period, the academic staff affiliated with the doctoral field of Sociology coordinated and implemented numerous international projects funded through Erasmus+, ESOI, CERV, EEA Grants, CEDEFOP, and other European funding instruments. These projects address areas of major societal relevance, including labour market studies, digital education, social inclusion, media literacy, social services, digital competences, lifelong learning, and innovation in higher education.

The internationalisation activities are further strengthened through the regular organisation of incoming academic mobility, involving international scholars and researchers who undertake teaching, research, and mentoring activities within the Department of Sociology. During the evaluation period,

academic staff and researchers from universities in Italy, Spain, the United States of America, Pakistan, and Tunisia participated in such mobility activities. Doctoral students are actively involved in the academic activities organised within the framework of these international visits.

The analysed documentation also demonstrates the existence of institutional mechanisms supporting the international mobility of doctoral students and facilitating their participation in international conferences, research placements, and other forms of academic cooperation.

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

The external evaluation demonstrates the existence of a mature and coherent institutional internationalisation policy, supported both at the university level and within the doctoral domain of Sociology.

The active participation of the academic staff in a substantial number of international projects contributes to the development of an academic environment with a strong international dimension and creates valuable opportunities for the integration of doctoral students into European research networks and international scientific collaboration.

The regular involvement of visiting professors and researchers from partner universities promotes the exchange of good practices, broadens methodological perspectives, and enhances the international visibility of the doctoral field.

The integration of internationalisation into teaching and research activities is further supported by dedicated institutional mechanisms facilitating international mobility and the development of academic cooperation.

Although the international engagement of the academic staff is particularly strong, the analysed documentation indicates further potential for expanding doctoral students' direct participation in long-term international mobility schemes, increasing the number of international co-supervision arrangements and joint doctoral degrees (cotutelle), and attracting a larger number of international doctoral candidates.

Overall, the international cooperation activities make a significant contribution to enhancing the quality of doctoral education and research and demonstrate the institution's strong commitment to strengthening the international dimension of the doctoral programme.

- ✓ Aspects that constitute best practice examples

The active involvement of the doctoral field of Sociology in a diverse portfolio of Erasmus+, CERV, EEA Grants, and other competitive European projects.

The regular organisation of incoming mobility for international professors and researchers, together with the active involvement of doctoral students in the academic activities carried out during these visits.

- ✓ 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 in achieving the learning outcomes.

Indicator
I.P.B.9.1.1

Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

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

The doctoral study programme in Sociology at UVT is grounded in the idea of learning based on scientific investigation, as scientific research is the core element of the doctoral pathway. Doctoral students are engaged in conducting original research under the supervision of the doctoral advisor and of the guidance

and academic integrity committee. They are requested to publish scientific articles and to disseminate their research in conferences and research workshops as part of the individual research programme.

According to the IER (pp. 34-35), doctoral students in Sociology who defended their thesis between 2021 and 2025 produced a total of 167 articles, studies or chapters during their university studies, which were published in journals indexed in international databases, in volumes published by an A1 or A2 publishing house, or presented at national or international scientific conferences. The discussions on the occasion of the evaluation visit highlighted a good implementation of the individual guidance and academic integrity committees, providing a favourable research environment for the doctoral, with extensive support and feedback.

The research centres functioning within the UVT's Faculty of Sociology and Social Work (<https://fsas.uvt.ro/centre-de-cercetare/>) provide excellent opportunities for the doctoral students to develop their mastering of research skills by collaborating with their doctoral advisors and other experienced scholars on various scientific projects with European, national or local funding: *Centre for Social Diagnosis*, *Centre for Action Research on Discrimination and Social Inclusion*, and *Centre for Social Development and Research*. On various occasions, small scholarships are available to students (BA, MA or doctoral) working on such research projects. In addition to that, the Faculty of Sociology and Social Work has established the *Social Scientific Seminar* (<https://fsas.uvt.ro/cercetare/evenimente-stiintifice/>), as a collaborative forum for research, where doctoral students present their current work and engage in reflective activities.

