



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



ANEXA NR. 6

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 6.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea din Oradea	
Școala(ile) doctorală(e)	Sociologie	
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. 4545/04.09.2026.		
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	
<i>Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:</i>	
• <i>Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit</i> • <i>Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,</i> <i>și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.</i>	
Decizia	Menținerea acreditării



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

Higher Education Institution/Education Provider Organization:	University of Oradea
Doctoral School:	Doctoral School of Sociology
Doctoral Domain:	Sociology
The objective of the external evaluation:	Maintaining accreditation



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Croitoru Alin	Expert evaluator	
2.	Spătaru Tatiana	International Expert	
3.	Mălan Denisa-Maria	PhD Student Evaluator	

I. Introduction

The external quality assessment was conducted for the purpose of maintaining the accreditation of the doctoral study field in Sociology organized by the University of Oradea, and the evaluation period covered 2021-2025. The external evaluation report was prepared by the committee approved by the ARACIS Council through Decision No. 152/H/07.05.2026, under the coordination of Associate Professor Alin Croitoru of the Lucian Blaga University of Sibiu, with Professor Tatiana Spataru of the Free International University of Moldova serving as the international expert, and Denisa-Maria Malan, a doctoral student at Babes-Bolyai University of Cluj-Napoca, serving as the student representative. The site visit took place during 22-24 July 2026 and was carried out in accordance with the attached schedule, established by mutual agreement with the representatives of the host institution.

Higher education in Oradea has a significant tradition, beginning with the establishment in 1780 of the *"Higher Institution for Philosophical Education"*, and continuing under various organizational forms throughout the successive historical periods. In 1990, the Technical University of Oradea was established, becoming the University of Oradea in 1991. At present, the University of Oradea (UO) comprises the following educational structures: 15 faculties, with 47 academic departments; an IOSUD with 7 doctoral schools; one distance and part-time education department (ID-IFR); one DPPD department; and one CEC-DRU center for postgraduate study programs. The university offers 102 bachelor's programs, 68 master's programs, and 25 doctoral fields. Its academic staff includes 877 tenured teaching staff, of whom 126 are full professors, 258 associate professors, 377 senior lecturers/lecturers, and 116 teaching assistants.

The number of research entities includes the National Center for Geothermal Research and the Pomological Research and Development Station, as well as 23 institutionally accredited research centers within the faculties, one of which operates under the aegis of the Romanian Academy. As of 01.10.2024, the University of Oradea had 21,848 beneficiaries of educational services, including 13,131 students enrolled in bachelor's programs, 3,124 in master's programs, 528 doctoral students, and 5,065 participants in other forms of training.

At present, the University of Oradea holds the qualification "HIGH DEGREE OF CONFIDENCE" ([Report of 3 October 2024](#)),

The University of Oradea is ranked 11th out of 32 institutions included in the 2024 National Metaranking. The university possesses an adequate patrimony, its own publishing house, a university library, a cafeteria, student dormitories, and the "Gaudeamus" teaching and research facility in Stana de Vale. The University of Oradea has adopted a Strategic Plan for Institutional Development for the period 2025-2030 (approved by Senate Decision No. 27 of 29.09.2025), which includes, among its strategic objectives, the consolidation and development of IOSUD through support for the habilitation of academic staff to supervise doctoral theses; the accreditation of new doctoral fields aligned with the bachelor's and master's program portfolio; and the promotion of interuniversity partnerships together with intensified collaboration with universities in Romania and abroad for the co-supervision of doctoral students.

IOSUD - University of Oradea is an accredited higher education institution authorized to organize doctoral university studies in 25 doctoral fields, one of which is currently being phased out, within 7 doctoral schools (doctorat.uoradea.ro both in full-time and part-time forms of study).

The activity within IOSUD – University of Oradea is coordinated by the Council for Doctoral University Studies (CSUD), which is led by a Director. Doctoral Schools are structures similar to departments, established within faculties that manage doctoral fields. The structure that coordinates the activity of Doctoral Schools is the Doctoral School Council (CSD), led by a director. Secretariat activities are carried out within the Secretariat of Doctoral University Studies (SSUD).

The Doctoral School of Sociology operates within IOSUD of the University of Oradea under this designation starting with the academic year 2011–2012 (Senate Decision no. 170 of 12.09.2011 – Annex 11, in accordance with ROFSUD, art. 6, para. (3) – ROFSUD, art. 7, para. (2), Annex 1), providing

education at the doctoral university studies cycle in the fundamental field of Social Sciences. The doctoral field Sociology was established starting with 2009 (OMEC no. 5200/21.09.2009). Currently, within the Doctoral School of Sociology, in the doctoral field Sociology, 7 doctoral supervisors are active. At the moment of the report (academic year 2025–2026), [within the doctoral field Sociology, a number of 25 doctoral students are enrolled](#). At present, at the level of the doctoral school, there are also 2 graduates without a diploma, whose public defense is scheduled. Also, starting from 2021 and up to the present, a number of 29 doctoral students have publicly defended their doctoral thesis, 26 have obtained the scientific title of Doctor in Sociology, being confirmed by Ministerial Order, and 3 are under evaluation at CNATDCU.

II. Methods used

For the preparation of this External Evaluation Report, the following sources were used: the Internal Evaluation Report and its related annexes provided by the University of Oradea, the minutes of the meetings held with various stakeholder groups, as well as other documents and reports available on the institution's website.

During the site visit, the premises where the activities of the doctoral program in Sociology are conducted were visited, including teaching rooms, research laboratories, the library, offices, the Center for Career Counseling and Services, the Practipass Research Center, the cafeteria, and social spaces. In addition, meetings were held with the IOSUD leadership, the team responsible for preparing the Internal Evaluation Report, academic staff involved in the evaluated program, employers, coordinators of research centers, representatives of the CEAC, representatives of the Ethics Committee, students, and graduates.

The evaluation team held several discussions concerning the issues observed during the visit, the documents and statistics reviewed, and the working meetings with stakeholders.

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

The University of Oradea has a well-defined management system, with clear organizational structures and up-to-date regulations and procedures. These are grounded in the relevant legislation. The Charter of the University of Oradea (Appendix 33 of the Senate Decision 05/25.04.2025) and the Regulations on Organization and Functioning of the University of Oradea (Appendix 1 of the Senate Decision 37/27.01.2014) define the responsibilities of the University Senate (Senate decisions are available online on [a dedicated webpage](#)), the Administrative Board, and the other governing structures. University-level regulations respect the national legislation and provide an appropriate framework for

the activities of IOSUD, and these are made transparently available on dedicated institutional webpages [Internal regulations of University of Oradea](#).

The [Strategic Development Plan of the University of Oradea for the 2025-2030 period](#). The [Annual Report on the State of the University of Oradea](#) analyses and presents the evolution of the relevant indicators at the institutional level, including doctoral studies. This framework contribute to an appropriate framework for the consolidation and development of the 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

IOSUD UO made constant efforts to update the regulations necessary for the proper conduct of activities within doctoral programs. Regulation concerning the organization and conduct of doctoral university studies within IOSUD-UO was recently updated and is available as [Appendix 5 of the Senate Decision 26/09.09.2025](#). It covers all equal necessary aspects for the organization of doctoral programs, including the general framework; the organization and conduct of doctoral studies; the structure of the doctoral cycle; completion of the program; the status of doctoral candidates and supervisors; university ethics and professional conduct; transparency; quality assurance within doctoral studies; and final and transitional provisions.

Furthermore, the [Regulation on the Organization and Functioning of the Doctoral School of Sociology within the IOSUD – University of Oradea](#) was adopted by the Council of the Doctoral School of Sociology on 4 February 2026 and it is available for consultation on [the website of the Doctoral School of Sociology](#). The Regulation of the Doctoral School of Sociology includes mandatory criteria, procedures, and standards for the matters specified in the Framework Regulation on doctoral studies, approved by Order of the Minister of Education no. 3020/2024. An integrated set of regulations supports the doctoral research framework while ensuring compliance with standards of ethics and professional conduct, including measures for the prevention and control of fraud, plagiarism, and data fabrication.

- ✓ Aspects that constitute best practice examples

High level of transparency of regulations, methodologies, and procedures within the University of Oradea and within IOSUD.

- ✓ Recommendations

It 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.
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- ✓ Presentation of the state of facts, supported by documents and data

The methodologies and regulations within UO are developed and reviewed collaboratively through the involvement of relevant stakeholders, including academic staff, doctoral students, graduates, administrative personnel, and others. This is achieved through the representation of faculty members and (doctoral) students in the [Senate](#), the [Administrative Council](#), the [CSUD](#), the [Council of the Doctoral School of Sociology](#), etc. The University of Oradea consults a range of stakeholders in order to support

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

the development and adaptation of its academic and institutional activities. The groups consulted include students, through the evaluation of teaching staff and feedback on courses and services; academic staff and university personnel, through consultations on internal regulations and good practices; alumni, through feedback on the relevance of study programmes and their integration into the labour market; employers, through consultations on the competences required in professional fields; and the local community, through proposals for partnerships and educational or civic initiatives. Systematic mechanisms are in place for collecting relevant data from students, such as [questionnaires addressed to students in order to obtain feedback on the teaching and administrative components of 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 active questionnaires used by the University of Oradea for stakeholder consultation are available at the following links: [Questionnaire for UO Alumni](#), [Questionnaire for Employers](#), [Questionnaire for the Community](#), and [Questionnaire for UO Employees](#).

The collaboration protocols concluded with the socio-economic environment, including employers, constitute an indicator of their openness towards the doctoral program and of the consultation process ([Annex 10. Collaboration Protocols](#)). These aspects were validated during the meeting with employers' representatives held as part of the site visit.

