



## HOTĂRÂRE

*privind* validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

*Daniela Cristina GHIȚULICĂ*  
*Director general*

*Carmen MIRIAN*  
*Director Direcția Asigurarea Calității*

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

**NR. 286/H/17.09.2026**



# AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA

Înscrișă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

## ANEXA NR. 2

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

### Anexa 2.3

| DATE DE IDENTIFICARE                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                         |                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instituția de învățământ superior/organizația furnizoare de educație                                                                                                                                                                                                                                                                                                                                          | Universitatea „Babeș-Bolyai“ din Cluj-Napoca                                                                            |                                                                                                                                                                                                           |
| 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. 4542/04.09.2026.<br>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.<br>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<br>PÎ:-<br>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.<br>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<br>PÎ:-<br>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<br>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<br>PÎ:-<br>N: -                                                      |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Motivarea deciziei</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |
| <p><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></p> <ul style="list-style-type: none"><li>• <i>Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit</i></li><li>• <i>Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,</i></li></ul> <p><i>și, astfel, prin aplicarea art. 63 din Metodologie decide că <b>standardele sunt ÎNDEPLINITE.</b></i></p> |                                |
| <b>Decizia</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Mentținerea acreditării</b> |



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

|                                                               |                                        |
|---------------------------------------------------------------|----------------------------------------|
| Higher Education Institution/Education Provider Organization: | Babeş-Bolyai University of Cluj Napoca |
| Doctoral School:                                              | Doctoral School of Sociology           |
| Doctoral Domain:                                              | SOCIOLOGY                              |
| The objective of the external evaluation:                     | <b>Maintaining accreditation (MAC)</b> |

**Members of the ARACIS Evaluation Panel**

| <b>No.</b> | <b>Last Name and First Name</b> | <b>Team role</b>      | <b>Signature</b> |
|------------|---------------------------------|-----------------------|------------------|
| 1.         | <b>Conf.dr. NADOLU Bogdan</b>   | Expert evaluator      |                  |
| 2.         | <b>Prof.dr. SPĂTARU Tatiana</b> | International Expert  |                  |
| 3.         | <b>MARIN Alice</b>              | PhD Student Evaluator |                  |

## I. Introduction

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

This External Evaluation Report was prepared on the occasion of the periodic evaluation of the Doctoral University Studies Field of Sociology within the Babeş-Bolyai University of Cluj-Napoca (UBB). The team designated by ARACIS was composed of Assoc. Prof. Dr. Bogdan Nadolu (coordinator), Prof. Dr. Tatiana Spataru (international expert) and student Alice Marin. The field visit was carried out between 20-22 July 2026 and was carried out according to the attached program, established in agreement with the representatives of the host institution.

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

Babeş-Bolyai University in Cluj-Napoca has a long tradition as an institution of higher education, having been founded in 1580 as the Jesuit Major College, with teaching in Latin. The current form was established in 1959 by the merger of the two universities operating in Cluj-Napoca: the "Victor Babeş" University with teaching in Romanian and the "Bolyai" University with teaching in Hungarian, thus resulting in the name "Babeş-Bolyai". In 1995, three lines of study were introduced at UBB based on linguistic criteria: Romanian, Hungarian and German. Currently, UBB presents a university structure with 23 faculties organized both in Cluj Napoca and in the 11 extensions owned (Bistriţa, Gheorgheni, Năsăud, Odorheiu Secuiesc, Reşiţa, Satu Mare, Sfântu Gheorghe, Sighetu Marmăţiei, Târgu Mureş, Târgu Secuiesc and Zalău). For the academic year 2025-2026, UBB offers 269 bachelor's degree programs, of which 170 in Romanian, 72 in Hungarian, 10 in German, 17 in English and 1 in French.

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

The Institute of Doctoral Studies is a structure established on May 1, 2006, with the mission of administering, through appropriate regulations and measures, the doctoral schools of Babeş-Bolyai University. The Institute of Doctoral Studies operates on the basis of a Statute and organization approved by the Senate of Babeş-Bolyai University. The Institute of Doctoral Studies at Babeş-Bolyai University coordinates all administrative activities within the doctoral studies cycle, under the guidance of the Council for Doctoral Studies and together with the councils of the doctoral schools. This structure ensures the unity of doctoral studies, offers an adequate framework for the interdisciplinary approach to doctoral studies and promotes communication between faculties/doctoral schools. The functioning of the ŞDS is based on an updated legal framework according to the Law on Higher Education no. 199/2023, OME 3020/2024 regarding the approval of the Framework Regulation, the UBB University Charter and specific internal regulations. The responsible academic unit, established in 2001 by separation from the Faculty of History and Philosophy, has demonstrated constant institutional evolution, validated by the external evaluation process in 2021, when it obtained the qualification "maintaining accreditation" according to the Decision of the ARACIS Council no. 132/16.12.2021.

The governance of the Doctoral School is ensured by the Council of the Doctoral School and its Director, structures that collaborate directly with the Council for University Doctoral

Studies (CSUD) and the Institute of Doctoral Studies (ISD). The organizational method, management and administrative structure of the ŞDS were approved following the elections on 21.09.2022 and validated by the Decision of the UBB Senate no. 132/14.11.2022. The structure of the Council was subsequently modified in 2024 by electing a representative of doctoral students and in 2025 by amending the ŞDS Regulation.

The human resource involved in the coordination of doctorates is composed of academic personalities with significant international visibility, who meet the minimum standards required for habilitation, including the new requirements valid from the 2026/2027 academic year. Currently, the Doctoral School of Sociology has a number of ten registered doctoral coordinators with the status of full members. The staff list for the 2025/2026 academic year within the Doctoral School of Sociology of UBB includes a total of 73 nominally listed teaching positions, of which 22 are occupied by external personnel, and the remaining 51 are internal staff within UBB. In the 2025-2026 academic year, 40 active doctoral students are enrolled at the Doctoral School of Sociology: 15 first-year students, 7 second-year students, 14 third-year students and 4 fourth-year students.

The research and education infrastructure includes modern spaces located on the campus on Bulevardul 21 Decembrie 1989 in Cluj-Napoca, seminar rooms and laboratories equipped with high-performance computing and specialized software for social data analysis, such as SPSS. Access to information resources is guaranteed through the Central University Library and the ANELIS+ platform, which ensures connection to relevant international databases such as Web of Science, Scopus, CEEOL and ERIH Plus. The digitization of processes is fully implemented through the university's IT ecosystem (AcademicInfo, e-learning platforms) and advanced similarity detection tools such as Turnitin. Financial sustainability and support for research are highlighted by the 226.31% increase in the amounts used from doctoral grants for dissemination and training in the period 2022-2024

## II. Methods used

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

To develop this document, the following were used: the internal evaluation report provided by SDS, the minutes of the meetings organized, and other documents available on the institution's website.

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

During the visit, the FSAS headquarters where the students and teaching staff of the evaluated program work, lecture and seminar rooms, laboratories, library, offices, socializing and working spaces for students were evaluated. A number of 10 meetings were organized with: SDS management, FSAS management, teaching staff, students, graduates, employers, research center coordinators, representatives of the quality management structure, CEAC representatives and the Ethics Commission.

## 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.

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

Following the analysis of the Self-Evaluation Report, the institutional documents, the information obtained during the evaluation visit, and the publicly available information on the UBB website, it was found that Babeş-Bolyai University (UBB) has an adequate organisational structure and institutional management system for the organisation and delivery of doctoral university studies, in accordance with the provisions of the Higher Education Law no. 199/2023.

The organisation and operation of the university are regulated by the University Charter (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.a.pdf>), the Internal Rules and Regulations (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.b.pdf>), the General Regulations on Elections to Leadership Structures and Positions (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.c.pdf>), Senate Decisions (<https://senat.ubbcluj.ro/category/hotarari/>), as well as by other institutional regulations (<https://senat.ubbcluj.ro/regulamente/>) and methodologies, which are periodically revised and made publicly available on the university's website.

The institutional governance system is structured according to clearly defined levels of responsibility and competence. The University Senate is the main deliberative and decision-making body, established in accordance with the legal provisions, comprising 75% academic and research staff and 25% student representatives (<https://senat.ubbcluj.ro/despre/membrii-senatului/>). The Senate operates on the basis of its own Regulations on Organisation and Functioning ([https://senat.ubbcluj.ro/wp-content/uploads/2026/03/Regulamentul-Senatului\\_final-2025.pdf](https://senat.ubbcluj.ro/wp-content/uploads/2026/03/Regulamentul-Senatului_final-2025.pdf)).

The Administrative Council ensures the operational management of the university and consists of the Rector, Vice-Rectors, Deans, the General Administrative Director, and a student representative ([https://www.ubbcluj.ro/ro/despre/organizare/consiliul\\_de\\_administratie](https://www.ubbcluj.ro/ro/despre/organizare/consiliul_de_administratie)). It meets regularly and adopts executive decisions for the university's academic and administrative structures.

At the faculty level, Faculty Councils operate according to the principle of representativeness of academic staff and students, while respecting the proportions established by the legislation. Student representatives participate in the Senate, the Administrative Council, Faculty Councils, and other governance bodies, thereby contributing to the decision-making process and the development of institutional policies.

Doctoral university studies are organised through the Institute of Doctoral Studies (ISD) (<https://doctorat.ubbcluj.ro/ro/despre-institutul-de-studii-doctorale/>), coordinated by the Council for Doctoral University Studies (CSUD). The doctoral schools operate in accordance with both national and institutional regulations (<https://doctorat.ubbcluj.ro/ro/reglementari-in-vigoare/>).

The Doctoral School of Sociology is organised within the Faculty of Sociology and Social Work (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>) and is subordinated to the Institute of Doctoral Studies (ISD). The Doctoral School is managed by the Doctoral School Council, composed of three academic staff members: Prof. habil. Dr. Dégi László Csaba (Director), Prof. habil. Dr. Valér Veres, Assoc. Prof. habil. Dr. Mihai-Bogdan Iovu, and doctoral student Imre Georgiana. The Doctoral School ensures the participation of doctoral students in its governance structures.

- ✓ 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 panel concludes that Babeş-Bolyai University has a well-structured, coherent, and functional institutional management system that ensures the effective and transparent implementation of academic and administrative activities. The organisational structures are clearly defined, and the duties and responsibilities of each component are regulated through institutional methodologies, regulations, and procedures that are periodically updated in line with changes in the legislative framework. The functional relationships between the University Senate, the Administrative Council, the Institute of Doctoral Studies, the Council for Doctoral University Studies, and the Doctoral School of Sociology are clearly defined, ensuring effective coordination of academic and administrative processes.

Based on the analysed documentation and the information collected during the evaluation process, the panel considers that the Doctoral School of Sociology applies the principles of democratic university governance through the transparent organisation of elections to leadership structures and compliance with the legal provisions regarding student representation. Student involvement in the decision-making process contributes to strengthening a participatory organisational culture and enhancing institutional transparency. The Institute of Doctoral Studies (ISD) (<https://doctorat.ubbcluj.ro/ro/reglementari-in-vigoare/>) and the Doctoral School of Sociology (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>) ensure the publication and accessibility of normative documents, facilitating access to information for all stakeholders and demonstrating the institution's commitment to transparency and institutional accountability.