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

The analysis of the programme documents and the discussions with the occasion of the evaluation visit reveal a coherent integration of research-based learning throughout the doctoral curriculum. Research efforts directly contribute to the attainment of the learning outcomes envisaged through the study programme, remaining tightly aligned with doctoral-level pedagogical objectives. By capitalising on research outputs through scholarly publications and scientific conference dissemination, candidates refine their communication capabilities while amplifying the program's academic relevance and external impact.

- ✓ Aspects that constitute best practice examples

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

The outcomes of scientific research within the doctoral study programme in Sociology at UVT are disseminated at both national and international levels through the publication of scholarly articles in academic journals, papers presented in academic conferences, and involvement in various research projects

(<https://docs.google.com/spreadsheets/d/1A-RDpkE2NkrSE1-dDI6rMrNybvCzwy5/edit?gid=1633678782#gid=1633678782>). In order to be able to defend their thesis, students of the doctoral programme in Sociology at UVT are required to publish at least two articles in academic journals or two chapters in volumes of established publishers, as well as to present at least one paper at a national/international conference (IER, p. 34). Students who defended their doctoral thesis in Sociology between 2021 and 2025 generated a total of 167 articles, studies or chapters during their

doctoral studies period (IER, pp. 34-35). Thus, the results of their doctoral research gain national and international visibility. There are also examples of co-authoring research articles between the doctoral students and their supervisors.

However, the efforts of the Doctoral School of Philosophy, Sociology, and Political Science to promote and disseminate the scientific outcomes of the doctoral students are rather limited.

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

The outcomes of doctoral students' scientific research are visible at national and international level in Sociology. Their capitalisation by the Doctoral School of Philosophy, Sociology, and Political Science is reduced, as there are not visible efforts to promote them (on the website or elsewhere). The Faculty of Sociology and Social Work provides several venues for the dissemination of doctoral research outcomes through dedicated scientific events (<https://fsas.uvt.ro/cercetare/evenimente-stiintifice/>), which is useful for early-stage researchers.

- ✓ Aspects that constitute best practice examples

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

Each faculty has a Quality Management Committee responsible for promoting a quality culture, contributing to the development of evaluation instruments and supporting the establishment of institutional standards for study programmes, while the Commission for Quality Assessment and Assurance provides an additional university-level framework. Quality assurance is further supported by system and operational procedures governing the development and revision of institutional documents, the affiliation of doctoral supervisors, doctoral thesis defence, habilitation and the periodic monitoring of study programmes. Teaching activities delivered during the first semester of the advanced doctoral training programme may also be anonymously evaluated by doctoral students through a standardised questionnaire.

Since the 2018–2019 academic year, Academic Ethics and Integrity has been included in the advanced training curriculum of all doctoral schools, in accordance with the applicable national requirements.

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

The existing institutional mechanisms provide a coherent basis for implementing and monitoring quality requirements in doctoral education. The inclusion of Academic Ethics and Integrity supports responsible academic conduct, while the involvement of specialised quality structures facilitates the regular review of procedures and their alignment with legislative and institutional developments. Anonymous teaching

evaluation enables doctoral students to contribute to programme improvement; however, the impact of these mechanisms could be demonstrated more clearly by documenting how evaluation results and institutional recommendations lead to concrete adjustments in educational activities.

✓ Aspects that constitute best practice examples

This is not the case.

✓ Recommendations

This is not the case.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

Participation in institutional processes is supported both through the formal representation of doctoral students on the Doctoral School Council, where they hold voting rights on academic, methodological and ethical matters, and through periodic consultations with the main stakeholder groups. Between 2021 and 2025, the Sociology doctoral field organised annual meetings involving doctoral students, doctoral graduates, academic staff from the Department of Sociology and employer representatives. According to the minutes reviewed, participants submitted observations and proposals concerning the admission methodology, curriculum, institutional methodologies and regulations governing the doctoral programme.

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

The mechanisms in place enable the perspectives of the academic community and the professional sector to inform both ongoing decision-making and the periodic review of the framework governing doctoral education. Voting representation provides doctoral students with a direct role in the governance of the Doctoral School, while annual consultations broaden participation by including graduates, academic staff and employers. The diversity of stakeholders supports the examination of the programme from complementary perspectives and may contribute to aligning its procedures, curriculum and regulations with the needs of beneficiaries and developments in the academic and professional environment. The availability of meeting minutes demonstrates that consultation is conducted regularly and is formally documented; however, its impact could be made more visible by recording how the proposals received were reviewed and translated into institutional measures.