At IOSUD level, an annual report is prepared by field of study on the needs and level of satisfaction of doctoral students at the University of Oradea. All these reports are available on [the website](#).

The evaluation visit indicated that the regulations are periodically reviewed through consultation with internal structures and doctoral supervisors affiliated with IOSUD UO.

- ✓ Aspects that constitute best practice examples

It is not the case.

- ✓ Recommendations

It 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

According to the IER, the material infrastructure of UO is adequate and includes teaching facilities comprising 90 lecture rooms, 208 laboratories, and 62 seminar rooms. These are complemented by other relevant spaces, such as auditoria, amphitheatres, and other relevant facilities.

[The library of the University of Oradea](#) is extensive and includes 6 reading rooms, 12 individual study rooms, and other spaces used for study and research, including doctoral studies. It holds an impressive collection of 265,000 books, journals, STAS standards, patents, CDs, and DVDs, representing, among others, approximately 70,000 book titles, of which 48,655 have been entered into the electronic catalogue through the Liberty3 library software. The library provides access to international databases

through AnelisPlus, as well as to other online publications available through institutional subscriptions. The UO library premises are accessible to persons with disabilities.

[The accommodation facilities](#) provided in the university dormitories are distributed across 6 student residences, with a total capacity of 1,835 places.

At the level of the Faculty of Social and Human Sciences, responsible for the bachelor's and master's study programmes related to the accredited doctoral fields organized within the Doctoral School of Sociology, research laboratories are in place that are either registered on the ERRIS platform or internally certified at the IOSUD UO level, in the branch of science to which the doctoral field pertains (e.g. the Quantitative and Qualitative Research Laboratory for PhD and Postdoctoral Students of the Doctoral School of Sociology; the Documentation and Information Centre; the Laboratory for Analysis, Research and the Development of Innovative Teaching and Learning Strategies; the University Centre for Access, Diversity and Inclusion; the Multifunctional Laboratory of Didactic Technology; the Computer Science Laboratory; the Laboratory for Counseling, Psychotherapies, School Psychology and Vocational Assessment; the Laboratory of Experimental Psychology and Psychodiagnostics; the Interdisciplinary Research Centre - Education, Culture, Society - Laboratory of Resources, Counseling and Educational Consultancy).

- ✓ [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 material infrastructure is constantly expanded and renovated, and the University of Oradea is currently making significant efforts in this regard. The University is implementing a [SMART CAMPUS](#) project, within a Master Plan for the modernization of academic and administrative infrastructure, thus ensuring a modern and functional educational environment.

The spaces dedicated to teaching activities are well maintained, periodically modernized, and equipped with modern technologies and equipment through large-scale projects, such as the Digital UO project, funded through the NRRP, with a budget of RON 30 275 536.

The inspection of facilities at the University of Oradea indicated a high-quality and developing material base, and the doctoral programme in Sociology benefits from a good-quality infrastructure that includes dedicated teaching facilities, faculty offices, workspace for doctoral candidates, and related amenities. Furthermore, during the visit it was observed that facilities have been made accessible for persons with disabilities. The list of research laboratories operating within the Faculty of Social and Human Sciences also includes the "Quantitative and Qualitative Research Laboratory for Doctoral and Postdoctoral Researchers of the Doctoral School of Sociology", coordinated by Professor Dr. Habil. Sergiu Băltătescu, a supervisor within the doctoral program under evaluation.

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

The existence of the "Quantitative and Qualitative Research Laboratory for Doctoral and Postdoctoral Researchers of the Doctoral School of Sociology".

- ✓ [Recommendations](#)

There is a need for extending the institutional subscriptions or software solutions that would enable literature review activities and quantitative/qualitative data analysis. The existing resources are useful, but developments in this field are progressing very rapidly (e.g., institutional paid subscription/ update to software solutions for 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**

At the level of the organizational component responsible for the Sociology doctoral study program, there is optimal and sustainable management of movable and immovable assets. The spaces made available for the activities of the Doctoral School are equipped with modern facilities and are maintained in very good condition. The list of rooms available for supervision and coordination activities at faculty level is available in [Appendix 9](#) and includes details about location, equipment, available seats, etc.

✓ **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 "Quantitative and Qualitative Research Laboratory for Doctoral and Postdoctoral Researchers of the Doctoral School of Sociology" was equipped through [the POCU project \(id 123008\) SmartDoct](#) with modern PCs and the software required for doctoral students' research activities, including SPSS, NVivo, and EndNote. These are complemented by other facilities necessary for desk-research activities. The Practipass building, as well as other rooms and laboratories equipped with modern facilities, may be used for activities specific to the doctoral program.

The library is well maintained, and access to databases is updated periodically at institutional level and includes several types [of electronic resources](#).

During the visit, discussions with academic staff, doctoral students, and graduates confirm this optimal condition, while the level of satisfaction with the infrastructure is high. For those enrolled in doctoral programs, this is measured annually through the [Annual Report on the Needs and Level of Satisfaction of Doctoral Students at the University of Oradea](#) (for example, in the 2025–2026 academic year the overall satisfaction rate was 9.29, on a scale of 1 to 10, as the aggregated mean value from responses provided by 21 doctoral students enrolled in the doctoral program of Sociology who participated in the evaluation; this score includes satisfaction regarding the optimal conditions for studying, living and research).

✓ **Aspects that constitute best practice examples**

An example of best practice is the Practipass building, which includes offices for teaching staff, several rooms dedicated to supervision activities, workspaces for doctoral students, and a laboratory equipped with modern technology.

✓ **Recommendations**

It 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**

The human resources involved in the implementation of the doctoral program in Sociology represent a key asset of this program. The teaching staff meets legal criteria and includes scholars with strong international visibility and research impact. They have recognized supervision experience, and the doctoral candidates they supervised have been awarded the title of Doctor by CNATDCU following their defenses at the Doctoral School of Sociology, University of Oradea.

- ✓ 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

According to the IER, there were seven doctoral supervisors who had acquired their status as doctoral supervisors by Ministerial Order: four of them are tenured members of staff and three are affiliated. Of the total number of doctoral supervisors, six hold a doctoral degree in Sociology and one in Philosophy. Of the total number of supervisors, six hold habilitation certificates in the field of Sociology, while one holds a certificate recognizing, on an automatic basis, the status of doctoral supervisor obtained in an EU Member State; in this case, the status of doctoral supervisor was obtained in Hungary. During the visit we learned that very recently a new tenured supervisor at the University of Oradea has been affiliated with the Doctoral School of Sociology.

According to the data presented in [Annex 16, List of Doctoral Students in the Doctoral School/Doctoral Field with Basic Information](#), the 25 doctoral students are distributed among the 7 active supervisors. This results in an average ratio of 3.5 doctoral students per active supervisor, while the number of doctoral students per supervisor ranges from a minimum of 1 to a maximum of 6 doctoral students. The review of the documents provided (e.g., CVs), corroborated by the discussions conducted during the evaluation visit, highlighted the teaching staff active membership in international professional associations, including the *International Society for Quality of Life Studies*, *International Sociological Association*, *European Sociological Association*, *International Society for Child Indicators*, the *Romanian Sociologists Society* well as their presence on the editorial boards of journals such as *Social Indicators Research*, *International Journal of Happiness and Development*, *Journal de Ciencias Sociales*, *Sociologie Romaneasca*, *Calitatea Vietii*, *Analele Universității din Oradea*, *fascicula Sociologie- Filosofie-Asistență Socială*, *Journal of Social Research & Policy*.

During 2021 and 2025, the doctoral supervisors carrying out their activity within the study program had a substantial research record and published a significant number of articles indexed in journals with an Impact Factor in Web of Science (45 articles indexed Web of Science).

Most of the doctoral supervisors significantly exceed the minimum CNATDCU standards and significantly increased their score during the evaluated period:

	Full-time / affiliated	Ministerial Order conferring the status of doctoral supervisor	Score on the CNATDCU standards accumulated from 2021 to 2025
Prof. Univ. Dr. Habil. Adrian Hatos	full-time	OMEN 5633MD/11.12.2013	1277
Prof. Univ. Dr. Habil. Sergiu Bălățescu	full-time	OMENCS 6003/8.12.2016	2556.94
Prof. Univ. Dr. Habil. Claudia Bacter	full-time	OMEN 5706/27.12.2017	516.06
Conf. Univ. Dr. Habil. Sorana Săveanu	full-time	OMEN 5479/09.07.2024	319
Prof. Univ. Dr. Habil. Laura Nistor	affiliated	OMEN 6777/12.12.2023	533.77
Prof. Univ. Dr. Habil. Flora Gavril	affiliated	CNRED 82.979/11.07.2014	119.13
Prof. Univ. Dr. Habil. Antonio Sandu	affiliated	OMENCS 5931/4.12.2015	290.87

The compulsory disciplines included in the training program based on advanced university studies are taught by academic staff with appropriate professional competences and qualifications.

The guidance committees are established in accordance with the doctoral students' research topics and the designated members hold the required qualifications and professional competences. The discussions during the visit and the reviewed statistics indicate a very strong engagement by members of the supervisory committees and substantial support provided to doctoral candidates. Since 2023, all supervisory committees include faculty from other higher-education institutions, ensuring good alignment with the doctoral candidates' research topics.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It 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**

The Staff of the University of Oradea have access to ongoing professional development through institutional initiatives, funded research and mobility schemes, and participation in scholarly events. They also benefit from access to scientific databases, digital platforms and research infrastructure, which together create a supportive environment for continuous career and academic advancement. The [Strategic Development Plan of the University of Oradea for the period 2025–2030](#) highlights the importance of durable and sustainable development and pays attention to the importance of professional and personal development.