- ✓ Aspects that constitute best practice examples

- the existence of a clearly structured university governance system, with well-defined responsibilities at the strategic, operational, and academic levels;
- the integration of the Institute of Doctoral Studies (ISD) and the Council for Doctoral University Studies (CSUD) into the institutional governance architecture at the strategic level, through the inclusion of the CSUD Director as a member of the Administrative Council;
- the transparent organisation of electoral processes and compliance with the principles of representativeness within the CSUD and the Doctoral School Council;
- the active involvement of students in governance bodies, in compliance with the 25% representation required by legislation;
- the regular publication and updating of institutional regulations and methodologies, ensuring transparency and accessibility of information for the entire academic community.

- ✓ Recommendations

**The indicator is: fulfilled.**

Standard S.A.1.2. Stakeholder engagement

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

Indicator  
I.P.A.1.2.1

The opinions of the faculty and department members, of the subsidiary or extension\* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

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

The analysis of the Self-Evaluation Report, the institutional documentation, and the information collected during the evaluation visit demonstrates that Babeş-Bolyai University (UBB) applies a participatory institutional governance model, ensuring the systematic consultation of the academic

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

community and other stakeholders in the development, adoption, and revision of institutional methodologies, regulations, and procedures. At the institutional level, the process of drafting and revising normative documents is based on the provisions of the UBB Charter (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.a.pdf>), which enshrines the principles of transparency, participation, and accountability in institutional decision-making. Regulations and methodologies are developed collaboratively through the involvement of members of the academic community, consultative bodies, and competent academic structures, including advisory councils established for various areas of institutional activity.

At the level of the Faculty of Sociology and Social Work and the Doctoral School of Sociology, the decision-making process is organised in accordance with the applicable legislation and institutional regulations. The governance of the Doctoral School is ensured by the Doctoral School Council, a democratically elected body comprising representatives of doctoral supervisors and doctoral students (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>), thus guaranteeing the direct participation of the principal beneficiaries of the doctoral programme in decision-making processes and in the revision of institutional documents.

The Doctoral School Council of Sociology plays an active role in the periodic review and updating of regulations, methodologies, and academic criteria (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>). This process includes the analysis of national legislative amendments and the harmonisation of the institutional regulatory framework, the evaluation of feedback received from doctoral students and doctoral supervisors, consultation with the academic community through formal meetings and the circulation of draft documents via the institutional e-mail system prior to their adoption. The proposed amendments are discussed and approved by the Doctoral School Council and subsequently submitted to the Council for Doctoral University Studies (CSUD) for validation, thereby ensuring consistency between the Doctoral School and the university's institutional policies. The adopted decisions are published on the website of the Doctoral School of Sociology ([https://socasis.ubbcluj.ro/wp-content/uploads/2026/05/proces-verbal\\_Regulament-distribuire-granturi-doctorale-2027-1-1.pdf](https://socasis.ubbcluj.ro/wp-content/uploads/2026/05/proces-verbal_Regulament-distribuire-granturi-doctorale-2027-1-1.pdf)), contributing to the transparency of the decision-making process.

Consultation with doctoral students is carried out systematically through Operational Procedure PO-AC-19 (<https://qa.ubbcluj.ro/wp-content/uploads/Evaluare-stagiu-doctoral-RO.pdf>), governing the annual evaluation of the doctoral study period. The doctoral student satisfaction questionnaires (<https://qa.ubbcluj.ro/wp-content/uploads/Chestionar-satisfactie-doctoranzi-RO.pdf>) collect doctoral students' opinions regarding the quality of teaching and research activities, the relationship with the doctoral supervisor, research infrastructure, and administrative services. During the 2024-2025 academic year, the participation rate of first-year doctoral students reached 87.5%, demonstrating a high level of engagement in institutional quality assurance processes. The evaluation results indicate a very high level of doctoral student satisfaction, with an overall average score of 4.56 out of 5. Particularly high scores were recorded for the relationship with the doctoral supervisor (4.75), research progress (4.87), the frequency of supervisory meetings (4.78), the supervisor's contribution to research development (4.89), the impact of supervision on doctoral students' academic performance (4.89), and collaboration with the supervisory committee (5.00). Doctoral students also expressed positive evaluations regarding support for internationalisation, the transparency of academic processes, and collaboration among doctoral candidates ([https://qa.ubbcluj.ro/wp-content/uploads/Raport-evaluare-stagiu-doctoral\\_2024-2025.pdf](https://qa.ubbcluj.ro/wp-content/uploads/Raport-evaluare-stagiu-doctoral_2024-2025.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

Based on the analysis of the institutional documentation and the discussions conducted during the evaluation visit, the evaluation panel concludes that Babeş-Bolyai University has established effective and well-functioning mechanisms for consulting and involving relevant stakeholders in the development and revision of institutional methodologies, regulations, and procedures. The institutional decision-making process is characterised by transparency, participation, and accountability.

The consultation of academic staff, doctoral supervisors, doctoral students, graduates, and employers constitutes an institutionalised practice, while the outcomes of the annual consultation processes are systematically integrated into the revision and improvement of institutional regulations and academic policies. The University has formal mechanisms for collecting and analysing doctoral students' feedback, enabling evidence-based decision-making founded on the systematic evaluation of the beneficiaries' educational experience. The high participation rate in the annual evaluation process, together with the excellent satisfaction results, confirms both the effectiveness of these mechanisms and the existence of an academic environment that encourages dialogue, participation, and continuous quality enhancement. The representation of doctoral students within the Doctoral School Council of Sociology ensures the effective involvement of the direct beneficiaries in institutional governance and decision-making, while the publication of Council decisions and institutional documents further strengthens institutional transparency and accountability.

✓ **Aspects that constitute best practice examples**

- the operation of the Qualitas Centre, dedicated to consultation with the academic community and institutional quality assurance;
- the existence of a participatory institutional framework for the development and periodic revision of regulations and methodologies, based on the systematic consultation of the academic community;
- the representation of doctoral students within both the Council for Doctoral University Studies (CSUD) and the Doctoral School Council of Sociology, ensuring their direct participation in institutional decision-making;
- the implementation of the institutional Operational Procedure PO-AC-19 for the annual evaluation of doctoral students' experience and the systematic integration of the results into quality enhancement activities;
- the high participation rate of doctoral students in the annual evaluation process, reflecting confidence in the University's consultation mechanisms;
- the systematic use of stakeholder feedback in revising institutional regulations and developing academic policies;
- the publication of the decisions of the Doctoral School Council and other relevant institutional documents, ensuring a high level of institutional transparency.

✓ **Recommendations**

**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.

|                                  |                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator<br/>I.P.A.2.1.1</b> | 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. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

✓ **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 Self-Evaluation Report, the institutional document UBB Teaching Facilities Inventory (2025) (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.2.1.1.a.pdf>), and the observations made during the site visit demonstrate that Babeş-Bolyai University (UBB) has an extensive material infrastructure comprising 100 buildings under the University's administration, providing adequate conditions for teaching, research, administrative activities, and student support services. The facilities include lecture halls, classrooms, seminar rooms, laboratories, reading rooms, and other educational spaces equipped with multimedia technology and IT infrastructure that meet the current requirements of higher education.

UBB also benefits from an extensive support infrastructure, including 21 student dormitories, 20 restaurants and cafeterias, five practice and research centres, sports facilities, the Botanical Garden, the Astronomical Observatory, cultural centres, and an extensive library network. The "Lucian Blaga" Central University Library (<https://www.bcucloj.ro/>), together with 29 branch libraries, four specialised libraries, and eight libraries belonging to the university extensions, provides access to an extensive documentary collection of approximately 120,000 volumes and books, available in both printed and electronic formats, including through digital platforms and international scientific databases.

Within the Faculty of Sociology and Social Work, the Doctoral School of Sociology benefits from dedicated teaching and research facilities, including lecture halls and seminar rooms. These comprise the "Tiberiu Kulcsar" Amphitheatre (Room 402) with a capacity of 294 seats, seminar rooms 312, 306, and 314, each accommodating 30 to 33 participants, as well as rooms 10, 206, 211, and 212, which are used for doctoral courses and research meetings. The computer laboratory (Room 404) is equipped with specialised statistical software (SPSS), multimedia systems, and high-speed Internet access. Doctoral students also have access to the Turnitin platform for originality checking of scientific papers, as well as to international bibliographic resources through the ANELIS+ platform and databases such as Scopus, ProQuest, EBSCO, and ERIH Plus.

Doctoral students enrolled in the Doctoral School of Sociology have access to the University's accredited research centres and institutes, which provide the infrastructure necessary for the implementation of scientific research projects (<https://ispmn.gov.ro/>, <https://fspac.ubbcluj.ro/castle.ro>, <https://stiintadatelor.centre.ubbcluj.ro/>, <https://prevenireaviolentei.granturi.ubbcluj.ro/>). The University also provides students and academic staff with integrated administrative and digital support services through the AcademicInfo platform (<https://academicinfo.ubbcluj.ro/>) and Microsoft Teams (<https://teams.cloud.microsoft/>). Furthermore, UBB has implemented measures to improve accessibility for students with disabilities through the Centre for Students with Disabilities (<https://bsd.centre.ubbcluj.ro/ro/>) and the Career Counselling and Guidance Centre (<https://consilierecariera.ubbcluj.ro/servicii-de-consiliere-oferite-de-ubb/>).

- ✓ 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 panel concludes that Babeş-Bolyai University possesses a modern, diversified, and well-developed material infrastructure that adequately supports doctoral education and research activities. The existing facilities meet the requirements of the doctoral field of Sociology and provide appropriate conditions for delivering high-quality doctoral education.

The teaching and research facilities are appropriately sized and well equipped, while the University's digital infrastructure facilitates doctoral students' access to high-quality educational and scientific resources. The availability of specialised laboratories, dedicated research software, and access to international scientific databases provides a highly favourable environment for doctoral research.

The evaluation panel considers that the material infrastructure and support services offered by the University are fully adequate for the organisation and delivery of doctoral studies in Sociology. Particular appreciation is given to the University's continuous investment in the digitalisation of academic and administrative services, as well as to the expansion of access to electronic resources and integrated digital platforms, which contribute significantly to the efficiency of educational and administrative processes. Regarding accessibility, the University has implemented a range of support measures for students with disabilities and continues to develop dedicated support services and reasonable accommodation solutions. Nevertheless, given the historical character of several university buildings, certain limitations regarding full physical accessibility remain. In particular, the Faculty of Sociology and Social Work building does not have an elevator, which limits accessibility for persons with reduced mobility. The University mitigates these constraints through organisational measures and the extensive use of digital solutions.