✓ Aspects that constitute best practice examples

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

The analysis of the institutional documentation and the discussions conducted during the site visit demonstrate the existence of a well-established organisational and regulatory framework for promoting and monitoring academic ethics and integrity at the West University of Timișoara.

The University Ethics Committee (<https://www.uvt.ro/organizare/comisia-etica/>) operates on the basis of the Code of University Ethics and Professional Conduct (<https://www.uvt.ro/wp-content/uploads/2025/11/codul-de-etica.pdf>), which forms an integral part of the University Charter, as well as in accordance with the Regulation on the Organisation and Functioning of the University Ethics Committee (<https://www.uvt.ro/wp-content/uploads/2025/11/ROF-Comisie-de-Etica-Universitara-UVT-2025.pdf>), approved by the University Senate. The analysed documentation demonstrates that the Committee's structure, responsibilities, and operating procedures are clearly defined and fully aligned with the provisions of the national legislation governing academic ethics and integrity.

Within the University Ethics Committee, a Research Ethics Subcommittee is established, being responsible for the evaluation of ethical issues related to research activities, including compliance with publication and authorship standards, the protection of research participants, research data management, conflicts of interest, the prevention of academic misconduct, and the promotion of research integrity (Guide on Research Ethics: https://www.uvt.ro/wp-content/uploads/2025/11/Ghid-UVT-privind-respectarea-eticii-in-proiecte-studii-de-cercetare-inovare_2022.pdf). Its activities are governed by the System Procedure on the Operation of the Research Ethics Subcommittee (<https://www.uvt.ro/wp-content/uploads/2025/11/Anexa-punct-10-Procedura-de-sistem-privind-activ.-subcomisiei-dedicat-eticii-cercetarii-din-cadrul-CEU-UVT.pdf>), which regulates the issuance of ethical approvals for research projects.

The University also has an Office for Ethics and Academic Integrity (BEIA) (<https://www.uvt.ro/wp-content/uploads/2021/12/Anexa-1-ROF-Birou-de-Etica-si-Integrare-Academica-UVT.pdf>), which supports the implementation of the University's institutional policies on academic integrity and is responsible for managing the procedures related to the originality verification of doctoral theses, plagiarism prevention, and the implementation of the operational procedures concerning compliance with academic ethics and professional conduct within the IOSUD.

The analysed documentation further demonstrates the active involvement of student representatives, including doctoral students, in the activities of the institutional structures responsible for research ethics, thereby contributing to the strengthening of the University's culture of academic integrity.

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

The external evaluation confirms the existence of a functional and coherent institutional system for the governance of academic ethics and integrity. The University Ethics Committee operates on the basis of regulations approved by the University Senate and benefits from a procedural framework that ensures the independent exercise of its responsibilities with respect to the University's executive and academic structures. The establishment of a dedicated Research Ethics Subcommittee demonstrates the maturity of the institutional governance system and the particular attention paid to the specific ethical requirements of doctoral research.

The operation of the Office for Ethics and Academic Integrity further strengthens the institutional mechanisms for preventing breaches of academic ethics and integrity through the systematic originality verification of doctoral theses and by supporting the implementation of institutional procedures related to plagiarism prevention and compliance with standards of good research practice.

The participation of student representatives, including doctoral students, in the institutional structures responsible for research ethics reflects the University's commitment to participatory governance and institutional accountability.

The analysed institutional mechanisms demonstrate an integrated approach to the management of academic ethics, combining prevention and education with systematic monitoring and the rigorous enforcement of regulations governing academic integrity.

✓ Aspects that constitute best practice examples

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

UVT has an internal set of regulations for the initiation, development, monitoring, and periodic review of its study programmes (<https://uvt.ro/wp-content/uploads/sites/3/2025/02/Regulament-initiere-elaborare-monitorizare-revizuire-programe-domenii-planuri.pdf>), including doctoral study programmes. According to this (Art. 10(6)), study programmes are subject to annual revision, after consultations with faculty members, students, graduates, and employers. The revision process is managed by a working group including faculty members with a significant expertise, representatives of employers, representatives of UVT graduates and students (Art. 10(2)).