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

The human resources involved in the implementation of the doctoral program in Sociology benefit from opportunities for continuous professional development. This is achieved through institutional projects implemented within the University of Oradea, participation in conferences and workshops supported through grants implemented at university level and research grants ([Appendix 11](#)), opportunities for international [Erasmus+](#) mobility, and the professional development framework established within the [EU-GREEN](#) consortium, of which UO is a member.

In addition, access to professional, educational, and [informational resources through scientific databases](#), digital platforms, and research infrastructure provides a favorable framework for the continuous professional.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It 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.

✓ Presentation of the state of facts, supported by documents and data

Recruitment procedures are developed, updated, and implemented in accordance with the legislation in force regarding the filling of positions in higher education and in the national research system.

Recruitment procedures are public and accompany the [announcements for academic positions opened for competition](#).

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

There is an Internal methodology for competitions for filling vacant teaching and research positions., which was recently updated ([Appendix 13 to Senate Decision no. 18/20.02.2025](#)).

Among the approved procedures relevant to facilitating recruitment are the following: Operational procedure regarding the development and approval of staffing plans ([Appendix 16 of the Senate Decision 18/27.05.2021](#)). Operational procedure for the automatic recognition by the University of Oradea of the status of doctoral supervisor obtained at accredited foreign higher education institutions ([Appendix 11 of Senate Decision 11/26.09.2024](#)). Operational procedure for the recognition of the doctoral diploma and the title of Doctor of Science or of a professional field obtained abroad ([Appendix 13 of Senate Decision 12/31.10.2024](#))

The information obtained during the site visit indicated that, for affiliation with the Doctoral School of Sociology, the CNTADCU habilitation criteria are applied and no additional standards are imposed.

✓ Aspects that constitute best practice examples

It is not the case.

✓ Recommendations

It 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

The integration of digital transformation into academic and administrative activities constitutes a strategic priority at the level of IOSUD – UO and it is integrated from the University Digitalization Strategy for the period 2022-2027 ([Appendix 18 to the Senate Decision 40/ 26.01.2023](#)). This strategy provides an adequate framework for the development of the digitalization of institutional processes and includes integrated digitalization measures for both teaching and research, targeting various categories of beneficiaries, such as academic staff, students, auxiliary staff, and others.

✓ 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

At the level of the organizational component, digital tools are used in teaching and research processes, including digital platforms such as [UNIWEB](#) / [StudInfo.uoradea.ro](#) for which ensures the management, monitoring, and informatization module for students, including doctoral students. Other relevant examples include:

- the use of the Moodle e-learning platform;
- access to the operational resources of the Microsoft, Amazon, Oracle, and Matlab academies;
- the use of EMSYS, a software system for human resources and accounting, based on Oracle databases;
- the library automation system, Softlink Liberty, etc.

At IOSUD level, there is an interface that provides doctoral students with access to information such as tuition fees, while also enabling the management and monitoring of their academic progression and the generation of statistical reports. Doctoral students are entered into this system from the moment of enrolment.

Last but not least, originality and anti-plagiarism verification systems are used through a digital platform, for example under [an institutional procurement contract for iThenticate](#). The anti-plagiarism systems used are included in the list provided under MENCS Order no. 3485/2016. Each doctoral school is allocated an account, consisting of a username and password, which enables the verification of doctoral theses.

Discussions with the management of the organizational component, teaching staff, doctoral students, and graduates indicate the systematic use of digital tools in teaching, research, and educational management processes.

- ✓ [Aspects that constitute best practice examples](#)
It is not the case.
- ✓ [Recommendations](#)
It 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](#)

There is an [Operational procedure for the elaboration and approval of study plans](#) which provide the adequate instructions for developing the study plans at the University of Oradea. The doctoral study programme in Sociology aims for doctoral students to achieve the expected learning outcomes, and. [The study plan is available online](#). It includes learning, teaching, practical training, research, and assessment activities, with allocated transferable study credits for various components that lead to a higher education qualification. It has a dedicated course of [Academic ethics and integrity in the social sciences](#) and it is included in the study plan as mandatory for 1st years students.

* 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 doctoral program in Sociology at the University of Oradea is organized on the basis of the European Credit Transfer and Accumulation System, with doctoral studies lasting four years. Each year of study is allocated 60 ECTS credits, and the doctoral thesis may be defended only after the accumulation of 240 ECTS credits. In the first year, the first semester includes three compulsory courses and one optional course. One course is allocated 9 ECTS credits, namely Research Methodology, while each of the other courses is allocated 7 ECTS credits. Cumulatively, these courses amount to 30 ECTS credits. The second semester of the first year involves the defense of the research project, which is allocated 20 credits, as well as a minimum of 10 ECTS credits that doctoral students must obtain through other activities. Years 2-4 of study involve the accumulation of 180 credits. This includes at least three research reports, each allocated 50 ECTS credits. These are complemented by a minimum of 10 ECTS credits per year to be accumulated through other independent scientific activities. Completion of this educational pathway provides doctoral students with practical training, research experience, and evaluation experience.

The credit system for other independent activities is designed to encourage publication. For example, an article published in a Web of Science-indexed journal with an impact factor above 0.1 is allocated 20 credits, while the publication of articles in journals indexed in international databases included in the CNATDCU list is allocated 6 credits. Participation in international conferences is allocated 2 credits. The curriculum in force starting with the 2025-2026 academic year is structured according to the [expected learning outcomes](#).

Each credit equivalates with 25 hours of activity.

The intended learning outcomes are specified in relation to the curriculum, the targeted competences, and the course syllabus, in order to ensure a clear understanding of how they are pursued.

- ✓ Aspects that constitute best practice examples
It is not the case.
- ✓ Recommendations
It 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).
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- ✓ Presentation of the state of facts, supported by documents and data
The curriculum corresponds to the level of competences associated with Qualification Level 8, as defined by the National Qualifications Framework and the European Skills, Competences, Qualifications and Occupations framework (ESCO). At the IOSUD level is used the [Operational Procedure regarding ensuring the fulfillment of qualification level 8 according to the National Qualifications Framework \(NQF\) and the European Qualifications Framework \(EQF\) within IOSUD-UO](#).
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Professional competences, transversal competences, and expected learning outcomes are specified in the description package of the Sociology doctoral program. [The expected learning outcomes](#) are correlated with the [professional and transversal competences](#) and corresponds to the qualification level 8.

Under the study plan, doctoral studies comprise two distinct stages: a coursework stage of advanced university training during the first year, followed by a scientific research stage extending through the end of year IV. The advanced training programme includes core courses such as Research Methodology, Univariate and Multivariate Social Statistics, and Ethics and Academic Integrity in Sociology. The level of complexity of the courses, as indicated in the course syllabi, provides an appropriate framework for doctoral students to acquire the targeted competences and learning outcomes, namely the ability to generate advanced knowledge, design and conduct complex research activities, integrate interdisciplinary knowledge, and formulate innovative solutions in the field of Sociology.

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

It is not the case.

✓ [Recommendations](#)

It 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](#)

[The Charter](#) of the University of Oradea provides a general framework for university education, including doctoral studies, that is student-centered (e.g., Art. 81) and (doctoral) students are represented in [CSUD](#), the [Council of the Doctoral School of Sociology](#), the [Senate](#), etc.

There are systematic institutional processes regarding the initiation, approval, monitoring, and periodic evaluation of study programs ([Appendix 16 to the Senate Decision 43/30.03.2023](#)) which include students consultation.

✓ [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 study plan](#) reflects a student-centered learning approach through the inclusion of optional courses in the first semester and through the individualized way in which students may choose how to accumulate credits from other scientific activities starting with the second year of study, such as conference presentations, the publication of different types of articles, and the publication of chapters or volumes.

The possibility offered to doctoral students to choose their supervisors and research topics, together with the flexibility of their doctoral pathway, contributes substantially to the implementation of student-centered learning.

[The course syllabi](#) provide indicate how student-centered learning is implemented in the curriculum, as well as through the teaching strategies used in learning and teaching activities and experiences. In addition, the supervisory committees provide concrete evidence of the implementation of student-

centered learning. All of these points were also reflected in the discussions held during the visit with academic staff, doctoral students, and graduates of the doctoral programme.

✓ **Aspects that constitute best practice examples**

The relationship between the supervisory committee and the doctoral students was noted during the visit discussions as being very good, with the doctoral students expressing a high level of satisfaction with the support received from the supervisory committee.

✓ **Recommendations**

It 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**

The University of Oradea has embedded a clear commitment to internationalization and sustainability in its [Strategic Plan for Institutional Development for 2025-2030](#) through its active participation in the [EU GREEN - European University Alliance for Sustainability](#). In doing so, the University further strengthens its integration into the European Higher Education and Research Area. This strategic affiliation also supports the development of expanded mobility opportunities, and interdisciplinary projects in key fields related to the green and digital transitions, including a social approach to these processes.

✓ **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**

Opportunities for participation in academic mobility programs are ensured within the University of Oradea, including at the level of the Sociology doctoral program, through institutional [Erasmus+](#) agreements, the university's membership in the [EU-GREEN European Alliance](#), and other bilateral partnerships and collaborations. In addition, the research projects implemented by doctoral supervisors have provided important opportunities for international mobility ([Appendix 11](#)).

For example, the [SmartDoct project](#), completed in December 2021, included supported internal and international mobility activities amounting to EUR 50,000, as well as supported participation in conferences amounting to EUR 16,250.