- ✓ Aspects that constitute best practice examples

- the existence of a comprehensive university infrastructure integrating teaching facilities, research spaces, student services, and practice centres within a coherent institutional framework;
- the development of an advanced digital infrastructure providing doctoral students with access to educational platforms, international scientific databases, and specialised research applications;
- doctoral students' access to the University's accredited research centres and research infrastructure;
- the integration of the Turnitin platform into the University's academic integrity framework and the use of specialised statistical software (SPSS) to support doctoral research;
- the development of an extensive university library network complemented by broad access to electronic resources and international scientific publications;
- the provision of integrated administrative and digital support services that facilitate the efficient management of academic and administrative activities.

✓ **Recommendations**

**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.

|                                        |                                                                                                                                               |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.A.2.2.1</b> | The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

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

The analysis of the Self-Evaluation Report, the institutional documentation, and the information collected during the evaluation visit demonstrates that Babeş-Bolyai University (UBB) has established a functional system for the management and maintenance of its movable and immovable assets ([https://www.ubbcluj.ro/ro/structura/unitati/unitati\\_administrative\\_dga#directia\\_administrativa](https://www.ubbcluj.ro/ro/structura/unitati/unitati_administrative_dga#directia_administrativa); [https://www.ubbcluj.ro/ro/structura/unitati/unitati\\_administrative\\_dga#directia\\_tehnica](https://www.ubbcluj.ro/ro/structura/unitati/unitati_administrative_dga#directia_tehnica)), ensuring appropriate conditions for teaching, research, and administrative activities (Rector's Report (2025), Chapter 6. Administration and Assets. [https://www.ubbcluj.ro/ro/infoubb/documente\\_publice/files/raport-rector/Raport\\_Rector\\_2025.pdf?v=5](https://www.ubbcluj.ro/ro/infoubb/documente_publice/files/raport-rector/Raport_Rector_2025.pdf?v=5)).

The management of the University's material infrastructure is carried out through specialised administrative units coordinated at the institutional level and implemented within the faculties, based on annual infrastructure development and maintenance plans. Maintenance activities include periodic cleaning, routine repairs, refurbishment of facilities, and the replacement of obsolete equipment, with the aim of maintaining optimal conditions for educational and research activities.

Within the Faculty of Sociology and Social Work, the infrastructure used by the Doctoral School of Sociology adequately supports the operation of teaching facilities, research laboratories, and IT infrastructure. The material resources are upgraded annually through the acquisition of new IT equipment, the development of digital infrastructure, and the maintenance of wireless communication networks.

Research laboratories benefit from regular technical maintenance and specialised IT support services, ensuring the continuous functionality of the equipment required for doctoral research activities. The University pays particular attention to accessibility for persons with disabilities by implementing both technical solutions to facilitate physical access to university buildings and digital tools that enable the inclusive and equitable use of university services.

The management of the University's material infrastructure is integrated into its institutional sustainable development policy through the "UBB Goes Green" programme ([https://www.ubbcluj.ro/ro/infoubb/files/InfoUBB\\_2020\\_12/2020\\_12\\_07\\_HCA\\_17642\\_privind\\_implementarea\\_proiectului\\_UBB\\_Goes\\_Green.pdf](https://www.ubbcluj.ro/ro/infoubb/files/InfoUBB_2020_12/2020_12_07_HCA_17642_privind_implementarea_proiectului_UBB_Goes_Green.pdf)), which promotes the responsible use of resources and the modernisation of infrastructure in accordance with the principles of sustainable 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 evaluation panel found that Babeş-Bolyai University has effective mechanisms for the management, maintenance, and continuous development of the infrastructure supporting doctoral education and research. The analysis of the institutional documentation and the observations made during the site visit indicate that infrastructure maintenance is carried out systematically, based on annual investment plans and clearly defined administrative procedures, thereby ensuring the proper functioning of teaching spaces, research facilities, and equipment. The University demonstrates a continuous commitment to modernising its infrastructure through the replacement and upgrading of IT equipment, the further development of digital infrastructure, and the enhancement of support services dedicated to doctoral education and research. The evaluation panel particularly appreciates the integration of sustainable development principles into the management of the University's assets, including the implementation of institutional mechanisms that encourage the involvement of administrative staff in improving material resources through administrative performance grants. The measures implemented to improve accessibility for persons with disabilities are also positively assessed, including both the adaptation of physical infrastructure and the development of digital accessibility tools. The results of the doctoral student evaluations further confirm that the existing infrastructure and material resources effectively support both doctoral research activities and the learning process. Overall, the evaluation panel concludes that the infrastructure used for doctoral education is managed efficiently, responsibly, and in accordance with the principles of sustainable institutional development.

- ✓ Aspects that constitute best practice examples
  - the implementation of an integrated system for the management and maintenance of educational and research infrastructure, coordinated at the institutional level;
  - the annual planning of investments for upgrading equipment and further developing the University's digital infrastructure;
  - the integration of the institutional "UBB Goes Green" programme into the management of university assets, promoting the principles of sustainable development;
  - the provision of administrative performance grants as an instrument for enhancing the quality of support services and infrastructure maintenance;
  - the implementation of comprehensive accessibility measures for persons with disabilities, covering both the physical infrastructure and the University's digital platforms;
  - the existence of a permanent IT maintenance system and the continuous upgrading of the IT infrastructure supporting doctoral research activities.
- ✓ Recommendations

**The indicator is: fulfilled.**

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

Standard S.A.3.1. Human resources

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

|                                  |                                                                                                                                                                                                                                                                                               |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator<br/>I.P.A.3.1.1</b> | The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list. |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The analysis of the Self-Evaluation Report, the institutional documentation, and the information collected during the evaluation visit demonstrates that Babeş-Bolyai University (UBB) has adequate human resources to organise and deliver doctoral university studies ([https://doctorat.ubbcluj.ro/en/documente/alte\\_fisiere/Conducatori\\_Doctorat\\_Dupa\\_Domenii\\_Eng.pdf](https://doctorat.ubbcluj.ro/en/documente/alte_fisiere/Conducatori_Doctorat_Dupa_Domenii_Eng.pdf)). The University promotes a coherent institutional human resources policy based on its Human Resources Strategy and on mechanisms for the evaluation and professional development of academic, research, and administrative staff. The University's academic staff is appropriately sized to support teaching and research activities and consists of highly qualified academic personnel with extensive professional experience. The Doctoral School of Sociology benefits from a team of doctoral supervisors with national and international scientific recognition, comprising tenured academic staff who hold the habilitation qualification and fulfil the standards established by the applicable legislation and the National Council for the Attestation of University Degrees, Diplomas and Certificates (CNATDCU) (<https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/Fise-CNATDCU.pdf>). During the 2025-2026 academic year, doctoral supervision is provided by ten doctoral supervisors representing complementary fields within sociology and the social sciences, thereby ensuring coverage of a broad range of research topics. The curricula vitae, academic profiles, and research performance indicators of the doctoral supervisors are publicly available through the Faculty's website and international academic platforms, including Google Scholar, Web of Science, Scopus, and ORCID (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>). During the 2025-2026 academic year, the Doctoral School of Sociology enrolled 40 doctoral students, distributed across all four years of study and evenly allocated among the doctoral supervisors, without exceeding the recommended supervisory capacity. The ratio between doctoral supervisors and doctoral students enables effective supervision and ensures personalised academic guidance throughout 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 evaluation panel confirms that Babeş-Bolyai University has sufficient and appropriate human resources to ensure the organisation and delivery of doctoral studies in the field of Sociology.

The body of doctoral supervisors in Sociology is academically and scientifically well established, bringing together researchers with significant experience, international recognition, and expertise relevant to the research areas developed within the Doctoral School. The diversity of their areas of expertise enables the supervision of interdisciplinary doctoral research projects and facilitates the continuous adaptation of research topics to emerging developments in sociology. The balanced distribution of doctoral students among doctoral supervisors supports an effective doctoral supervision process, ensuring that each doctoral student benefits from continuous, personalised academic guidance and scientific mentoring.

- ✓ Aspects that constitute best practice examples
  - the existence of a body of doctoral supervisors with strong international scientific visibility and publicly accessible academic profiles, ensuring transparency regarding academic performance;
  - the balanced allocation of doctoral students among doctoral supervisors, promoting effective, personalised, and high-quality doctoral supervision.
- ✓ Recommendations

**The indicator is: fulfilled.**

|                          |                                                                      |
|--------------------------|----------------------------------------------------------------------|
| Indicator<br>I.P.A.3.1.2 | The HEI ensures professional and personal development for its staff. |
|--------------------------|----------------------------------------------------------------------|

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

The findings of the evaluation demonstrate that Babeş-Bolyai University (UBB) has established a comprehensive institutional framework for the professional development of its academic, research, and

administrative staff, integrating this dimension into the University's institutional development strategy. Since 2020, the University has implemented the Individual Career Plan (ICP), which serves as a strategic instrument for planning teaching activities, allocating academic responsibilities, and evaluating professional performance (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.3.1.2.a.pdf>). Furthermore, Operational Procedure PO-AC-15 concerning the managerial evaluation of professional performance ([https://senat.ubbcluj.ro/wp-content/uploads/2019/01/PO-AC-15-Evaluare-profesionala-final\\_Senat.pdf](https://senat.ubbcluj.ro/wp-content/uploads/2019/01/PO-AC-15-Evaluare-profesionala-final_Senat.pdf)), together with the peer evaluation process, contributes to the continuous monitoring of staff performance and to the enhancement of teaching and research activities.

The Human Resources Directorate organises continuing professional development and training programmes tailored to the specific responsibilities of different categories of staff (<https://www.ubbcluj.ro/ro/staff/>). In addition, the Department for Teacher Training provides both initial and continuing teacher education in Romanian, Hungarian, and German, including psycho-pedagogical training programmes (<https://dppd.ubbcluj.ro/>).

The University promotes the sustainability of its academic human resources by encouraging early-career academic staff to obtain the habilitation qualification and by supporting their participation in international mobility programmes and research projects. Academic staff are encouraged to engage in international mobility and exchanges of good practices through an extensive network of Erasmus+ agreements and other international academic partnerships, including the EUTOPIA PhD Cotutelle Programme (<https://doctorat.ubbcluj.ro/ro/eutopia-phd-cotutelle-program/>).

The Doctoral School of Sociology contributes to the professional development of doctoral supervisors and academic staff through institutional mentoring programmes and support measures aimed at facilitating the attainment of the habilitation qualification, thereby strengthening the long-term sustainability of the Doctoral School's academic staff.

- ✓ 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 panel considers that Babeş-Bolyai University has developed comprehensive institutional policies and effective mechanisms to support the professional and personal development of its academic and administrative staff. The Individual Career Plan (ICP) constitutes a modern human resources management instrument that aligns individual professional development objectives with the University's institutional strategy, thereby contributing to enhanced academic and research performance. The evaluation panel positively assesses the existence of a comprehensive professional performance evaluation system that combines managerial evaluation, peer evaluation, and self-evaluation, providing valuable evidence for identifying professional development needs and supporting the continuous improvement of academic activities. The University demonstrates a strong commitment to developing its future academic workforce by supporting academic staff in obtaining the habilitation qualification and by creating opportunities for professional development through international mobility programmes and collaborative academic research projects. Overall, the institutional mechanisms in place demonstrate the University's sustained commitment to continuous professional development, performance evaluation, career advancement, and the long-term sustainability of its academic human resources.