According to the IER (pp. 38-39), annual meetings were organised for the doctoral study programme in Sociology between 2021 and 2025, involving doctoral students, doctoral graduates, faculty members from the Department of Sociology, and employer representatives (Appendix 4 to IER). Suggestions on the admission methodology, courses contents, and internal regulations were formulated.

The feedback of doctoral students is also measured annually via a satisfaction assessment questionnaire (<https://e-uvt.questionpro.com/a/TakeSurvey?tt=MQ46DSKFbsEChrPeIW9eQ%3D%3D>) in relation to the doctoral programme in Sociology. Various doctoral schools in UVT employ various procedures to collect this feedback. The answers to the assessment questionnaire are carefully analysed and discussed in the internal meetings of the doctoral schools, in order to improve the quality of education. Quality assessment reports based on the analysis of doctoral students' responses were issued in 2024 and 2025 for the entire Doctoral School of Philosophy, Sociology, and Political Science, but they were not published on the school's website.

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

UVT consistently carries out actions and applies procedures targeting the improvement of the quality of education at the level of doctoral study programmes. Documented discussions on quality improvement efforts at the level of the doctoral study programme in Sociology included doctoral students, doctoral graduates, faculty members from the Department of Sociology, and employer representatives, showing a constant concern for improving things. The feedback collected from doctoral students for 2024 and 2025 is thoroughly processed; however, the evaluation results and recommendations are not made publicly available online.

✓ Aspects that constitute best practice examples

This is not the case.

✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

According to the IER (pp. 38–39, Appendix 4), the doctoral program in Sociology conducted structured annual consultations from 2021 through 2025, engaging doctoral students, alumni, departmental faculty, and key industry stakeholders. These collaborative forums yielded constructive feedback aimed at refining admission protocols, course content, and institutional regulations. However, the involvement of external doctoral advisors in the process also appears to be reduced.

Student feedback on the Sociology doctoral program is systematically captured via a satisfaction assessment questionnaire (<https://e-uvt.questionpro.com/a/TakeSurvey?tt=MQ46DSKFbsEChrPeIW9eQ%3D%3D>). Survey outcomes are carefully reviewed by the doctoral advisors across internal meetings to inform educational improvements. Crucially, however, it is not published a consolidated quality report based on these findings. This practice diverges from the evaluation framework operating at the BA and MA levels, thereby limiting the broader pedagogical and institutional impact of such metrics.

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

Documented consultations regarding quality enhancement in the Sociology doctoral programme between 2021 and 2025 engaged key stakeholders (including doctoral candidates, alumni, departmental faculty, and employer representatives) demonstrating a sustained commitment to institutional refinement. Nevertheless, student feedback processing remains insufficiently formalized, as dedicated quality assessment reports are generated only for the last two years (2024 and 2025), but are not made publicly available.

✓ Aspects that constitute best practice examples

This is not the case.

✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
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Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The external evaluation demonstrates the existence of a formalised and transparent system for the periodic evaluation of teaching staff by students, implemented in accordance with the Methodology for the Evaluation of Teaching Staff by Students of the West University of Timișoara (<https://www.uvt.ro/wp-content/uploads/2024/12/Anexa-5.-Metodologie-proces-de-evaluare-a-cadrelor-didactice-UVT.pdf>). The evaluation is conducted online through the institutional platform [evaloare.uvt.ro](https://www.uvt.ro) at the end of each semester, following a standardised three-stage procedure. Academic staff have access to their individual

evaluation reports and are responsible for analysing the feedback received and using the results to improve their teaching activities. Heads of departments analyse the evaluation results, hold individual meetings with each academic staff member, and monitor the implementation of the recommendations as well as the development of teaching performance in subsequent evaluation cycles.

The framework for the doctoral students' evaluation of doctoral programmes involves significantly less formalisation in UVT. Each doctoral schools develops its own instrument of evaluation. Student feedback on the Sociology doctoral program is systematically captured via a satisfaction assessment questionnaire (<https://e-uvt.questionpro.com/a/TakeSurvey?tt=MQ46DSKFbsEChrPeIW9eQ%3D%3D>). The results are carefully reviewed by the doctoral advisors across internal meetings to inform educational improvements. For several years, a quality report based on questionnaire feedback has been produced, but it has not been published online.