The discussions held during the site visit indicated that doctoral students are informed about the availability of research funding and the procedures through which such funding may be accessed. The institutional representatives stated that all applications submitted by doctoral students in the field of Sociology that met the eligibility criteria had been funded, for example in cases involving acceptance to present at a conference or acceptance of a manuscript for publication in appropriately indexed journals. On the other hand, some doctoral students and/or graduates noted that improved dissemination of information concerning the availability of research funding, participation in conferences, and publication opportunities would be beneficial.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

At the level of the Doctoral School of Sociology, better information should be provided regarding the possibility for doctoral candidates to obtain reimbursement for the costs of participation in international conferences and publication fees (e.g., annual thematic meetings with the enrolled doctoral students).

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**

At institutional level, an inclusive academic environment is promoted, while the Charter ([Appendix 33 to Senate Decision 5 on 25/04/2024](#)), the Code of Ethics ([Approved through Senate Decision on 25/04/2024](#)), and internal regulations contribute to ensuring fair opportunities for students. Doctoral students are represented in governing bodies and may contribute to the development and maintenance of an environment that ensures fair opportunities for students.

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

The possibility of choosing supervisors and research topics, together with the flexible and guided development of doctoral students' educational pathways, contributes to ensuring opportunities aligned with their potential and aspirations, while taking into account the diversity of learning styles and abilities. Access to scholarships (e.g. [SmartDoct](#)), [mobility programs](#), [infrastructure and research resources](#), and [participation in scientific events](#) is also ensured on a transparent and equitable basis.

Discussions held during the visit with academic staff, doctoral students, and graduates indicate that the relationship with the supervisor develops within a flexible framework that corresponds to the potential and aspirations of doctoral students, while taking into account the diversity of learning styles and abilities.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It is not the case.

The indicator is: fulfilled.

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

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

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

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

The resources and services made available to doctoral students within UO and IOSUD are adequate for their individual learning needs, support the learning process, and are accessible, including to students with special educational needs or disabilities. The Code of Ethics ([Approved through Senate Decision on 25/04/2024](#)) includes a chapter dedicated to the nondiscrimination and equality of chances. Other resources and support are available through the scholarship system ([Regulation for granting scholarships and other forms of material support for students of the University of Oradea](#)).

✓ **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**

At UO level, there is an Office for Students with Visual Impairments or Blindness, established in collaboration with the Cartea Călătoare Foundation and Orange. Through this office, this category of students benefits from adapted course materials, either enlarged or converted into Braille.

The infrastructure used for various types of services is accessible to persons with reduced mobility, including the Practipass building, the library, the canteen, some accommodation facilities, and counselling services.

The university implemented projects dedicated to social inclusion of student with disabilities ([CNFIS-FDI-2025-F-0387](#)).

Within the EU-Green framework, the University of Oradea was active in participating to events organized to social inclusion (e.g. [Inclusion Days](#)).

During the visit discussions with doctoral students and graduates indicated that some of them had benefited from scholarships and other forms of support funding.

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

It is not the case.

✓ [Recommendations](#)

Given the new challenges generated by the use of AI, the development/adaptation of a guideline on the use of AI in the writing of doctoral theses and academic publications is necessary. In addition, dedicated workshops regarding the ethical use of AI should be organized.

[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](#)

At the University of Oradea, there are clear regulations and procedures governing the development and approval of study plans, course syllabi, and the planning of teaching activities; these are regularly updated to ensure due attention is given to learning outcomes. These are complemented by the [Operational Procedure regarding the evaluation and internal monitoring of doctoral schools/doctoral fields within IOSUD UO](#) which provide a framework to ensure that aspects related to the evaluation of the advanced university training programme undertaken by doctoral students are governed by formal regulations.

✓ [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 learning outcomes are clearly defined in relation to the study plan](#) corresponding to the doctoral field of Sociology. These are presented in terms of distinct categories: knowledge, skills, responsibility, and autonomy. At the same time, the learning outcomes are also presented in the updated course syllabi.

The doctoral supervisor assesses the learning outcomes on the basis of the doctoral student's progress in relation to the individual work plan throughout the doctoral training period, as well as on the basis of research reports or presentations delivered by the student, published articles, participation in conferences, and involvement in research projects. The process is documented and coherent, and ensures traceability at individual level.

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

It is not the case.

✓ [Recommendations](#)

It 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

The evaluation framework is structured and governed by clear regulations. Operational procedure for the evaluation of doctoral students ([Appendix 6 to the Senate Decision No. 10/22.07.2024](#)). This procedure establishes responsibilities for the IOSUD, the doctoral school, the doctoral supervisor, and the doctoral students, as well as the timelines and stages required to ensure the effective organization of the evaluation process and to verify the achievement of the intended learning outcomes. At the institutional level, there is a [Methodology for the resolution of complaints concerning non-compliance with quality standards or professional ethics, including allegations of plagiarism, in relation to a doctoral thesis within the IOSUD - University of Oradea](#).

✓ 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 course syllabi](#) within the doctoral university training program in Sociology describe the assessment and requirements for students to pass each course.

Ongoing assessment includes written and oral examinations, project presentations, progress reports, scientific lectures, and the monitoring of progress within the individual training plan, in accordance with the assessment methods and criteria established for each course.

[The completion examination for doctoral studies consists of the public defense of the doctoral thesis](#), in accordance with IOSUD-UO procedures and the national legislation in force. This assessment takes into account both the quality of the research and the extent to which the competences and learning outcomes associated with Qualification Level 8 have been achieved.

Within the Doctoral School of Sociology, from 2021 to the present, 29 doctoral students have publicly defended their doctoral theses. Of these, 26 obtained the scientific title of Doctor in Sociology and were confirmed by Ministerial Order, while 3 are currently under evaluation by CNATDCU.

✓ Aspects that constitute best practice examples

It is not the case.

✓ Recommendations

It 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

At the level of the IOSUD of the University of Oradea, there is a *Methodology for the Organisation and Conduct of the Admission Competition for Doctoral Studies*. This had been recently updated by [Senate Decision no. 34 of 26 March 2026](#). The methodology includes general provisions adapted to the applicable legislative framework, a chapter dedicated to the organization and conduct of the admission competition, containing all the provisions necessary for the proper implementation of the process, as

well as final provisions. According to the methodology, admission to doctoral studies is the process of selecting candidates for vacant doctoral student positions that doctoral supervisors decide to make available within the admission sessions organized by IOSUD-UO, usually in September, through the doctoral schools. The form of funding for each doctoral student position made available is approved by the CSUD before the position is advertised for competition, depending on the research topic proposed by the doctoral supervisor and on the methodology for allocating doctoral grants at IOSUD-UO level, in accordance with the institutional strategy for funding priority fields and areas of interest and on the basis of IOSUD-UO's own regulations. The number and type of places made available for the admission competition are endorsed by the CSUD and the Administrative Council and approved by the Senate of the University of Oradea.

- ✓ 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

For the [Doctoral School of Sociology](#), there is a methodology adapted to the specific features of the field, available on the page dedicated to admissions. In addition, the [doctoral research themes](#) are published on the website together with the [documents required for registration](#) for the doctoral admission examination.

Within the admission process, candidates are assessed through an evaluation of their scientific and professional activity, including diplomas, the CV, and the list of publications, based on a standardized scoring grid, as well as through an admission interview. The interview includes a component dedicated to the assessment of the doctoral research project and a component focused on knowledge, experience, and motivation. The final grade is calculated by assigning a weight of 50% to the evaluation of previous scientific and professional activity and 50% to the interview grade.

The methodology provides that grading is carried out on a scale from 1 to 10 and that, in order to be declared admitted, a candidate must obtain at least an average grade of 7.00. In the event of equal averages, tie-breaking criteria are applied.

The validation of the results of the admission competition is carried out by the Doctoral School Council and by the Council for Doctoral Studies. The procedures also set out the conditions for publishing the results and regulate the possibility of submitting appeals against the results.

- ✓ Aspects that constitute best practice examples

It is not the case.

- ✓ Recommendations

It 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.
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- ✓ Presentation of the state of facts, supported by documents and data

The [Charter](#) of the University of Oradea, approved in the Senate meeting of 25.04.2024, and the [Methodology for Admission to Doctoral Studies](#) promote the principles of fairness and equal opportunities.

All candidates within a given doctoral field take the same admission examinations. The methodology, under Article 5, point 7, prohibits, subject to the sanctions provided by law, the promotion of any form of direct or indirect discrimination through the candidate evaluation and selection criteria. Furthermore, procedures are in place for submitting appeals against the results of written examinations.

- ✓ 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

In the [Methodology for Admission to Doctoral Studies](#) for the September 2026 session, in the doctoral field of Sociology, exemptions from the registration fee are provided for candidates in special circumstances, such as orphans, candidates coming from placement centers or family-type homes, and other similar categories.

Within the programme, the number of publicly funded places is limited, and their allocation within the Sociology doctoral programme may be difficult to anticipate and administer. At present, each research topic is assigned a specific category of place, thereby enhancing the transparency of the process and broadening access opportunities for all prospective candidates seeking admission to doctoral studies. Within the existent total of 25 doctoral students in Sociology, at [31.12.2025](#), only 5 students were benefited of budget places.