- ✓ Aspects that constitute best practice examples

- the implementation of the Individual Career Plan (ICP) as a strategic instrument for planning, monitoring, and evaluating professional development;
- the application of an integrated performance evaluation system combining managerial evaluation, peer evaluation, and self-evaluation;
- institutional support for academic staff in obtaining the habilitation qualification, thereby strengthening the long-term sustainability of the Doctoral School;
- the enhancement of academic competences through participation in Erasmus+ mobility programmes and collaborations within European university networks;
- the organisation of continuous professional development and lifelong learning programmes for academic and administrative staff;

- the alignment of individual staff development plans with the strategic objectives of both the University and the Faculty..

✓ Recommendations

**The indicator is: fulfilled.**

Standard S.A.3.2. Recruitment procedures

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

|                                        |                                                                                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.A.3.2.1</b> | 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 (documents preferably included through links in the body of the IER)

The analysis of the Self-Evaluation Report, the institutional documentation, and the information collected during the evaluation visit demonstrates that Babeş-Bolyai University (UBB) applies transparent procedures that fully comply with the applicable legal framework for the recruitment of academic, research, and administrative staff, as well as for the acquisition of the status of doctoral supervisor. The recruitment of academic and research staff is carried out in accordance with the Methodology for Competitions for Filling Vacant Academic and Research Positions (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.3.2.1.b.pdf>), while the recruitment of administrative and auxiliary staff is governed by dedicated institutional procedures ([https://www.ubbcluj.ro/ro/infoubb/files/InfoUBB\\_2022\\_07/2022\\_07\\_25\\_HCA\\_9660\\_ref\\_modificarea\\_Procedurii\\_interne\\_privind\\_continutul\\_si\\_circuitul\\_documentelor\\_pentru\\_organizarea\\_concursurilor\\_pozitii\\_ned.pdf](https://www.ubbcluj.ro/ro/infoubb/files/InfoUBB_2022_07/2022_07_25_HCA_9660_ref_modificarea_Procedurii_interne_privind_continutul_si_circuitul_documentelor_pentru_organizarea_concursurilor_pozitii_ned.pdf)). Specific recruitment and selection procedures are also applied for staff employed within research projects (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.3.2.1.a.pdf>). The recruitment and affiliation of doctoral supervisors are coordinated by the Institute of Doctoral Studies (ISD) (<https://doctorat.ubbcluj.ro/eng/about-the-institute-for-doctoral-studies/>). The procedure consists of two successive stages: obtaining the habilitation qualification and subsequent affiliation with a doctoral school within the UBB Doctoral Studies Institution (IOSUD-UBB). These procedures are regulated by the Regulation on the Public Defence of Habilitation Theses and the Affiliation of Doctoral Supervisors ([https://doctorat.ubbcluj.ro/wp-content/uploads/2025/05/Regulament\\_UBB\\_abilitari\\_republicat\\_HS64\\_19mai2025.pdf](https://doctorat.ubbcluj.ro/wp-content/uploads/2025/05/Regulament_UBB_abilitari_republicat_HS64_19mai2025.pdf)). The process includes the evaluation of the application file, the public defence of the habilitation thesis, administrative validation, and the issuance of the Ministerial Order granting the habilitation qualification. Affiliation with a doctoral school follows a transparent institutional procedure involving approval by the Doctoral School Council, the Faculty Council, the Council for Doctoral University Studies (CSUD), the Administrative Council, and final validation by the University Senate.

Affiliation with the Doctoral School of Sociology requires obtaining the habilitation qualification in accordance with the minimum CNATDCU standards, followed by an institutional affiliation procedure requiring approval by the Doctoral School Council, endorsement by the Faculty Council, and validation by the University Senate. A major strength of this process is the rigorous selection of doctoral supervisors, which combines the habilitation qualification with demanding scientific performance criteria, including a minimum of two publications in Q1/Q2 journals during the previous three years, impeccable academic integrity, and collegial validation through a two-thirds secret ballot vote ([https://doctorat.ubbcluj.ro/wp-content/uploads/2025/07/2025FINAL\\_Regulament-SD-Sociologie\\_CU-AVIZ.pdf](https://doctorat.ubbcluj.ro/wp-content/uploads/2025/07/2025FINAL_Regulament-SD-Sociologie_CU-AVIZ.pdf)). All information regarding recruitment, habilitation, and affiliation procedures is publicly available on the website of the Institute of Doctoral Studies, while the University continues to advance the digitalisation of these procedures.

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

The evaluation panel considers that the recruitment and selection procedures implemented by Babeş-Bolyai University are fully compliant with the national legal framework and with European good practices

regarding the recruitment of academic human resources. The recruitment process is characterised by transparency, predictability, and adherence to the principles of open competition, being based on publicly available methodologies and procedures that are consistently applied across the institution. The publication of vacancy announcements at both national and international levels enhances the visibility of competitions and contributes to attracting highly qualified candidates.

The evaluation findings demonstrate the robustness of the procedures governing the acquisition of the status of doctoral supervisor. These procedures require not only compliance with the national habilitation standards but also the successful completion of an institutional affiliation process based on academic evaluation and successive validation by the University's governing bodies. This mechanism ensures the maintenance of high standards of academic quality and integrity, in accordance with the European principles governing researcher recruitment and the evaluation of academic performance.

The evaluation panel concludes that the procedures provide adequate guarantees regarding equal opportunities, transparency in decision-making, and merit-based selection founded on academic competence and scientific performance, thereby contributing to the strengthening of the human resources involved in the organisation of doctoral studies.

✓ **Aspects that constitute best practice examples**

- the existence of a comprehensive and transparent regulatory framework governing the recruitment of academic, research, and administrative staff;
- the transparent publication of vacancy announcements at both national and international levels;
- the alignment of institutional policies with the principles of the European Charter for Researchers, the Code of Conduct for the Recruitment of Researchers, and CoARA (Coalition for Advancing Research Assessment), as well as the maintenance of the HR Excellence in Research distinction; the rigorous procedure for acquiring the status of doctoral supervisor, combining the national habilitation process with institutional validation through the University's academic governance structures;
- the digitalisation of recruitment, habilitation, and doctoral supervisor recognition procedures;
- institutional support for the development of a new generation of doctoral supervisors by encouraging and assisting academic staff in obtaining the habilitation qualification.

✓ **Recommendations**

**The indicator is: fulfilled.**

**Criterion A.4. Digitalisation of institutional processes**

**Standard S.A.4.1. Digital transformation**

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

|                                  |                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator<br/>I.P.A.4.1.1</b> | 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. |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The evaluation findings indicate that Babeş-Bolyai University implements the Digital Transformation Strategy (2020-2027) ([https://dtic.ubbcluj.ro/wp-content/uploads/2021/01/Strategia\\_de\\_digitalizare\\_ubb\\_20-27.pdf](https://dtic.ubbcluj.ro/wp-content/uploads/2021/01/Strategia_de_digitalizare_ubb_20-27.pdf)). The Directorate for Information and Communication Technology (DTIC) (<https://dtic.ubbcluj.ro/>) develops and administers digital services dedicated to academic staff, researchers, students and doctoral candidates, contributing to the simplification of administrative procedures and improving the accessibility of university services. At present, most institutional processes have been digitalised through integrated information systems. The analysis of the information available on the website of the Doctoral School of Sociology ([https://socasis.ubbcluj.ro/?option=com\\_content&view=article&id=24&Itemid=26](https://socasis.ubbcluj.ro/?option=com_content&view=article&id=24&Itemid=26)) and the Institute of Doctoral Studies (<https://doctorat.ubbcluj.ro/ro/>) demonstrates an advanced level of digitalisation of the administrative and academic processes supporting doctoral education.

The digital transformation of the doctoral programme in Sociology is reflected through the organisation of the online admission process, including online application, submission of supporting documents and payment of admission fees via electronic platforms (<https://socasis.ubbcluj.ro/admitere/doctorat/>); continuous access to institutional documents (regulations, methodologies, forms, procedures, guidelines and decisions) available in digital format (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>; <https://doctorat.ubbcluj.ro/ro/formulare/>); the use of electronic platforms for scheduling administrative stages of doctoral studies and managing the documentation required for the public defence of doctoral theses (<https://doctorat.ubbcluj.ro/ro/sustinerea-publica-a-tezelor/>); implementation of the institutional Research Information Management System (InfoCercetare UBB), through which doctoral candidates report their scientific publications, research activities and fulfilment of the minimum standards required for the award of the doctoral degree (<https://infocercetare.ubbcluj.ro/>); and the use of the Turnitin similarity detection system for plagiarism screening of doctoral theses, supported by an institutional methodology dedicated to plagiarism prevention and the promotion of academic integrity.

The Institute of Doctoral Studies and the Doctoral School of Sociology maintain dedicated websites providing updated information on admission procedures, regulations, doctoral supervisors, doctoral candidates, academic activities, administrative forms and the calendar of doctoral processes. The Doctoral School's website is available in Romanian, Hungarian and English, thus facilitating access for the international academic community.

- ✓ **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 panel considers that Babeş-Bolyai University has developed a comprehensive and well-functioning digital ecosystem that effectively supports the academic and administrative management of doctoral education. The digitalisation of services facilitates rapid access for doctoral candidates and academic staff to institutional information and administrative services, reduces the time required for document processing and enhances institutional transparency. The integrated digital platforms enable efficient management of the entire doctoral lifecycle, from admission and academic records to the public defence of doctoral theses and the transmission of official documentation to the Ministry of Education and Research of Romania. The panel particularly appreciates the integration of the University's information systems with the national databases, including the Unique Student Register (Registrul Matricol Unic – RMU) and the Integrated Education Register (Registrul Educațional Integrat – REI), ensuring the traceability, interoperability and security of academic data.

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

- the existence of an institutional Digital Transformation Strategy, implemented and coordinated by the Directorate for Information and Communication Technology (DTIC);
- the use of an integrated digital ecosystem covering the entire doctoral lifecycle, from admission to graduation;
- integration of institutional information systems with the national databases (Unique Student Register – RMU and Integrated Education Register – REI), ensuring data traceability, interoperability and security;
- extensive digitalisation of academic and administrative services dedicated to doctoral candidates and academic staff;
- a dedicated, regularly updated website for the Doctoral School of Sociology, available in Romanian, Hungarian and English, ensuring transparent access to information and institutional documents;
- the use of collaborative platforms and modern digital infrastructure, including Microsoft Teams, UBB Cloud and Eduroam, supporting teaching, research and administrative activities.