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

The analysed documentation demonstrates the existence of a mature institutional mechanism for evaluating and monitoring the quality of teaching activities in UVT, based on the systematic involvement of students and the effective use of evaluation results in the continuous improvement process. The periodic evaluation of academic staff is integrated into the University's quality management system.

Doctoral student feedback regarding the Sociology doctoral programme is systematically gathered through a dedicated satisfaction questionnaire. Survey findings are reviewed by doctoral advisors during internal meetings to drive educational improvements. Formal quality reports based on the evaluation data were compiled for 2024 and 2025, but were never made publicly available, thereby limiting the pedagogical impact of the feedback process.

Within doctoral education, these institutional mechanisms are complemented by the direct consultation of doctoral students and programme graduates regarding the performance of doctoral supervisors and the quality of doctoral supervision. This enables the early identification of potential challenges and supports the implementation of appropriate corrective measures.

The analysed documentation indicates that student feedback is effectively incorporated into the institutional decision-making process and contributes to the continuous enhancement of teaching activities and doctoral supervision.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

A yearly report based on the responses of doctoral students in Sociology to the satisfaction assessment questionnaire should be made publicly available on the Doctoral School website. It could also incorporate a dedicated „You Said, We Did” section, outlining key enhancement measures implemented in response to feedback from doctoral students.

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

At the Doctoral School of Philosophy, Sociology, and Political Science of UVT, doctoral students' records are digitised using UMS (<https://digital.uvt.ro/ums/>). All information on activities included in the advanced training programme or individual research plan is carefully archived, thus allowing in-depth analyses of the evolutions at individual and aggregate levels. Doctoral students can verify at any moment the state of their doctoral record using the mobile UMS application.

The Doctoral School employs a satisfaction assessment questionnaire for its doctoral students. The results are analysed and discussed in order to enhance the quality of the doctoral programme.

The minutes of formal consultations with the stakeholders (Appendix 4 to IER) on the doctoral study programme in Sociology are carefully archived and considered in the efforts to improve the quality of the programme.

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

UVT and the Doctoral School of Philosophy, Sociology, and Political Science systematically collect and analyse data required for the internal quality assurance process in relation to the doctoral study programme in Sociology.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

All information of public interest regarding the doctoral study programme in Sociology at UVT is available online either on the generic website dedicated to doctoral studies in UVT (<https://doctorat.uvt.ro/>), or on the website of the Doctoral School of Philosophy, Sociology, and Political Science (<https://doctorat.uvt.ro/scoli/sdfssp/sociologie/>): regulations on the organisation and conduct of doctoral studies, information on the enrolment in doctoral studies, public defence of doctoral thesis, doctoral advisors and research topics, course syllabi, etc. The information on the evaluated doctoral study programme is detailed and transparent.

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

The availability of institutional documentation and information through official websites demonstrates compliance with transparency requirements. The information on key aspects of a doctoral programme is abundant and well structured. However, there is no information on the number of state-funded doctoral studies grants available in the field of Sociology for this year's admission.

- ✓ Aspects that constitute best practice examples

The diagrams on the initial steps for approaching a doctoral programme (<https://doctorat.uvt.ro/en/doctoral-studies/admission/>) appear like an excellent introduction for a young graduate of an MA programme aiming to continue with a doctorate.

- ✓ Recommendations

Information about the number of state-funded doctoral studies grants available in the domain should be published on the website of Sociology doctoral study programme, in order to inform the candidates aiming to enrol.

The list of doctoral students enrolled (and their advisors) each year in the Sociology programme and of their main publications during the doctoral programme should be made publicly available on the website of the doctoral school, according to the Order of Minister of Education No. 3020/22.01.2024 (Art. 25).

The indicator is: fulfilled.

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

All the decisions of the Doctoral School Council (CSUD) of UVT are available online and can be accessed by anyone who is interested (<https://doctorat.uvt.ro/csud/hotarari/>). CSUD decisions are sent for validation to the UVT Senate, where decisions are taken by a majority vote of the members attending the meeting. UVT Senate decisions are made public within a maximum of 5 days.