- ✓ [Aspects that constitute best practice examples](#)
It is not the case.
- ✓ [Recommendations](#)
It is not the case.
[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](#)
There is a Regulation on the Organisation and Conduct of Doctoral Studies within IOSUD-UO, updated with the approval of the University Senate by [Senate Decision no. 26 of 09.09.2025](#). This regulation sets out: (1) the general framework, including references to relevant documents and terminology; (2) the organisation and conduct of doctoral studies; (3) the organisation of the doctoral study cycle; (4) the completion of the study programme; (5) the status of doctoral students and doctoral supervisors; (6) university ethics and deontology; (7) transparency; (8) quality assurance in doctoral studies; and (9) final and transitional 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 professional activity of doctoral students is also regulated through the curriculum of the doctoral programme in the field of Sociology and through the individual training programmes of doctoral students.

[Annex 3](#), Scientific Activity of Doctoral Students and Graduates during the Period 2021-2025 - Sociology Field, and [Annex 12](#) indicate the existence of a regulated framework for monitoring of the students' professional activity as well as the fulfilment of indicators correlated with the doctoral training period. It also reflects the reporting and centralization of data on the scientific activity of doctoral students, materialized in various types of publications and scientific presentations delivered at nationally and internationally organized conferences and symposia.

- ✓ [Aspects that constitute best practice examples](#)
It is not the case.
- ✓ [Recommendations](#)
It 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**

The University of Oradea developed and consolidate a large number and wide variety of Erasmus+ partnerships. The field of Sociology is well represented within these Erasmus+ partnerships, thereby creating mobility opportunities for teaching staff, administrative staff, and students. In addition, the European University Alliance EUGREEN represents an important framework for internationalisation and provides constant opportunities for both doctoral supervisors and doctoral students.

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

The Doctoral School of Sociology and the doctoral programme in Sociology at the University of Oradea stand out through a high degree of internationalisation. On the one hand, the Erasmus+ partnerships established at the level of the University of Oradea are actively used by doctoral supervisors. During the period covered by the external evaluation process, several mobility stages were carried out at universities such as Macquarie University, Sydney, Australia; the University of Debrecen, Hungary; Prof. Dr. Assen Zlatarov University, Bulgaria; the University of Girona, Spain; the Norwegian University College of Agriculture and Rural Development; the University of Lodz, Poland; Université des Antilles - FWI, France; and others. International partnerships have also materialised through the participation of academic staff from abroad in guidance and academic integrity committees, such as Professor Aniko Vida from the University of Szeged.

A number of foreign experts were invited to deliver lectures or workshops for doctoral students enrolled in the doctoral programme in Sociology. Examples include Magdalena Iwanowska, PhD, Assistant Professor at the Institute of Psychology, University of Gdańsk, Poland; Professor Joaquín Villaécija, Universidad de Córdoba, Spain; Professor Apostolos G. Papadopoulos, Professor of Rural Sociology and Geography at the Department of Geography, Harokopio University of Athens, Greece; and Professor Ruut Veenhoven, Erasmus University Rotterdam.

Last but not least, the centralised data indicate a total of 71 presentations delivered by doctoral students at international conferences during the period 2021-2025, according to Annex 3, Scientific Activity of Doctoral Students and Graduates during the Period 2021-2025 - Sociology Field.

The discussions conducted during the site visit highlighted both the students' engagement with EUGREEN-related opportunities and their interest in Erasmus+ mobility schemes. However, certain financial and scheduling barriers were also noted with regard to Erasmus+ opportunities, especially in the case of doctoral students who combine their doctoral studies with full-time employment.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It 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.
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✓ **Presentation of the state of facts, supported by documents and data**

The doctoral programme in Sociology at the University of Oradea developed during the evaluated period within a framework in which scientific research, carried out through doctoral research activities, supports and enhances the acquisition of learning outcomes. This is achieved through intensive engagement with international scientific literature, both in doctoral theses and in the scientific publications of doctoral students; the practical application of methodological knowledge in field research and in working with databases; the development of skills for solving complex and original problems; the strengthening of autonomy; and the application of ethical standards and the promotion of ethical principles in social 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**

These outcomes are reflected in the research outputs produced by doctoral students under the supervision of doctoral supervisors and validated by the scientific community through publications that have undergone peer review, as well as through papers accepted for presentation at international conferences, according to Annex 3, Scientific Activity of Doctoral Students and Graduates during the Period 2021-2025 - Sociology Field.

In addition, doctoral students' participation in workshops and/or training activities, as documented in Annex 13, further contributes to the development and consolidation of these learning outcomes.

The data made available by the Doctoral School of Sociology, corroborated by the discussions conducted during the site visit, highlighted the involvement of doctoral students in research projects, as well as the direct benefits of this engagement for the development of their doctoral theses and the acquisition of relevant competences (e.g. the MERPAS project - [Educational Monitor of Outcomes, Practices, and Attitudes in Bihor Schools](#)).

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It 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**

The publication of research outputs by both the teaching staff (presented at Indicator I.P.A.3.1.1) and the doctoral students constitutes a significant component of the research activity within the Doctoral School of Sociology of the University of Oradea. These publications have achieved national and international visibility in the field of Sociology and in related areas of study.

✓ **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 visibility of scientific results at national and international level in the relevant scientific field is appropriately capitalised upon within the doctoral programme in Sociology at the University of Oradea. According to the annexes to the Internal Evaluation Report, these results include the publication of 13 articles indexed in WoS/Scopus/ERIH PLUS, 39 articles authored by doctoral students in recognised

indexed journals, 22 publications by doctoral students in authored or collective volumes published by nationally or internationally recognised publishing houses, and 71 presentations at international conferences, as documented in Annex 3, Scientific Activity of Doctoral Students and Graduates during the Period 2021-2025 - Sociology Field.

Some of these scientific outputs result from collaboration with doctoral supervisors, while others are produced independently by doctoral students. The list of publications authored by doctoral students in the Sociology programme includes articles published in journals such as Social Research Reports, Sociologie Românească, Frontiers in Sociology, Revista de Asistență Socială, Revista Românească pentru Educație Multidimensională, Romanian Journal of School Psychology, Frontiers in Psychology, etc. It also includes contributions to volumes published by recognised publishing houses such as Transilvania University of Brașov Publishing House, Palgrave Macmillan, Cluj University Press, and Springer International Publishing.

It is also worth noting that research results are monitored through scientific performance indicators and reported annually within the Doctoral School and the CSUD. This enables the study programme and training methodologies to be adjusted in order to support the achievement of the intended learning outcomes.

✓ Aspects that constitute best practice examples

It is not the case.

✓ Recommendations

It 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)

Based on the analysis of the IER for the Doctoral Study Field in Sociology, the institutional documentation, the University's quality management webpage (<https://www.uoradea.ro/despre-noi/managementul-calitatii/>), and the discussions held during the evaluation visit, it was found that the University of Oradea has established a well-structured quality management system founded on the principles of Total Quality Management (TQM). The internal quality evaluation and assurance system is based on the following organisational structures: the Central Commission for Quality Evaluation and Assurance (CCEAC); the Senate Commission for Quality Evaluation and Assurance (CEAC); the Department for Quality Assurance (DAC); the Centre of Excellence in University Quality Management (Qex); the Internal Auditors' Body (CAI); the Faculty Quality Commission (CCF); and the Department Quality Commission (CCD) (<https://www.uoradea.ro/wp-content/uploads/2024/12/display24693.pdf>). The annual reports of the Council for University Doctoral Studies (CSUD) (<https://doctorat.uoradea.ro/ro/despre/rapoarte-anuale>) confirm the implementation of quality assurance actions and procedures.

The implementation of the quality management system is supported by a comprehensive regulatory framework, including the Quality Assurance Code (<https://www.uoradea.ro/wp-content/uploads/2024/12/display24693.pdf>), the Quality Manual (<https://www.uoradea.ro/wp-content/uploads/2024/12/display24900.pdf>), as well as regulations, methodologies, procedures, internal regulations, and codes of conduct (<https://www.uoradea.ro/despre-noi/managementul-calitatii/documente-managementul-calitatii/reglementari-interne-uo/>). These documents are periodically updated and are publicly available on the University'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**

The evaluation demonstrates the existence of a mature institutional quality management system (<https://www.uoradea.ro/despre-noi/managementul-calitatii/sistemul-de-evaluare-si-asigurare-a-calitatii-seaq/>), characterised by a clearly defined organisational structure and the implementation of a comprehensive set of quality assurance procedures and instruments. The reviewed documentation confirms the effective functioning of a well-established institutional framework that promotes a quality culture.

The IOSUD – UO conducts periodic evaluations of its doctoral study programmes. The results of the evaluation of the Sociology doctoral programme conducted among doctoral students in January 2026 are publicly available (<https://cloud.uoradea.ro/index.php/s/GTyBZyW4H3zrSD>). The survey results indicate a high level of doctoral student satisfaction. The highest ratings were recorded for the supervision provided by the doctoral supervisor and the supervisory committee (85.7% "very satisfied"), participation in scientific meetings (76.2% "very satisfied"), the relevance of the information included in the doctoral training programme (71.4% "very satisfied"), as well as the attractiveness of the courses and the support provided for participation in research projects and the publication of research results (66.7% "very satisfied"). These findings confirm the existence of a favourable academic environment, effective doctoral supervision, and a doctoral programme oriented towards the development of research competencies, in accordance with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG).

Comparatively lower ratings were recorded regarding opportunities for participation in international programmes (42.9% "very satisfied", 23.8% "satisfied", while 19.0% selected "Not applicable/Do not know"), access to laboratories and research equipment (38.1% "very satisfied" and 19.0% "satisfied"), and access to international scientific literature databases (61.9% "very satisfied" and 19.0% "satisfied"). These findings indicate the need to further strengthen the internationalisation dimension, enhance the research infrastructure, and improve the utilisation of international scientific resources

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

The establishment of the Centre of Excellence in University Quality Management, which actively involves expert evaluators and student evaluators in quality assurance processes;

The regular conduct of internal quality audits and the operation of the Internal Auditors' Body, ensuring the continuous monitoring and enhancement of institutional quality assurance processes.