- ✓ **Recommendations**

**The indicator is: fulfilled.**

## DOMAIN B. Educational efficacy

### Criterion B.1. Content and relevance of study programmes

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

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

|                                        |                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.1.1.1</b> | 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. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The doctoral study program in Sociology is organized within the Doctoral School of Sociology (SDS) of the Faculty of Sociology and Social Work (FSAS) of Babeş-Bolyai University, in accordance with the Higher Education Law no. 199/2023, with the Framework Regulation approved by OME 3020/2024 and with the Organization and Functioning Regulation of the SDS (version of 09.02.2026). The program is structured in two components according to art. 28 of LÎS 199/2023: (a) a training program based on advanced university studies, carried out in the II semester of the I year, with a duration of 12-14 weeks and accumulation of a minimum of 30 ECTS credits; (b) an individual scientific research program, within which the doctoral student defends a research project in the first year (30 ECTS), and in the following years a research report every 12 months (60 ECTS per report). The curriculum includes three subjects: "Ethical Foundations of Research in Social Sciences" (10 ECTS, semester II, subject imposed by art. 28 paragraph 10 of LÎS 199/2023), "Social Impact Evaluation Methods" and "Quantitative Methods Applied in the Analysis of Social Structures". The subject sheets are published on the faculty website (<https://socasis.ubbcluj.ro/facultate/cercetare/doctorat/>) and include the objectives, contents, teaching and evaluation methods. The individual research program is carried out in the field of competence of the doctoral supervisor, with academic visibility demonstrated through public CVs and Google Scholar, WoS, Scopus and ORCID profiles. The targeted university qualification corresponds to ESCO code 2632.6 (researcher in sociology) and ESCO code 2310.1.38 (higher education teaching staff in sociology).

- ✓ **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 program content highlights a high coherence between the advanced training component and the individual research component, the two being articulated in such a way as to lead to the acquisition of a level 8 qualification according to the European Qualifications Framework. The subject sheets are formulated in terms of learning outcomes (knowledge, skills, responsibility/autonomy), directly correlated with the CP1-CP10 and CT1-CT10 competencies taken from OM 3020/2024. The curriculum structure reflects a balance between methodological training (Applied quantitative methods, Social impact assessment methods) and ethical training (Ethical foundations of research), the latter ensuring explicit compliance with legal requirements regarding academic integrity. The four-year cycle allows the accumulation of 240 ECTS credits, distributed across advanced training activities (30 ECTS) and individual research (30+60+60+60=210 ECTS). The results of the evaluation of the doctoral internship for the 2024-2025 academic year confirm the adequacy of the content to the needs of the students: the item regarding the usefulness of the resources recommended by the coordinator obtained a score of 4.88/5, and the one regarding the progress of the research project obtained a score of 4.87/5. The correlation between teaching activities and learning outcomes is demonstrated by the 32 theses defended between January 2020 and September 2025,

\* 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.

which cover the research directions described in the plan (migration, digital inequalities, educational policies, work dynamics, etc.).

✓ **Aspects that constitute best practice examples**

According to UBB regulations, doctoral students can opt, with the agreement of the coordinator, for any disciplines organized in other doctoral schools (in compliance with the requirement to accumulate at least 30 ECTS).

✓ **Recommendations**

*Verifying the delivery method (online or physical) of optional courses chosen by students at other doctoral schools within UBB in order not to exceed the threshold of 65% online teaching activities.*

**The indicator is: fulfilled.**

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

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

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

**Indicator  
I.P.B.2.1.2**

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

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

The expected learning outcomes are correlated with the competencies required by the occupations corresponding to the EQF/CNC level 8 qualification, the program being positioned in relation to two specific occupations: researcher in sociology (ESCO code 2632.6) and higher education teacher in sociology (ESCO code 2310.1.38). The SDS has taken over from the Framework Regulation approved by OM no. 3020/2024 (art. 7 para. 9 and 10) the complete set of professional (CP1-CP10) and transversal (CT1-CT10) competencies, which are operationalized in the subject sheets. For each of the 20 competencies, two learning outcomes were formulated on each of the three dimensions (knowledge, skills, responsibility and autonomy), resulting in an integrated set of 120 operational descriptors. The competencies cover essential thematic areas: advanced knowledge in the field (CP1), formulation and solving of research problems (CP2), advanced research methods (CP3), project management (CP4), writing scientific papers (CP7), data processing (CP8), research ethics (CP10), as well as transversal competencies of communication, teamwork, critical thinking, intellectual property and entrepreneurship.

✓ **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 program demonstrates a rigorous alignment between the EQF/CNC level 8 qualification and the professional competencies associated with the target occupations. The formulation of the learning outcomes on three distinct levels (knowledge/skills/responsibility) follows the structure of the Dublin descriptors, ensuring comparability with similar programs in the European Higher Education Area. The correspondence with the ESCO codes is double, covering both the research and academic careers, offering graduates a double professional opening. Compatibility with similar programs in other EU countries is guaranteed by UBB's accession to the EUTOPIA Alliance (since November 2021) and by participating in the doctoral co-tutoring program, both mechanisms facilitating the recognition of competencies at European level. The formative impact of the ESCO alignment is empirically confirmed by data on the professional insertion of the 2022 promotion, which indicates the employment of the majority of graduates within the first 12 months after defending their thesis. The results of the 2024-2025 doctoral internship evaluation show that doctoral students clearly perceive the correlation between the pursued competencies and the requirements of the profession: the item regarding enriching the

perspective on the field obtained 4.89/5, and the item regarding improving performance through interaction with the guidance committee obtained the maximum score of 5.00/5.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

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

#### Standard S.B.3.1 Principles

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

|                                  |                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator<br/>I.P.B.3.1.1</b> | 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. |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The implementation of the principles of student-centered learning is ensured at the SDS level through an adaptable curriculum and a personalized mentoring system. The institutional framework is provided by UBB through the Teaching Council (CD-UBB), the Center for Innovation in Teaching and Learning (CIPI, established in 2012) and the Regulation on the professional activity of students based on ECTS (HS no. 101/26.07.2024). The participation rates confirm the commitment of the students: in the academic year 2024-2025, SDS recorded the highest response rate among all doctoral schools in the field of Social Sciences at the UBB level, namely 87.5% among first-year doctoral students to the PO-AC-19 procedure for evaluating the doctoral internship. The detailed data show that PhD students gave high scores to the central items of student-centeredness: support received from the coordinator to enrich the perspective on the field – 4.89/5; help to improve scientific performance – 4.89/5; usefulness of resources recommended by the coordinator – 4.88/5; usefulness of resources recommended by the guidance committee – 4.80/5; improvement of performance through interaction with the guidance committee – 5.00/5 (maximum score). The overall average of the evaluation was 4.56/5, with 4.75/5 for the guidance relationship and 4.87/5 for the progress of the research project. The transparency of the educational process is ensured by the publication of the evaluation criteria (score 4.60/5 for “evaluation reflects the results of the work”), and the international openness of the curriculum is marked with 4.67/5 for access to information about mobilities and scholarships.

- ✓ 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

Quantitative data confirm that the principles of student-centered learning are operationalized consistently and effectively. The response rates and scores obtained place SDS above the threshold of excellence (4.5/5) on the critical dimensions of the doctoral process, and the positive difference between the average for the mentoring relationship (4.75) and the overall average (4.56) indicates that individualized mentoring is a differentiating factor. The teaching strategy is not rigid, but dynamically adapts to the needs of each student, an aspect confirmed by the perfect score of 5.00 for the mentoring committee's contribution to improving performance. The flexible curriculum allows doctoral students to choose additional courses from other UBB faculties and integrates practical learning requirements based on individual scientific investigation (min. 2 published BDI articles). Institutional progress is also highlighted financially: the 226.31% increase in the amounts used from doctoral grants for dissemination and training in the period 2022-2024 (ARACIS progress report, 14.08.2025) demonstrates an allocation of resources consistent with the principles of student-centeredness. The systematic consultation of doctoral students through the annual PO-AC-19 procedure, corroborated with the integration of results into academic management decisions, confirms the existence of a functional PDCA cycle

- ✓ Aspects that constitute best practice examples

As examples of good practice, the possibility of customizing the training program by choosing courses offered by other doctoral schools within UBB is noteworthy.

✓ Recommendations

**The indicator is: fulfilled.**

|                           |                                                                                                                                                      |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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. |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

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

SDS offers doctoral students multiple mechanisms for physical and virtual academic mobility. The general framework is provided by the UBB International Cooperation Center (CCI) and the Internationalization Strategy 2025-2029, adopted by the UBB Senate in January 2025. SDS has concluded Erasmus+ agreements with over 20 partner universities in Bulgaria (Vasil Levski NMU), Czech Republic (University of Ostrava, Charles University), Germany (Johannes Gutenberg Universität Mainz, University of Applied Sciences Emden/Leer), France (Ocellia, Université Lumière Lyon 2), Hungary (Pázmány Péter, John Wesley), Italy (Milano-Bicocca, Padova), Lithuania (Vytautas Magnus), Norway (Bergen, Arctic University), Poland (Nicolaus Copernicus Toruń, Białystok, Wrocław), Slovenia (Nova Gorica), Turkey (Gazi, Ankara SSU) and the Republic of Moldova (USM). Information about the selections is published periodically on the faculty's website (<https://socasis.ubbcluj.ro/facultate/cercetare/erasmus/>). During the evaluated period, doctoral students Bejinariu Vlad and Ursu Denisa participated in the BIP "Researching Precarization Processes across Europe" (Fulda, 8-12.07.2024); Birou Mara-Simona participated in the Eutopia Doctoral School (Lisbon, 9-14.05.2023); Toma Ștefania-Adriana completed a one-month research visit to the University of Granada; Ghețău Cosmin participated in the Radboud Summer School (Nijmegen, August 2022). UBB implements the doctoral co-tutoring program through the EUTOPIA consortium (role of Home University) and applies the criteria for the European Doctorate (Doctor Europaeus/Europaea). Doctoral students gave a score of 4.67/5 for access to information on internationalization and 4.57/5 for support in capitalizing on mobility opportunities.

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

The institutional framework for academic mobility is solid and diversified, covering both physical and virtual mobility (Blended Intensive Programme). However, the absolute volume of mobilities remains modest in relation to the European objectives (minimum 20% of doctoral students to benefit from internships abroad). The ARACIS external progress evaluation report of 14.08.2025 confirms this: the indicator relating to internships abroad is assessed as "partially implemented", with only 2 doctoral students who completed training internships in the period 2022-2024, and the indicator regarding co-supervised doctorates also remains partially implemented, with only one doctoral student enrolled on the European doctorate route. Positive elements consist of complementary virtual internationalization activities: the constant series of lectures given at FSAS by external guests (Dr. Panagiotis Pentaris from Goldsmiths, Prof. Anamarija Kejžar from the University of Ljubljana, Assoc. Prof. Rebecca Davis from Rutgers, etc.), which gives PhD students exposure to international academic communities without the logistical costs of physical mobility. The positive perception of doctoral students towards access to information (4.67/5) signals a functional information channel, but the transformation of this information into effective participation remains a challenge.