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

This practice ensures institutional transparency regarding administrative and academic decision-making, thereby enabling doctoral candidates, faculty, and relevant stakeholders to directly monitor governance processes that impact their academic trajectories.

- ✓ Aspects that constitute best practice examples

This is not the case.

- ✓ Recommendations

This is not the case.

The indicator is: fulfilled.

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

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

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

UVT complies with the legal and methodological requirements for the external evaluation of the quality of doctoral studies, in accordance with the applicable legislation and ARACIS standards. The process begins with an internal evaluation and the preparation of a self-evaluation report, which reflects the compliance of the study domain with ARACIS performance indicators, after which the request for external evaluation is submitted. The doctoral study domain of Sociology was subject to evaluation in 2021, with a formal decision of „maintaining of accreditation” (ARACIS Council Decision no. 100/ 25.11.2021). In 2024, an Interim Progress Report was submitted to ARACIS and assessed.

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

The deadline for submitting the IER to ARACIS for the periodic evaluation of the Sociology doctoral study domain at UVT was met. ARACIS and UVT have signed contract no. 384/03.04.2026 aiming to organise the external evaluation of the Sociology doctoral study domain. This means that UVT carried out the procedures pertaining to the external quality evaluation process in a timely manner.

- ✓ Aspects that constitute best practice examples

This is not the case.

✓ Recommendations

This is not the case.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ the strengths/best practice examples identified along the entire report within the analysis per indicators will be included here. Other, general strengths that do not fall under a specific indicator may be included as well. • The solid number of doctoral advisors in Sociology. • A clear allocation of responsibilities between the Council for Doctoral University Studies (CSUD) and the management structures of the Doctoral School. • The availability of a modern educational and research infrastructure accessible to all doctoral students. • The implementation of a continuous institutional strategy for the modernization of educational and research infrastructure and the digitalization of academic and administrative processes. • Start Grant and Grant Develop programmes provide excellent mechanisms to foster professional growth and pedagogical qualities among the teaching staff. • The existence of an integrated institutional support system for students and doctoral candidates with disabilities, coordinated through the Centre for Psycho-Pedagogical Assistance and Integration (CAIP). • The active involvement of the doctoral field of Sociology in a diverse portfolio of Erasmus+, CERV, EEA Grants, and other competitive European projects. • The diagrams on the initial steps for	INTERNAL FACTORS 	✓ the weaknesses identified throughout the entire report within the analysis per indicators will be included here. Other, general weaknesses that do not fall under a specific indicator may be included as well. • The absence of a dedicated workspace for doctoral researchers to engage in research endeavours, independent study, and scholarly collaboration. • Dedicated spaces for research centres should be identified and tailored to the needs of research activities. • The small number of state-funded places and doctoral scholarships may limit access to doctoral programmes for early-career researchers. • Information regarding eligibility criteria and allocation stages for state-funded places could be presented in a clearer and more accessible manner for applicants. • Reserving state-funded doctoral places according to advisors' research metrics risks undermining the principles of fairness and equal access for applicants throughout the admission procedure. • The absence of an English translation of the main regulations governing the doctoral study programmes that could contribute to the internationalisation efforts. • The absence of the information