- ✓ **Recommendations**

It 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)**

The analysis of the Internal Evaluation Report, the review of the IOSUD – University of Oradea website, and the interviews conducted during the evaluation visit demonstrate the existence of a well-structured

institutional framework for the involvement of stakeholders in quality assurance processes. [Doctoral students are represented in the University Senate](#), the [Administrative Council](#), the [CSUD](#), the [Council of the Doctoral School of Sociology](#), the Faculty [Council of the Faculty of Social Sciences and Humanities](#), the [University Ethics Committee](#), and the [Commission for Quality Evaluation and Assurance](#).

The IOSUD – University of Oradea regularly consults graduates and employers through questionnaires, periodic consultations, alumni meetings, round-table discussions, and partnerships with socio-economic stakeholders. The feedback collected is used to update study programmes, course descriptions, internal procedures, and individual research plans (<https://www.uoradea.ro/despre-noi/managementul-calitatii/dezbatare-publica/>).

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

The evaluation confirms the existence of institutionalised mechanisms for consultation and participation involving the main stakeholder groups. The representation of doctoral students in decision-making bodies, together with the use of their feedback in curriculum review processes and in the continuous improvement of academic activities, reflects a participatory approach to quality management.

The IER presents the mechanisms used to collect stakeholders' opinions; however, additional evidence demonstrating the impact of these consultations on institutional decision-making and the implementation of improvement measures would further strengthen the assessment.

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

It is not the case.

- ✓ [Recommendations](#)

It 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 evaluation carried out on the basis of the Internal Evaluation Report, the institutional documentation, the webpage of the University Ethics and Academic Conduct Committee (<https://www.uoradea.ro/despre-noi/structuri-interne/comisia-de-etica-si-deontologie-universitara/>), and the interviews conducted during the evaluation visit indicates that the Committee operates independently from the other university structures and contributes to maintaining an academic environment based on integrity, transparency, and compliance with legal and ethical standards. The existence of the Regulation on the Organisation and Functioning of the University Ethics Committee (https://www.uoradea.ro/wp-content/uploads/2025/12/HS-31_Anexa-18.pdf), the Code of Ethics and Academic Conduct (https://www.uoradea.ro/wp-content/uploads/2025/12/HS-31_Anexa-17.pdf), and the procedures for handling ethics-related complaints demonstrates that the mechanisms for safeguarding academic integrity are institutionally established. Within the University Ethics and Academic Conduct Committee (CEDU), a Research Ethics

Subcommittee has been established, operating in accordance with a dedicated procedural framework (<https://www.uoradea.ro/wp-content/uploads/2025/05/display35681.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

The IOSUD – University of Oradea has established the regulatory and organisational framework necessary for the effective functioning of the University Ethics and Academic Conduct Committee, whose responsibilities are fully aligned with the requirements of the applicable legislation and the national quality assurance standards. The Internal Evaluation Report provides information on the Committee's activities; however, the evaluation would benefit from a more comprehensive analysis of the ethics cases handled, including the typology of complaints, the decisions adopted, the time required for case resolution, preventive activities, and the measures implemented to promote academic ethics and research integrity within doctoral studies.

The discussions conducted during the site visit indicated that one doctoral student was expelled for a serious violation of research ethics, specifically plagiarism. Such action has contributed in a tangible manner to the promotion of a culture in which research ethics are protected and actively encouraged.

- ✓ Aspects that constitute best practice examples

It is not the case.

- ✓ Recommendations

It 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)

The review of the institutional documentation, the analysis of the University website, and the discussions conducted during the evaluation visit confirm that the University of Oradea has established a System Procedure for the Initiation, Approval, Monitoring, and Periodic Evaluation of Study Programmes (<https://www.uoradea.ro/wp-content/uploads/2024/12/display29558.pdf>). The implementation of these procedures is coordinated at the level of the Faculty of Social Sciences and Human Sciences (https://uoradea-my.sharepoint.com/personal/fssu_uo_uoradea_onmicrosoft_com/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Ffssu%5Fuoradea%5Fonmicrosoft%5Fcom%2FDocuments%2FRaportul%20comisiei%20de%20calitate%20an%20univ%202025%2D2026%2Epdf&parent=%2Fpersonal%2Ffssu%5Fuoradea%5Fonmicrosoft%5Fcom%2FDocuments&ga=1), where the Commission for the Coordination and Quality Evaluation of the Educational Process operates under the authority of the Department for Quality Assurance, the Administrative Council, and the University Senate.

At the level of IOSUD – University of Oradea, a specific procedure for the periodic evaluation and monitoring of the development of doctoral schools and doctoral study fields is systematically implemented. This procedure ensures the continuous assessment of academic performance and provides an evidence-based foundation for quality enhancement and strategic development measures. At every stage, the periodic review of doctoral study programmes is carried out in accordance with the internal procedures governing the revision of curricula and involves consultations with academic staff, doctoral students, graduates, and representatives of the socio-economic environment. The outcomes of these consultations are used to

update the curriculum content and to align the intended learning outcomes and research competencies with developments in the discipline. The implementation of these procedures is coordinated by the Department for Quality Assurance, in cooperation with the Faculty Councils, the Doctoral Schools, the Administrative Council, and the University Senate.

- ✓ **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 institutional documentation and the evidence provided demonstrates that the University of Oradea consistently applies procedures for the initiation, monitoring, and periodic review of study programmes and doctoral study fields. These procedures are implemented systematically and are fully integrated into the University's institutional quality management system and decision-making processes. Dedicated procedures are in place for the evaluation and monitoring of the development of doctoral schools and doctoral study fields, enabling the regular assessment of academic and research performance and facilitating the adoption of evidence-based quality improvement measures. Consultations with academic staff, doctoral students, graduates, and employers contribute to aligning the educational provision with the requirements of the academic and socio-economic environment and support the periodic revision of curricula.

The documentation reviewed demonstrates the existence of a clearly defined institutional decision-making framework governing the modification and development of study programmes, as well as the monitoring of the implementation of quality enhancement measures. This confirms that the procedures are not merely formal compliance mechanisms but generate tangible improvements in the quality of doctoral programmes and contribute to the continuous development of the doctoral study fields.

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

It is not the case.

- ✓ **Recommendations**

It 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)**

The University of Oradea applies a participatory model of academic governance that ensures the active involvement of students, doctoral candidates, academic staff, graduates, employers, and other institutional partners in the implementation of quality assurance procedures. Students and doctoral candidates are represented in the University Senate, the Administrative Council, the Council for University Doctoral Studies (CSUD), the Council of the Doctoral School of Sociology, and the Central Commission for Quality Evaluation and Assurance, participating in the decision-making processes related to the organisation, delivery, and development of study programmes. Employers and graduates are consulted through periodic meetings, satisfaction surveys (<https://cloud.uoradea.ro/index.php/s/GTyBZyW4H3zzrSD>), and institutional partnerships, with the feedback collected being used to update study programmes and further develop professional and research competencies.

At the level of the Doctoral School of Sociology, measures concerning the organisation and operation of the doctoral programmes are discussed and approved during meetings of the Doctoral School Council, with the participation of doctoral supervisors, academic staff, and doctoral student representatives (Annex 6).

Cooperation agreements concluded with partner institutions support research activities and contribute to strengthening the quality of the doctoral programmes (Annex 10).

- ✓ 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 expert evaluation demonstrates, based on the analysis of the institutional documentation and the information obtained during the evaluation visit, that stakeholder involvement is organised within a well-defined institutional framework and represents an operational component of the University's quality assurance system. The participation of students and doctoral candidates in decision-making bodies demonstrates compliance with the principles of transparency, representativeness, and participatory university governance. Consultation mechanisms are applied consistently, and the involvement of the various stakeholder groups contributes to curriculum development, the organisation of doctoral education, and the continuous enhancement of programme quality.

The documentation reviewed provides rather limited evidence regarding the manner in which the feedback collected is translated into concrete improvement measures.

- ✓ Aspects that constitute best practice examples

It is not the case.

- ✓ Recommendations

It 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.

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 IOSUD – University of Oradea has established an Operational Procedure for the Evaluation of Academic Staff Performance and the Evaluation of Study Courses (<https://www.uoradea.ro/wp-content/uploads/2024/12/display25132.pdf>). The evaluation process comprises academic staff self-evaluation, student evaluation of teaching activities, peer evaluation, and the evaluation of study courses. At the level of IOSUD and the Doctoral School of Sociology, the Operational Procedure for the Internal Evaluation and Monitoring of Doctoral Schools and Doctoral Study Fields within IOSUD – University of Oradea is systematically implemented (<https://www.uoradea.ro/wp-content/uploads/2024/12/display23520.pdf>).

The evaluation of academic staff performance and the quality of the doctoral programme is conducted annually through a satisfaction survey administered to doctoral candidates (<https://cloud.uoradea.ro/index.php/s/GTyBZyW4H3zrSD>). The evaluation instrument covers aspects related to the quality of teaching and research activities, communication with doctoral supervisors and administrative structures, the organisation of doctoral school activities, the research infrastructure, and the support provided to doctoral candidates throughout their studies.

The evaluation results are consolidated and analysed by the Council of the Doctoral School, while the conclusions and proposals for improvement are submitted to the Council for University Doctoral Studies (CSUD) for consideration and for the adoption of measures aimed at enhancing academic and administrative 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 expert evaluation demonstrates the existence of an effective institutional mechanism for evaluating the performance of academic staff through feedback provided by doctoral students. The evaluation process is

governed by clear procedures, implemented on a regular basis, and fully integrated into the University's internal quality assurance system.