✓ Aspects that constitute best practice examples  
✓ Recommendations

**The indicator is: fulfilled.**

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.3.2.1</b> | 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 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The SDS ensures an inclusive and equitable organizational framework, based on the Quality Policy in UBB 2025 and on a consolidated set of internal regulations: the Code of Ethics and Professional Deontology (HS no. 28/2025), the Code of Conduct for the Prevention and Sanctioning of Xenophobia, Radicalization and Hate Speech, the Guide for Combating Discrimination (with annexes for anti-Semitism and for harassment based on gender), the Guide for Gender Equality at UBB and the Procedure for Ensuring/Protecting the Mental Well-Being of Students. Admission is carried out exclusively on the basis of academic competence, without any discrimination based on age, gender, ethnicity, mother tongue, religion, race or political affiliation. The operationalization of the principle of diversity is ensured through the activity of the Student Engagement Office at the FSAS level, which includes a dedicated referent (Student Officer) responsible for integrating and resolving the specific needs of doctoral students. The institution collaborates directly with the Support Center for Students with Disabilities (CSD), which provides assistance in adapting materials, specialized counseling and access to assistive infrastructure (CH105 receiver with bell, SH 200 outdoor guide, Beacon, SH LOOP155 sound amplification devices, CH104B and CH104R touch graphic boards, AC 2-String device). UBB's language policy guarantees the use of the three official languages (Romanian, Hungarian, English). Ethical integrity is ensured through the UBB Ethics Committee, the Research Ethics Subcommittee (re-established by HCA 7258/27.05.2024), the university Ombuds mechanism and the Research and Research Ethics Committee at the FSAS level. Demographic data for 2024-2025 confirms the diversity of the doctoral body: 47.5% women, 46.7% men, 79.9% ethnic Romanians, 20.1% ethnic Hungarians.

- ✓ **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 normative framework of the SDS fully covers the principles of equity, and their operationalization is verifiable both through dedicated structures (Student Engagement Office, CSD, Ethics Commission, Ombuds) and through concrete demographic indicators. The almost perfect gender balance (47.5% F vs. 46.7% M) and ethnic diversity (approximately one fifth of doctoral students are ethnic Hungarian) attest that inclusive policies produce measurable results. The adaptive mentoring system, in which each doctoral student benefits from individualized research plans, is validated by the score of 4.87/5 obtained for the progress of the research project, an indicator that signals that the diversity of skills and learning styles is managed effectively. Support for mental well-being, free psychological counseling services and reasonable adaptation of the educational process for people with special educational needs demonstrate a holistic approach. Residual challenges relate to the historical physical infrastructure of the buildings (limited accessibility to upper floors), but these are compensated by digital measures (accessibility toolbar on the website, digitalization of processes through AcademicInfo and MS Teams).

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

The existence of a dedicated Student Engagement Office with a Student Officer specialized in student relations, combined with structured collaboration with the Support Center for Students with Disabilities, represents an integrated institutional model that goes beyond simple regulatory compliance.

- ✓ **Recommendations**

*Providing concrete support for doctoral students with learning disabilities (dyslexia) by making digital content accessible or by providing mentoring support.*

**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.

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| <b>Indicator</b><br><b>I.P.B.4.1.1</b> | 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. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The infrastructure of resources and support services for SDS PhD students is complex and dedicated. At the physical level, FSAS provides two buildings located in Cluj-Napoca (21 Decembrie 1989 Boulevard and Dostoevski Street no. 34-36), comprising over 21 teaching rooms, 4 amphitheatres, 14 seminar rooms and 4 specialized laboratories, among which the "Tiberiu Kulcsar" Amphitheater (294 seats) and the Sociology Methodology Laboratory (room 401, 30 workstations). The laboratories are equipped with high-performance computer technology and specialized software (SPSS), and all spaces benefit from video projection and WIFI connection. The bibliographic resources are provided by the faculty's own Library and by the "Lucian Blaga" Central University Library (BCU), which provides access to approximately 120,000 specialized volumes and 2,421,768 units in the electronic collections, as well as to the ANELIS+ platform for access to Web of Science, Scopus, CEEOL, ERIH Plus, ProQuest and EBSCO databases. At the digital level, doctoral students have the integrated platforms AcademicInfo (school records, fees, course evaluation), MS Teams (teaching activities, course materials, feedback) and Turnitin (similarity analysis, mandatory before submitting the thesis). Support for students with special educational requirements is provided by the Center for Students with Disabilities (CSD, supported by institutional development fund, project CNFIS-FDI-2024-F-0292) and the Office of Student Engagement. Doctoral students can work in elite research units: the Center for Population Studies, the Institute for the Study of National Minorities Problems, the Center for Research and Prevention of Family and Societal Violence, the Interdisciplinary Center for Data Science. The 2024-2025 evaluation shows very good scores: usefulness of resources recommended by the coordinator 4.88/5, usefulness of resources recommended by the guidance committee 4.80/5, support for accessing resources 4.13/5.

- ✓ **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 ecosystem of resources and services is mature and corresponds to the specific needs of the doctoral cycle, combining the physical component with an extensive digital one. The higher scores given to the resources recommended by the coordinator and the guidance committee (4.88 and 4.80/5) demonstrate an excellent suitability of the materials to individual research needs. The difference with the item "support for accessing resources" (4.13/5) signals that, although the identified materials are useful, the intermediation mechanism for effective access to them has potential for improvement. The digital component effectively compensates for the limitations of the physical accessibility of historical buildings, and the integration of ANELIS+ platforms offers doctoral students access to prestigious international databases, essential for doctoral-level documentation. Structured collaboration with CSD and the existence of a dedicated Student Engagement Office ensure compliance with national and European standards of equity and inclusion. Proactive accessibility measures (sensors, sound amplification, touch panels) demonstrate an active concern for eliminating learning barriers.

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

The explicit integration of doctoral students into institutionalized research centers (Population Studies Center, Interdisciplinary Center for Data Science, etc.) transforms the research infrastructure into a direct formative resource, providing a model of good practice.

- ✓ **Recommendations**

**The indicator is: fulfilled.**

#### Criterion B.5. Learning outcomes

#### Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

|                          |                                                                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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. |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

The learning outcomes are adequately described in the compulsory subject sheets ("Ethical foundations of research in the social sciences", "Social impact assessment methods" and "Quantitative methods applied in the analysis of social structures") and are aligned with the EQF/CNC level 8 competence descriptors. Each sheet explicitly includes: (a) subject-specific learning outcomes, formulated as progressions towards the programme outcomes; (b) the competences developed; (c) teaching and learning methods aligned with the outcomes; (d) forms of assessment with clear and measurable criteria. Teaching and learning activities (lectures, seminars, individual consultations, practical work) are described in terms of their contribution to the outcomes. Individual doctoral plans detail: (a) the expected progress in doctoral competences for each year of study; (b) the specific research activities; (c) the assessment points and progress criteria; (d) the form and content of the annual doctoral theses. The expected results are correlated with the minimum CNATDCU standards (minimum 2 BDI articles + 1 scientific conference for students admitted in 2025). The communication of the expected results is carried out both online (ŞDS website, MS Teams classes) and physically (meetings planned in the first two weeks), respecting the Methodology for organizing and conducting the assessment of student competencies in UBB (HS 216/15.12.2025). The 2024-2025 evaluation shows that the doctoral students clearly understand the expected results: the clarity of communication of doctoral student responsibilities obtained 4.57/5, and the clarity of the evaluation criteria and methods 4.52/5.

- ✓ 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 definition and communication of learning outcomes respect the constructive alignment principles: teaching activities, learning methods and assessment forms are explicitly correlated with the outcomes. The scores obtained on the items measuring the understanding of the expected outcomes (4.57 and 4.52/5) are above the excellence threshold of 4.5/5, confirming that students clearly perceive the expectations. The correlation with the CNATDCU standards ensures alignment with the national requirements for the evaluation of scientific production, and the structuring of the results on the three dimensions (knowledge, skills, responsibility/autonomy) follows the Dublin descriptors. The bidirectional communication of the expected outcomes, both digitally and in physical format, ensures transparency and provides a predictable framework for the academic path. The standardization of the evaluation criteria for the doctoral thesis at the defense, which evaluates both the scientific value of the research and the transversal competencies (autonomy, academic communication, scientific and ethical responsibility, contribution to the field), strengthens the evaluative dimension.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

|                          |                                                                                                     |
|--------------------------|-----------------------------------------------------------------------------------------------------|
| Indicator<br>I.P.B.5.1.2 | Achievement of the learning outcomes is checked in ongoing examinations and study completion exams. |
|--------------------------|-----------------------------------------------------------------------------------------------------|

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

Verification of the achievement of learning outcomes is carried out in accordance with the Regulation on the professional activity of students based on ECTS and the Methodology for organizing and conducting the assessment of student competencies in UBB (HS 216/15.12.2025). The assessment of the subjects in the curriculum is carried out through the forms provided in the sheets (projects, debates,

case studies, papers) and is accompanied by a certificate of participation with the grade ADMIS/RESPINS. The exams are planned in the 2nd semester session, and the results can be contested according to the Grade Contest Procedure. To ensure a coherent scientific path, within the individual research program, doctoral students annually defend: (a) a research project in the 1st year; (b) a research report in the 2nd-4th years, in front of the guidance committee. Presentations are evaluated with ADMIS/RESPINS, and two consecutive "rejected" grades can lead to expulsion (art. 11 of the SDS Regulation). The final evaluation is carried out through the public defense of the doctoral thesis, conditional on the prior fulfillment of the CNATDCU standards (for students admitted in 2025: minimum 2 BDI articles or A1/A2 chapters, of which min. 1 published during the studies, plus min. 1 presentation at the conference). The scientific activity must be reported on the UBB Academic/Scientific Activity Management platform. The integrity of the thesis is mandatorily ensured by the Turnitin software, and the thesis cannot be submitted without the similarity report and the favorable agreement of the supervisor. The doctoral committee, approved by the Senate, includes mostly external IOSUD referees, with the rule that an external referee evaluates a maximum of two theses coordinated by the same supervisor in a calendar year, the ratio between the theses assigned to a referee and the total number of theses being maintained below the threshold of 0.3. The announcement of the public defense is made min. 20 calendar days in advance, on the IOSUD website. Between January 2020 and September 2025, 32 doctoral theses were defended.

- ✓ 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 system for verifying learning outcomes is multi-layered and procedurally rigid: assessments at the discipline level, annual assessments of research progress through papers and the final assessment through the public defense of the thesis. The existence of an expulsion clause for two consecutive "rejected" papers (art. 11 of the SDS Regulation) attests to high demands. Alignment with CNATDCU standards ensures comparability with national practices, and the mandatory use of Turnitin, in conjunction with the Doctoral Thesis Writing Guide and the majority external composition of the doctoral committee, guarantees academic integrity. The rule of limitation to a maximum of two theses coordinated by the same supervisor evaluated by an external referee in a calendar year prevents conflicts of interest. The 32 theses defended between January 2020 and September 2025 cover diverse research directions (transnational migration, digital inequalities, educational policies, labor dynamics, social assistance system), demonstrating the capacity of the evaluation system to validate original contributions in various thematic areas. Decisional transparency (publication of defenses 20 calendar days in advance on the IOSUD website) supports access to results for the academic community and the public.