approaching a doctoral programme (https://doctorat.uvt.ro/en/doctoral-studies/admission/) appear like an excellent introduction for a young graduate of an MA programme aiming to continue with a doctorate. The existence of a diversified portfolio of Master's programs (<i>Human Resource Management in Organizational Administration, Social Entrepreneurship and Community Development, and International Migration and Global Social Change</i>) in the field of Sociology, providing a solid foundation for selecting and recruiting future doctoral candidates.		about the number of state-funded doctoral studies grants available in the domain on the website of the doctoral school. - The absence of a list of doctoral students enrolled (and their advisors) each year in the Sociology programme on the website of the doctoral school. - The number of international cotutelle agreements and co-supervisions remains limited.
SWOT analysis		
Opportunities: - Identify external factors that could create opportunities to improve the quality of education in the study domain. - The opportunity to develop an institutional peer-mentoring program among doctoral candidates, by engaging senior doctoral students to provide academic guidance and support to candidates at the beginning of their doctoral studies. - Leveraging the UNITA European Alliance to establish joint summer schools, seminars, doctoral courses, and cotutelle agreements. - Embedding Open Science, FAIR Data standards, and ethical artificial intelligence practices into research workflows. - Broadening partnerships with international institutions, public authorities, and socio-economic partners to amplify the societal impact of doctoral research. - The opportunity to provide	 EXTERNAL FACTORS	Threats: ✓ Identify external factors that could constitute threats to the quality of education in the study domain. - Increasing international competition to attract top-performing doctoral candidates and researchers. - Migration of early-career researchers to universities with greater financial resources and more advanced infrastructure. - Reductions in public funding for research and doctoral education, which may constrain program development. - The rapid evolution of digital technologies and artificial intelligence, requiring continuous updates to competencies and the doctoral curriculum. - The declining trend of interest in doctoral studies in the social sciences at national and European levels.

reciprocal course access for doctoral candidates across different doctoral domains/doctoral schools. - Establishing an informal Doctoral Research Hub for PhD students in the social sciences at UVT would help foster a strong sense of community and mutual collaboration. Additionally, it would serve as a platform for workshops and mentoring focused on topics such as leveraging international scientific databases, bibliometric tools, international scientific publishing, and data analysis software. - An annual monitoring of a set of key performance indicators (e.g., completion rate, average time to degree, number and quality of scientific publications, international mobility, graduates' career outcomes) would significantly contribute to the continuous quality enhancement of the doctoral programme.		
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	-
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and	F	- Provision of a dedicated workspace for doctoral researchers to engage in

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		research endeavours, independent study, and scholarly collaboration, thereby cultivating an academic environment that drives innovation, cross-disciplinary synergy, and excellence in research.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	-
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	-
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	-
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line	F	- Furthering institutional steps to attract additional tuition-free places and

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	with their potential and aspirations, taking into account the diversity of learning styles and abilities.		doctoral scholarships, in accordance with the opportunities provided by the national funding framework, in order to provide better opportunities for early-career researchers interested to enrol in a Sociology doctoral programme at UVT.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	- It is recommended that UVT thoroughly evaluate whether the practice of reserving state-funded doctoral places based on supervisors' research performance (IOSUD-UVT Doctoral Regulations, Art. 4(10)) impacts the principles of fairness and equal opportunity for applicants during admissions. The mechanisms for allocating state-funded places should subsequently be adjusted based on the evaluation outcomes.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	-
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	-
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	- A yearly report based on the responses of doctoral students in Sociology to the satisfaction assessment questionnaire should be made publicly available on the Doctoral School website. It could also incorporate a dedicated „You Said, We Did” section, outlining key enhancement measures implemented in response to feedback from doctoral students.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	- Information about the number of state-funded doctoral studies grants available in the domain should be published on the website of Sociology doctoral study programme, in order to inform the candidates aiming to enrol. - The list of doctoral students enrolled (and their advisors) each year in the Sociology programme and of their main publications during the doctoral programme should be made publicly available on the website of the doctoral

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			school, according to the Order of Minister of Education No. 3020/22.01.2024 (Art. 25).
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	-
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

Summary Table of Performance Indicators – Degree of Fulfilment

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

VI. Conclusions

Based on the analysis of the Self-Evaluation Report (REI), supporting documents, and the on-site evaluation visit to the Doctoral School of Philosophy, Sociology, and Political Science of the West University of Timișoara (UVT), the ARACIS external evaluation panel unanimously recommended maintaining accreditation for the Sociology Doctoral Study Domain. The decision rests on all 32 performance indicators being assessed as fulfilled. Collectively, the evaluation results substantiate that the Sociology Doctoral Studies Domain at UVT possesses a highly consolidated institutional capacity to provide advanced doctoral education.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel is: maintaining accreditation (MAC).

VII. Annexes

- (1) The schedule of the on-site visit.
- (2) The minutes of the on-site visit activities.

**AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR**Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - **ENQA**Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior – **EQAR**

Interval orar	Activitate	Participanți	Locație/Listă participanți
Ziua 1, Luni 13.07.2026			
12:00-12:30	Discuții în cadrul comisiei de experți în evaluarea externă a calității	-Comisia de experți evaluatori ai ARACIS	302/UVT, Bd. Vasile Pârvan, Nr.4
12:30-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice	-Comisia de experți evaluatori ai ARACIS -Reprezentanți ai instituției și ai programului/domeniului de studii evaluat (decan, persoana de contact, responsabil program/domeniu de studii);	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: director Școala doctorală, 2 membri ai consiliului Școlii doctorale.
13:00-13:30	Întâlnirea comisiei de experți evaluatori cu echipa care a realizat raportul de evaluare internă (REI)	-Comisia de experți evaluatori ai ARACIS -Echipa care a realizat REI	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: persoana de contact.
13:30-14:30	Pauză de prânz		
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD	-Comisia de experți evaluatori ai ARACIS -Cadre didactice de la programul/domeniul de studii evaluat	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: 8 conducători de doctorat în domeniul Sociologie.
15:20-15:30	Pauză		
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți doctoranzi ai DSUD	-Comisia de experți evaluatori ai ARACIS -Studenți ai programului/domeniului de studii evaluat	301/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: 7 studenți doctoranzi înmatriculați 2022-2025.

Interval orar	Activitate	Participanți	Locație/Listă participanți
16:20-16:30	Pauză		
16:30-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ¹ ai DSUD	- Comisia de experți evaluatori ai ARACIS - Absolvenți ai programului/domeniului de studii evaluat	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: 6 absolvenți.
17:20-17:30	Pauză		
17:30-18:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ² ai absolvenților din domeniul DSUD	- Comisia de experți evaluatori ai ARACIS - Angajatori	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: 6 reprezentanți angajatori.
Ziua 2, Marți 14.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS	302/UVT, Bd. Vasile Pârvan, Nr.4
9:30 - 10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabili centrelor/laboratoarelor de cercetare din domeniul DSUD	- Comisia de experți evaluatori ai ARACIS - Responsabili centrelor/laboratoarelor de cercetare	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: coordonator Centrul de Diagnoză Socială, coordonator Centrul de Cercetare-Acțiune privind Discriminarea și Incluziunea Socială, coordonator Centrul de Dezvoltare și Cercetare Socială, coordonator seminar științific doctoral.

¹ Se va evita invitarea absolvenților care sunt angajați ai ÎIS sau ai OFE, după caz.

² Se va evita invitarea angajatorilor care au calitatea de personal al ÎIS sau al OFE, după caz.

Interval orar	Activitate	Participanți	Locație/Listă participanți
10:00 - 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității	- Comisia de experți evaluatori ai ARACIS -Reprezentanți ai structurilor organizatorice în domeniul asigurării calității - Reprezentanți ai CEAC/structură similară	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care vor participa la întâlnire: prorector UVT responsabil calitate, membru CEAC.
10:50 - 11:00	Pauză		
11:00 - 11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică	- Comisia de experți evaluatori ai ARACIS - Membri ai Comisiei de etică universitară	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: președinte Comisia de Etică și Deontologie Universitară UVT.
11:30-12:00	Întâlnire tehnică a comisiei de experți evaluatori	-Comisia de experți evaluatori ai ARACIS	302/UVT, Bd. Vasile Pârvan, Nr.4
12:00 - 13:00	Vizitarea bazei materiale	-Comisia de experți evaluatori ai ARACIS -Reprezentanți ai instituției și ai programului/domeniului de studii evaluat	Lista persoanelor care au participat la acțiune: persoana de contact.
13:00-14:00-	Pauză de prânz		
14:00-14:30	Întâlnire tehnică a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS	302/UVT, Bd. Vasile Pârvan, Nr.4
14:30-15:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IS și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare	-Comisia de experți evaluatori ai ARACIS -Reprezentanți ai conducerii și ai programului/domeniului de studii evaluat - Persoana de contact	302/UVT, Bd. Vasile Pârvan, Nr.4 Lista persoanelor care au participat la întâlnire: directorul Școlii doctorale, membru în consiliul Școlii Doctorale/persoana de contact.