The evaluation results are systematically analysed by the bodies responsible for the management of doctoral studies and are used to identify both strengths and areas requiring improvement in the organisation of the doctoral programme and in the performance of the academic staff involved. An institutional decision-making framework is in place, enabling doctoral candidates' feedback to be effectively incorporated into quality enhancement processes and institutional decision-making.

The evaluation mechanism contributes to strengthening the institutional quality culture and supports a process of continuous quality improvement. Nevertheless, the evidence could be further strengthened by providing a more explicit analysis of the impact of the improvement measures implemented following successive evaluation cycles, including comparative analyses illustrating trends in evaluation results and the effectiveness of the interventions adopted.

✓ **Aspects that constitute best practice examples**

The use of a dedicated annual survey administered to doctoral candidates for evaluating the quality of the doctoral programme and the performance of the academic staff involved;

✓ **Recommendations**

It is not the case.

The indicator is: fulfilled.

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

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

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

The University of Oradea operates an integrated system for the collection, centralisation, and analysis of data required for quality management, coordinated by the Department for Quality Assurance (DAC) (<https://www.uoradea.ro/despre-noi/managementul-calitatii/departamentul-pentru-asigurarea-calitatii-dac/>) and supported through the Quality Evaluation and Assurance System (SEAQ) (<https://www.uoradea.ro/despre-noi/managementul-calitatii/sistemul-de-evaluare-si-asigurare-a-calitatii-seaq/>). The institutional databases include information on study programmes, academic staff activities, student evaluation results, doctoral candidates' academic progress, research performance, academic mobility, graduate employability, and institutional performance indicators.

At the level of IOSUD and the Doctoral School of Sociology, data are periodically collected and analysed regarding doctoral candidates' academic progress, research outcomes, participation in research projects and scientific events, as well as the results of the annual doctoral student satisfaction surveys (<https://cloud.uoradea.ro/index.php/s/GTyBZyW4H3zrSD>). These data are analysed by the responsible institutional bodies and are used to support the monitoring and continuous enhancement of programme quality.

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

The University of Oradea and IOSUD UO have established effective institutional data management systems, ensuring the systematic collection, centralisation, and use of relevant information in internal quality assurance processes and evidence-based managerial decision-making. The data are used to monitor the performance of doctoral programmes, evaluate teaching activities, assess research outcomes, and measure doctoral candidates' satisfaction.

The implemented information management system provides effective support for the University's internal quality assurance processes and serves as a reliable decision-support instrument for the governing bodies of IOSUD and the Doctoral School of Sociology. Furthermore, the publication of quality management documents, procedures, and reports on the institutional website contributes to enhancing institutional transparency, accountability, and stakeholder access to information.

✓ **Aspects that constitute best practice examples**

It is not the case.

✓ **Recommendations**

It 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)**

The transparency of information of public interest is ensured through the systematic publication of information on the University's official website (<https://www.uoradea.ro/>), the dedicated Doctoral Studies platform (<https://doctorat.uoradea.ro/>), and the webpage of the Doctoral School of Sociology (<https://doctorat.uoradea.ro/ro/organizare/scoli-doctorale-conducatori-de-doctorat/scoala-doctorala-de-sociologie>). The University also provides English-language versions of the relevant information. Publicly available information includes the doctoral and postdoctoral admission methodology, tuition fees, internal regulations, the doctoral study contract, curricula, course descriptions, procedures for the completion of doctoral studies, standards for the preparation and public defence of doctoral theses, profiles of doctoral supervisors, research topics, administrative forms, and the schedule of public doctoral thesis defences. In addition, IOSUD – University of Oradea provides access to information regarding the doctoral study process through the Doctoral Studies Secretariat and the institutional electronic platforms, in compliance with the legal provisions governing the protection of personal data.

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

The evaluation demonstrates that the University of Oradea has developed a coherent and accessible public information system that facilitates access to essential information regarding the organisation and delivery of doctoral studies for all categories of stakeholders. The structure and content of the published information are consistent with the requirements of the national regulatory framework and with the principles of institutional transparency.

The electronic platforms operated by IOSUD provide easy access to academic regulations, administrative documents, and information related to the activities of the doctoral schools, thereby enhancing the predictability of academic processes and ensuring that prospective candidates, doctoral candidates, graduates, and other stakeholders are appropriately informed.

The timely publication of information regarding the public defence of doctoral theses, together with access to thesis abstracts prior to the defence, represents an important element in ensuring the transparency and visibility of doctoral education and research activities (<https://doctorat.uoradea.ro/ro/sustineri-teze/sustineri-teze-doctorat>).

The institutional mechanisms for public information are fully operational and comply with the requirements concerning administrative and academic transparency, thereby contributing to stakeholder confidence and to the effective governance of doctoral studies.

✓ Aspects that constitute best practice examples

It is not the case.

✓ Recommendations

It is not the case.

The indicator is: fulfilled.

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

The University of Oradea ensures the transparency of decision-making processes through the systematic publication, on its institutional website, of the decisions adopted by the University Senate (<https://www.uoradea.ro/despre-noi/conducerea-uo/senatul-universitatii/hotarari-senat/>), the Administrative Council (<https://www.uoradea.ro/despre-noi/conducerea-uo/consiliul-de-administratie/#hotarari-c-a>), and the Council for University Doctoral Studies (CSUD) (<https://doctorat.uoradea.ro/ro/despre/hotarari-csud>), as well as the main regulations, methodologies, and procedures governing the organisation and delivery of doctoral studies.

The decision-making process is supported by governing and consultative bodies in which academic staff, doctoral candidates, and other members of the academic community are represented. The adopted documents are communicated through the University's official channels, ensuring that the academic community and other stakeholders have access to relevant information concerning the institution's 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 indicates the existence of institutional mechanisms that ensure the transparency of decision-making processes and public access to administrative acts. The publication of decisions adopted by the governing bodies, together with institutional regulations and procedures, enables the timely information of members of the academic community and contributes to the predictability, accountability, and transparency of institutional decision-making.

The representation of doctoral candidates within the governing bodies of the Council for University Doctoral Studies (CSUD) and the Doctoral School of Sociology, as well as their participation in decisions regarding the organisation and development of doctoral studies, further strengthens transparency and participatory governance.

The institutional mechanisms in place are consistent with the requirements concerning transparency and contribute to the development of an organisational culture based on accountability, participation, and access to information of public interest.

✓ Aspects that constitute best practice examples

It is not the case.

✓ Recommendations

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

The University of Oradea regularly participates [in external quality assurance evaluations](#), in accordance with the national legislation and the ARACIS methodology applicable to higher education study programmes. Following the most recent institutional external evaluation, in 2024, the University was awarded the qualification "High Degree of Confidence", confirming the existence of an effective institutional quality management system and compliance with the national quality assurance standards.

For the reaccreditation of the Doctoral Study Field in Sociology, IOSUD – University of Oradea, through the Doctoral School of Sociology, completed all stages required by the ARACIS evaluation methodology. The Internal Evaluation Report and the supporting documentation were prepared in accordance with the methodological requirements. The process was coordinated by the Council of the Doctoral School of Sociology and the Council for University Doctoral Studies (CSUD), with the support of the institutional structures responsible for quality management.

The monitoring report on the implementation of the recommendations made by the ARACIS evaluation panel for the Doctoral Study Field in Sociology confirms that all the recommendations have been implemented.

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

The University of Oradea participation in external quality assurance processes is fully integrated into its institutional quality management system. The preparation of the Internal Evaluation Report and the organisation of the reaccreditation process demonstrate a well-developed institutional capacity for self-evaluation, systematic data collection and validation, and the effective coordination of activities related to external quality assurance.

The monitoring of the recommendations formulated by the ARACIS evaluation panel confirms that the proposed improvement measures have been successfully implemented. The award of the institutional qualification "High Degree of Confidence" provides external recognition of the effectiveness of the University's quality assurance mechanisms and their compliance with the ARACIS quality standards.

The organisational component demonstrates the capacity to manage external quality assurance processes efficiently and to use their outcomes as a basis for the continuous improvement of the doctoral programme and research activities.

The time interval between the most recent external evaluation of the doctoral field in Sociology and the present evaluation is shorter than five years (the date of the ARACIS Council No. 136 /28.12.2021 and the date of the contract for the current evaluation No. 472/21.04.2026).

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

It is not the case.

- ✓ **Recommendations**

It is not the case.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Doctoral supervisors with strong scientific experience and international visibility; ✓ The Doctoral School of Sociology, integrated within IOSUD-UO, with a demonstrated capacity of conducting doctoral studies; ✓ Well-developed dedicated material infrastructure, including the <i>PractiPass</i> building, which provides high-quality teaching and research facilities for the Doctoral School of Sociology; ✓ A functional system for the evaluation, monitoring, and continuous improvement of the doctoral programme; ✓ Public access to regulations, methodologies, decisions, and procedures governing the organization and conduct of doctoral university studies; ✓ Effective functioning of supervisory committees and academic integrity committees, as well as the consistent support doctoral candidates receive in conducting research and preparing their theses; ✓ A very high CNATDCU confirmation rate following the public defence of theses before doctoral committees; ✓ The positive impact on doctoral graduates following the implementation of the SmartDoct project (finalized in December 2021), through the support provided to doctoral and postdoctoral researchers ✓ The possibility of pursuing doctoral studies in Hungarian, which ensures access to doctoral studies in Sociology for an important segment of the regional population.	INTERNAL FACTORS ↑	✓ The limited number of state-funded doctoral places, both with and without scholarships, available for the Sociology programme makes its development difficult. In addition, the lack of predictability regarding the availability of state-funded places reduces the programme's capacity for effective planning and long-term development. ✓ The absence of cotutelle doctoral programmes, ✓ An insufficient level of internationalisation of doctoral studies, reflected in limited participation and international mobility programmes and the inclusion in doctoral committees of academic staff from foreign institutions, as well as a limited number of doctoral theses written and defended in an international language of circulation; ✓ A high proportion of doctoral students with undergraduate and/or master's degrees in fields other than Sociology. This increases both the supervisory effort required and the effort that doctoral candidates themselves must make in order to produce high-quality doctoral theses and publish in journals indexed in the core field of Sociology.