- ✓ Aspects that constitute best practice examples

The rule of limiting to a maximum of two theses coordinated by the same supervisor evaluated by the same external referee in a calendar year, correlated with monitoring the ratio below the threshold of 0.3, represents an explicit mechanism for preventing conflicts of interest.

- ✓ Recommendations

**The indicator is: fulfilled.**

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator  
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

The SDS applies admission procedures in strict accordance with the Higher Education Law no. 199/2023 and the UBB Methodology for admission to doctoral studies (HS no. 33/2025). The

competition is organized by the Institute of Doctoral Studies, and at the faculty level, the Admission Regulations for doctoral studies of the Doctoral School of Sociology for the academic year 2026-2027 apply. Eligibility conditions require: (a) master's degree or equivalent in Sociology/related fields, with min. 300 ECTS cumulated; (b) knowledge of an internationally spoken language; (c) letter of recommendation; (d) previous scientific interests (publications, participation in projects, relevant master's dissertation) or, alternatively, a portfolio proving research potential. The competition consists of two tests: (a) written specialty test, based on a topic announced min. 2 months in advance; (b) interview. Admission average: 50% written test + 50% interview, with the possibility of additional points for outstanding results in international competitions or publications indexed in international databases. Research topics are proposed by supervisors and approved by the SDS Council. The exam for the 2026-2027 academic year will take place in online format. The current population of doctoral students includes 40 active students (15 in year I, 7 in year II, 14 in year III, 4 in year IV), coordinated by 10 full supervisors with an average of approximately 4 doctoral students per supervisor.

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

Analysis of the current situation: Admission procedures are applied rigorously, transparently and predictably, with the publication of the topic at least 2 months in advance giving candidates adequate time to prepare. The exam structure, with equal weighting between the written test and the interview, balances the assessment of theoretical knowledge with that of the researcher profile and the proposed topic. The distribution of PhD students by year indicates a renewed attractiveness of the program: the 15 first-year students represent the largest recent cohort, signaling a robust return after the fluctuations during the pandemic period. The average of approximately 4 PhD students per coordinator is below the recommended threshold and ensures the quality of individual guidance, although the distribution is uneven (some coordinators have 7-8 PhD students, others 0-1). The portfolio alternative for candidates without previous publications/projects allows access to candidates with potential, but who have not had formal opportunities to demonstrate their scientific activity. The online format of the exam for 2026-2027 increases geographical accessibility and supports internationalization.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

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

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

Admission to the SDS respects the principles of equity and equal opportunities, LÎS 199/2023 being applied together with the UBB Methodology for distributing doctoral grants. The selection of candidates is based exclusively on academic and professional skills, without discrimination on the basis of age, ethnicity, gender, religion or political affiliation. UBB offers special budgeted places for disadvantaged categories: Roma candidates and "Romanians everywhere" candidates. These measures are complemented by the institutional project Open2UBB (CNFIS-FDI-2023-F-0394), aimed at increasing the capacity for inclusion through academic and social support. The demographic results for 2024-2025 confirm the effectiveness of the policies: 47.5% women and 46.7% men, 79.9% ethnic Romanians and 20.1% ethnic Hungarians. Support for candidates and students with special educational needs or disabilities is ensured through direct collaboration with the Support Center for Students with Disabilities (CSD), which offers adaptation of exam materials, specialized counseling and access to assistive infrastructure (CH105 devices with bell, SH 200 external guidance, Beacon, SH LOOP155, CH104B/CH104R tactile graphic boards, AC 2-String device). The transparency of the process is guaranteed by publishing the selection criteria at least 6 months before admission, and the structure of the exam (written test + interview) eliminates subjectivity through equal weighting between components.

Doctoral students have access to the University Ombuds mechanism and benefit from the application of the guidelines for combating discrimination and for gender equality.

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

The regulatory framework and operational mechanisms ensure full compliance with the principles of equity and equal opportunities. Gender balance (difference of less than 1 percentage point between women and men) and ethnic diversity (approximately one fifth of doctoral students are ethnic Hungarians) are concrete indicators of non-discriminatory admission. Special measures (budgetary places for Roma and Romanians from all over the world, the Open2UBB project) transform the principle of equal opportunities into concrete positive actions for vulnerable groups. Adapting infrastructure for people with disabilities, through specific technical devices, demonstrates a concrete inclusive approach. Publishing the criteria 6 months in advance gives all candidates, including those from disadvantaged groups, sufficient time to prepare. The existence of the Ombuds mechanism ensures an independent appeal route.

- ✓ Aspects that constitute best practice examples

The institutional project Open2UBB (CNFIS-FDI-2023-F-0394), which operationalizes inclusion measures through personalized academic support, represents a concrete example of transposing equity principles into funded and evaluable actions.

- ✓ Recommendations  
The indicator is: fulfilled.

|                                                                                             |                                                                                                      |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Standard S.B.7.2. Academic journey of students                                              |                                                                                                      |
| The organisational component carries out actions supporting the students' academic journey. |                                                                                                      |
| Indicator<br>I.P.B.7.2.1                                                                    | The organisational component applies the regulations concerning the students' professional activity. |

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

The SDS rigorously applies the regulatory framework that regulates the professional activity of doctoral students: the Regulation on the professional activity of students based on ECTS (HS no. 101/26.07.2024), the UBB Regulation on the organization and conduct of doctoral studies with annexes (HS no. 32/2025), the SDS specific Regulation (approved 09.02.2026) and the Code of Student Rights and Obligations (HS no. 112/23.09.2024). The activity of doctoral students is regulated by doctoral study contracts and individual research plans, which stipulate: (a) the accumulation of 30 ECTS from the advanced training program; (b) the publication of at least two articles in recognized international databases; (c) participation in at least one scientific conference during the internship. Monitoring compliance with obligations is digitalized through the AcademicInfo platform (for the school route) and through the UBB Academic/Scientific Activity Management platform (for reporting scientific results). Students can challenge the results of the evaluations according to the Guide on how to challenge the evaluation. The 2024-2025 evaluation shows a precise knowledge of the regulatory framework: the item "clarity of communication of doctoral student responsibilities" obtained 4.57/5, and "clarity of evaluation criteria and methods" 4.52/5. The integrity of the research activity is ensured by the mandatory use of the Turnitin software, with unrestricted access for all doctoral students and doctoral supervisors throughout the internship.

- ✓ 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 application of the regulations is confirmed both at the documentary level and through the positive perception of doctoral students. The standardization of study contracts and individual plans ensures a predictable trajectory, in which publication and conference participation obligations are explicitly quantified. The complete digitalization of monitoring, through the two integrated platforms (AcademicInfo and Academic/Scientific Activity Management), allows for real-time evidence of progress and facilitates internal auditing. The mandatory use and unrestricted access to Turnitin transforms

academic integrity from a declarative norm into a verifiable operational practice. The scores obtained on the items measuring the clarity of the regulations (4.57 and 4.52/5) place the SDS above the threshold of excellence and confirm that the application is not only formal, but also effective in terms of the perception of the beneficiaries.

- ✓ Aspects that constitute best practice examples
  - ✓ Recommendations
- The indicator is: fulfilled.**

### Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

|                          |                                                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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. |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Rutgers, the State University of New Jersey (2022), teaching mobilities at the University of Applied Sciences Potsdam (2022, 2023) and STT-BIP mobility at Akademia Zamojska (2025). Doctoral students participated in the BIP "Researching Precarization Processes across Europe" (Fulda, 2024), Eutopia Doctoral School (Lisbon, 2023), research visit to the University of Granada, Radboud Summer School (Nijmegen, 2022). SDS systematically organizes lectures given by international guests (Dr. Panagiotis Pentaris from Goldsmiths, Glenn Möllergren from Lund/Sibiu, Assist. prof. Anamarija Kejžar from Ljubljana, Assoc. prof. Rebecca Davis from Rutgers, Balša Lubarda from Damar Institute Montenegro, etc.). Research collaborations span universities such as Paris-Saclay, Copenhagen Business School, Ghent, Amsterdam, Liverpool, Belfast. The 2024 ARACIS progress report documents a significant increase in the number of PhD students with conference participation (from 2 to 32) between 2022-2024.

- ✓ 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 internationalization process is consistent and diversified, combining physical mobilities, co-tutorships, guest lectures and research collaboration networks. Membership in EUTOPIA and The Guild provides a strong structural framework, and operational mechanisms (Doctor Europaeus, EUTOPIA co-tutorship) transform membership into concrete opportunities. The exponential increase in doctoral student participation in international conferences in the period 2022-2024 is quantifiable evidence of the maturation of the strategy. The network of international guests offers doctoral students systematic exposure to prestigious academic communities, and stable collaborations with Western universities (Paris-Saclay, Ghent, Amsterdam) support scientific production with international visibility. However, the ARACIS progress report of 14.08.2025 confirms that the indicators relating to doctoral internships abroad (only 2 in the period 2022-2024) and co-supervised doctorates (only one doctoral student on the European doctorate route) remain "partially implemented", below the European objective of 20%. Thus, the institutional framework is solid, but its transformation into massive mobility of doctoral students remains a challenge.

- ✓ Aspects that constitute best practice examples

The 1500% increase in the total number of doctoral student participations at international conferences between 2022-2024 (from 2 to 32 documented participations), corroborated with the 226.31% increase in the amounts used from doctoral grants, illustrates a visible and replicable cultural change regarding the international dissemination of research.

- ✓ Recommendations
- 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.

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|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>I.P.B.9.1.1 | Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme. |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Scientific research is the core of the educational process at ŞDS, with doctoral training structured on the principle of learning based on scientific investigation. During the reporting period, ŞDS doctoral students produced and published 45 scientific papers, of which 30 were indexed by WoS/ISI, 8 by Scopus and 7 by BDI, as well as review articles directly correlated with the topics of their theses. The doctoral students contributed to 3 books as co-authors and gave presentations at over 20 conferences. The publications cover various thematic areas: sociology of education, sociology of work, sociology of health, migration, digital technology, social policies, sociological methodology. The doctoral students are integrated into competitive research projects funded by UEFISCDI, Horizon 2020, COST Actions, PNRR and NextGenerationEU. Recent examples of WoS publications by doctoral students include: Petrovici & Bejinariu (2024) in Urban Research & Practice; Sârbu, Iovu, Lazar & Gheţău (2024) in BRAIN; Solonean (2024) in International Journal of Qualitative Studies in Education; Kállay, Medrea, Muller-Fabian & Dégi (2023) in Frontiers in Psychology; Anghel, Oltean & Silian (2022) in Central and Eastern European Migration Review; Kállay, Medrea & Dégi (2022) in Breast. Scopus indexed publications include chapter contributions in volumes at Palgrave, Springer, Emerald, Routledge, Tirant lo Blanch. CNATDCU standards applied since 2025 require min. 2 BDI articles or A1/A2 chapters and 1 conference presentation. Research results are registered in the UBB Academic/Scientific Activity Management platform.