SWOT analysis

Opportunities:

- ✓ Leveraging the University of Oradea's membership in the EU GREEN Alliance to expand doctoral mobility, develop international research projects, access European grants, and strengthen doctoral candidates' competences in sustainability and social innovation;
- ✓ Strong regional and urban development in Oradea and the neighboring area can contribute to increased demand for a highly qualified workforce and new research opportunities, including in the field of Sociology.
- ✓ A strong connection with the local community and local institutions (e.g., MERPAS reports), together with the positive image of the doctoral school among these stakeholders, represents an important asset and can contribute to further development.



EXTERNAL FACTORS

Threats:

- ✓ Competition among universities in Romania's North-West region for attracting high-performing doctoral candidates and doctoral supervisors;
- ✓ New challenges regarding academic integrity and research ethics as a result of the growing use of artificial intelligence in scientific research;
- ✓ Declining interest in doctoral studies in the context of demographic change, labor market dynamics and legislative changes related to the instrumentalization of the doctoral studies.
- ✓ Reduced funding for doctoral studies as a result of economic crises, inflation and the war in the region.

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 administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	There is a need for extending the institutional subscriptions or software solutions that would enable literature review activities and quantitative/qualitative data analysis. The existing resources are useful, but developments in this field are progressing very rapidly (e.g., institutional paid subscription/update to software solutions for 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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	At the level of the Doctoral School of Sociology, better information should be provided regarding the possibility for doctoral candidates to obtain reimbursement for the costs of participation in international conferences and publication fees (e.g., annual thematic meetings with the enrolled doctoral students).
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	Given the new challenges generated by the use of AI, the development/adaptation of a guideline on the use of AI in the writing of doctoral theses and academic publications is necessary. In addition, dedicated workshops regarding the ethical use of AI should be organized.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members 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	
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	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required for the internal quality assurance process.		
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	
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	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

Other, general recommendations that were not given within the analysis of a specific performance indicator:

- IOSUD-UO should make sustained efforts to ensure predictability and continuity in the allocation of state-funded places for the doctoral programme in Sociology, in order to support its stable development and attractiveness for high-quality candidates.

VI. Conclusions

The IOSUD at the University of Oradea is organized in compliance with the legality requirements evaluated during external review and provides a well-regulated framework for the delivery of the doctoral program in Sociology (comprehensive, up-to-date, and transparent regulations and methodologies). The University of Oradea is characterized by a high level of transparency of regulations, methodologies, and procedures within the University of Oradea, within IOSUD, as well as for the Doctoral School of Sociology.

The Doctoral program in Sociology is well consolidated within the IOSUD of the University of Oradea, with a substantial number of 25 doctoral students and 7 doctoral supervisors at the moment of REI. The Doctoral School is developing, and by the time of the visit a new principal supervisor had joined the existing team, increasing the number of supervisors to eight. Additionally, one of the supervisors holds a habilitation degree in the sciences of education. The doctoral field Sociology was established starting with 2009 (OMEC no. 5200/21.09.2009) and it operates within IOSUD of the University of Oradea under this designation starting with the academic year 2011–2012 (Senate Decision no. 170 of 12.09.2011).

The doctoral supervisors in the Sociology program, four fulltime at UO and three affiliated supervisors, maintain sustained research activity and strong international visibility, evidenced by publications in journal

indexed by Web of Science and/or other international databases, presentations at international conferences, and significant involvement in representative professional associations and editorial or advisory committees of relevant journals in the field.

The PhD program in Sociology at the University of Oradea is characterized by CNATDCU confirmation of theses defended in public examination commissions, a balanced supervisor–student ratio (3,5 calculated in 2025), niche research topics aligned with supervisors' expertise, an appropriate level of doctoral student publications, and active student participation in scientific events and research projects.

The visit took place under favorable conditions, with appropriate representation of all relevant stakeholder categories: IOSUD leadership, faculty and Doctoral School leadership, CEAC, the ethics committee, supervisors, doctoral candidates, and employers.

One of the main development needs is related to extending the internationalization of the programme. In this regard, the University of Oradea's participation in the EUGREEN Alliance represents a development opportunity, but it should be complemented by efforts at the Doctoral School level to expand internationalization through increased doctoral student mobility, inclusion of international scholars in supervisory committees, and, depending on future research themes, potential development of cotutelle doctoral degrees.

As with other doctoral programs, concrete actions are needed to integrate AI ethically and appropriately into doctoral research and to prevent practices that could jeopardize the development of competencies and the achievement of learning outcomes among doctoral candidates. A first step could be the development of an ethical AI usage guide and the organization of dedicated workshops for doctoral students.

Propose and substantiate a decision

Taking into account the fulfilment of all the indicators analysed and the information gathered during the site visit conducted as part of the periodic external evaluation process of the doctoral university study fields, the team of external evaluators, as a whole, considers that the appropriate decision is:

Maintaining Accreditation (MAC).

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.

- INTERNAL EVALUATION REPORT- DOCTORAL FIELD of SOCIOLOGY, University of Oradea
- SCHEDULE OF THE ON-SITE VISIT (22-24 JULY 2026)

Annex 1.1	Forms confirming the fulfillment of the current CNATDCU minimum standards for each doctoral supervisor
Annex 1.2	Forms confirming the fulfilment of the CNATDCU minimum standards in force as of October 1 for each doctoral supervisor
Annex 2	Lists of publications of doctoral supervisors in the field
Annex 3	Scientific activity of doctoral students and graduates during the period 2021–2025
Annex 4.1	Centralized table of activity over 5 years (2021–2025)
Annex 4.2	International visibility of doctoral supervisors
Annex 5	Available rooms for guidance and supervision activities at the Faculty of Social and Human Sciences
Annex 6	Supporting documents of the Doctoral School Council (CSD) meetings
Annex 7	Proof of tenured position for doctoral supervisors in the field
Annex 8	Supporting documents for the acquisition of anti-plagiarism software
Annex 9	List of doctoral students from the Doctoral School of Sociology with basic information
Annex 10	Collaboration agreements of the Doctoral School of Sociology
Annex 11	Research, institutional development, or human resources grants in the evaluated field during 2021–2025
Annex 12	Overview of doctoral students' participation in courses / presentations / workshops
Annex 13	Planning of doctoral students' activities

Calendarul vizitei de evaluare externă a calității domeniului de studii universitare de doctor

Interval orar	Activitate	Participanți	Locație/Listă participanți
Ziua 1, 22 iulie			
16:00-17:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	Sala/Locația Practipass
17:00-17:50	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)	- Comisia de experți evaluatori ai ARACIS - Echipa care a realizat REI	Sala/Locația Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. dr.
Ziua 2, 23 iulie 2026			
9:00 - 9:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat - Persoana de contact	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. Dr.

10:00 – 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membrii CEAC/structură similară stabilită la nivelul componentei organizatorice, respectiv reprezentanți ai structurilor organizatorice în domeniul asigurării calității	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii / reprezentanți ai CEAC / - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității DSUD	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - 5 reprezentanți
11:00 11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabili centrului/laboratoarelor de cercetare	- Comisia de experți evaluatori ai ARACIS - Responsabili centrului/laboratoarelor de cercetare	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. - Prof. univ. dr. - Conf. univ. dr.

Interval orar	Activitate	Participanți	Locație/Listă participanți
12:00 – 12:50	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 conducători de doctorat	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. Habil. - Prof. univ. dr. Habil. - Prof. univ. dr. Habil. - Prof. Univ. Dr. Habil. - Lector univ. Dr. Habil.
12:50 - 14:00	Pauză de prânz		
14:00 - 14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți doctoranzi din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Studenți doctoranzi	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - 9 reprezentanți
15:00 - 15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară	- Comisia de experți evaluatori ai ARACIS - Membri ai Comisiei de etică universitară	Sala/Locația Lista persoanelor care vor participa la întâlnire: - Conf univ dr - membru Comisia de Etică și Deontologie universitară
15:50 – 16:10	Pauză		

Interval orar	Activitate	Participanți	Locație/Listă participanți
16:10 - 17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ¹ ai DSUD	- Comisia de experți evaluatori ai ARACIS - Absolvenți ai domeniului de studii evaluat	Lista persoanelor care vor participa la întâlnire: - 6 reprezentanți
17:10- 18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD	- Comisia de experți evaluatori ai ARACIS - Angajatori	Sala/Locația - Practipass Lista persoanelor care vor participa la întâlnire: - – CJRAE Bihor - – ISJ Bihor
Ziua 3, 24 iulie			
09:00 - 10:00	Finalizarea activităților de evaluare	- Comisia de experți evaluatori ai ARACIS	Sala/Locația - Practipass
10:00 - 11:00	Vizitarea bazei materiale	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției	
11:00- 12:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii și ai domeniului de studii evaluat - Persoana de contact	Sala/Locația Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. - Prof. univ. dr.