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

The volume of doctoral students' publications (45 papers, of which 30 WoS/ISI) during the reporting period demonstrates a consistent integration of research into the educational process. The share of approximately 66% WoS/ISI publications out of the total is remarkable for a doctoral sociology program and confirms the capacity of the SDS to train competitive researchers on the international academic market. The correlation with the thesis topics and with the projects coordinated by the doctoral supervisors ensures authentic training through scientific investigation, not just through theoretical transmission. The thematic diversity (education, work, health, migration, digital technology, social policies, methodology) reflects the intellectual maturity of the teaching staff and offers doctoral students multiple specialization directions. Integration into competitively funded projects (Horizon, PNRR, UEFISCDI) allows access to resources, data and networks that would be unavailable in a strictly individual educational model. The residual challenge identified in the REI SWOT analysis is the uneven distribution of publications among doctoral students and the disproportionate dependence on a few very extensive international networks (psycho-oncology area).

- ✓ Aspects that constitute best practice examples

The systematic integration of doctoral students into European consortia and WoS publications with international visibility (Palgrave, Springer, Emerald, Frontiers) transforms research from an individual exercise into a structural component of training, providing a replicable model of learning through investigation.

- ✓ Recommendations  
The indicator is: fulfilled.

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

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

|                          |                                                                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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. |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Research results are capitalized on through scientific publications, technology transfer and participation in international academic networks. At the institutional level, UBB has obtained the status of a world-class university with 5 QS stars (2021, reconfirmed 2025 with a higher score), and since 2018 it has held the "HR Excellence in Research" distinction, which is in the process of being renewed. UBB is a signatory of CoARA (Coalition for Advancing Research Assessment). Data on publications and citations in the Web of Science indicate a positive dynamic of the SDS. The period 2011-2014 was characterized by the consolidation of the leadership team, followed by a transition phase 2015-2018 and a sharp relaunch in the 2019-2025 period, correlated with the internationalization of the older generation and the entry of new coordinators. The share of WoS/Scopus articles in the total production increased to approximately 95% in the period 2020-2025, and 70% of the output is published in central academic publishers. International core academic collaborations involve universities such as Paris-Saclay, Copenhagen Business School, Ghent, Amsterdam, Liverpool, Belfast. Extensive interdisciplinary collaborations in health, applied psychology and public policy connect the school with broad European networks. National interuniversity collaborations include the University of Bucharest, ASE, "Lucian Blaga" University of Sibiu, "Ștefan cel Mare" University of Suceava, and the West University of Timișoara. The distribution of funding sources indicates a structural transition: in the period 2006-2014, competitive national funding dominated (PN-II-ID-PCE, PN-II-RU-TE, POSDRU); between 2015-2019, individual European grants appeared (ERC FP7, ESRC, ERSTE Foundation); after 2020, European consortium funding predominates (Horizon 2020, NextGenerationEU, PNRR, COST Actions, NetZeroCities, ICMPD).

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

The international visibility of SDS research is significant and growing, marked by the transition from an individual research model, predominantly nationally funded, to a European consortium model. The 95% share of articles in WoS/Scopus indexed journals in the recent output (2020-2025) attests to a strategic alignment with international publishing standards. The diversification of collaborations (core academic, interdisciplinary, national) creates a robust multi-scalar network, in which SDS functions as an active node both at European and national level. Critical elements identified in the SWOT analysis include: (a) the approximately 12% share of publications in open-access mega-journals in the period 2020-2025, which, although reflecting the adaptation to contemporary editorial circuits, may dilute symbolic differentiation; (b) the disproportionate dependence on a few very large international networks (especially in the psycho-oncology area), which generates a structural bias in the analysis of collaborations. The central development challenge, explicitly formulated in Chapter VI of the REI, is to increase international impact and visibility by accessing Web of Science Q1 and Q2 ranked journals, beyond conference volumes or high-volume open-access journals.

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

The documented transition from individual national funding (2006-2014) to European consortium funding (2020-2025), through Horizon 2020, PNRR, NextGenerationEU and COST Actions, illustrates an institutional repositioning strategy supported by concrete bibliometric data.

- ✓ **Recommendations**  
**The indicator is: fulfilled.**

## DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

|                          |                                                                                                                                                                                      |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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 |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Quality assurance at Babeş-Bolyai University is structured through strategic documents, institutional procedures and periodic evaluation mechanisms aligned with the University's quality policy. Within the Doctoral School of Sociology, this framework is operationalised through specific monitoring indicators, staff and doctoral supervisor evaluation, student feedback and the annual criteria governing the allocation of doctoral grants and state-funded places. The resulting documentation is systematically archived, ensuring process traceability. Doctoral activity is also governed by institutional standards of ethics and academic integrity, while research involving human participants, personal data or other ethically sensitive matters requires prior ethical approval.

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

The framework examined reflects a coherent integration of strategic planning, monitoring and periodic review within doctoral education. The combination of complementary evaluation mechanisms enables a multidimensional assessment of academic and supervisory activities, while systematic record retention strengthens transparency and institutional accountability. The incorporation of ethical review at the research design stage demonstrates a preventive and mature approach, extending beyond procedural compliance towards the consolidation of a culture of quality and academic integrity.

Aspects that constitute best practice examples

- ✓ Recommendations

**The indicator is: fulfilled.**

Standard S.C.1.2. Stakeholder engagement

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

|                          |                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>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. |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

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

Stakeholder participation is embedded in the quality assurance mechanisms applied at Babeş-Bolyai University and within the Doctoral School of Sociology. Annual internal evaluations cover teaching and learning, research and institutional services, while the resulting improvement measures are incorporated into the Rector's Report and debated by the University Senate. Academic staff performance is assessed through management appraisal, peer review and student evaluation, based on dedicated procedures and performance standards, with the Quality Committee preparing annual synthetic reports. Doctoral students evaluate teaching activities each semester through the AcademicInfo platform. Their involvement, together with that of academic staff and representatives of the socio-economic environment, is also provided for in Article 31 of the Doctoral School Regulations and in the FSAS Strategic Plan for 2024-2029. Formal evaluation instruments are complemented by periodic consultations and working meetings, while employer perspectives are incorporated through institutional partnerships with specialised research centres.

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

The mechanisms identified provide a diversified framework for incorporating the perspectives of internal and external stakeholders into the implementation and revision of institutional procedures. The combination of formal evaluation processes, periodic consultations and partnerships with research organisations enables the Doctoral School to draw on complementary sources of evidence when

assessing educational activities and defining improvement measures. The reporting of evaluation results at faculty and university levels, together with their consideration by the Senate, strengthens institutional accountability and supports the traceability of decisions. The involvement of doctoral students, academic staff and professional partners therefore extends beyond consultative participation and contributes to the continuous adjustment of the doctoral programme's academic and organisational framework.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled .**

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

|                                                                                                                                                                  |                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard S.C.2.2. Operation<br>Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions. |                                                                                                                                                                                                                                                |
| <b>Indicator</b><br><b>I.P.C.2.2.2.</b>                                                                                                                          | 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. |

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

The Ethics Commission of Babeş-Bolyai University operates independently from both the University Senate and the Rectorate, in accordance with national legislation and its own rules of organisation and operation, and holds exclusive competence for examining and resolving breaches of university ethics. The Code of Ethics and Professional Conduct, revised in 2025, establishes academic conduct on principles including integrity, academic freedom, equity, responsibility and non-discrimination, while students account for at least 25% of the Commission's membership. Within the Doctoral School of Sociology, the institutional framework is further operationalised through the mandatory requirement to obtain ethical approval before initiating research involving human participants, personal data or other ethically sensitive matters. Applications are reviewed by a specialised committee comprising at least three doctoral supervisors, subject to conflict-of-interest safeguards, and an official response must be issued within a maximum of 45 days. This preventive framework is complemented by the Research Ethics Subcommittee, the compulsory course "Ethical Foundations of Social Science Research" and the use of similarity-detection software prior to the public defence of doctoral theses.

- ✓ 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 documentation reviewed indicates the existence of a coherent institutional framework in which the independence of the Ethics Commission is supported both normatively and operationally. The separation of its responsibilities from the university's executive and deliberative structures, student representation and the application of conflict-of-interest procedures contribute to the impartial examination of ethics-related matters. At doctoral level, the integration of ethical scrutiny at the research design stage gives the mechanism a preventive character, while the combination of formal approval, curricular preparation and similarity checking reinforces academic accountability. Taken together, these arrangements demonstrate that the university's ethics structures perform their designated functions independently and in accordance with the applicable legal framework.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

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

Standard S.C.3.1. Procedures and implementation of procedures  
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

|                                        |                                                                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.3.1.1</b> | The organisational component consistently applies the procedures, and proves their impact on quality assurance. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------|

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

The monitoring and periodic review of doctoral programmes are carried out through a multi-level institutional framework. The Curriculum Commission of the University Senate is responsible for the internal assessment and endorsement of curricula and for reviewing the documentation required for the authorisation and accreditation of doctoral schools. Within the Doctoral School of Sociology, curricula are updated annually in relation to doctoral students' scientific progression, validated by the Doctoral School Council and the Faculty Council, endorsed by CSUD and subsequently made public. Approved courses are incorporated into each doctoral student's individual study plan as an annex to the doctoral study contract. The implementation of procedure PO-AC-19 resulted in an 87.5% response rate among first-year doctoral students in the 2024-2025 academic year. The 2024 External Progress Evaluation Report records a 226.31% increase in the use of doctoral grant funding between 2022 and 2024, reaching RON 21,956.61. Supervision quality and research progress are monitored through the guidance committees, with average scores of 4.75 for the supervisory relationship and 4.87 for research project progress.

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

The mechanisms examined demonstrate the systematic application of procedures for the design, monitoring and periodic review of the doctoral programme, in accordance with the PDCA cycle. The successive validation of curricular revisions by the competent academic bodies ensures procedural coherence and transparency of the educational provision. The high participation rate in doctoral internship evaluation confirms the functionality of the feedback mechanisms, while the substantial increase in the use of doctoral grant resources provides measurable evidence of the effects of the administrative and financial measures adopted. The reported scores for supervision and research progress, which exceed the institutional benchmarks referred to in the documentation, further support the effectiveness of academic monitoring. The full implementation of the recommendations issued during the 2021 ARACIS evaluation, as documented in the 2024 Progress Report, indicates the institution's capacity to translate evaluation findings into corrective measures with demonstrable impact.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

|                                        |                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.3.1.2</b> | Members of its own community and other stakeholders are involved in the procedure implementation process. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------|

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

The initiation, authorisation, accreditation, monitoring and periodic review of doctoral fields and schools follow a successive decision-making process involving the Doctoral School, the Faculty Council, the competent doctoral studies structures, CSUD, the University Board of Administration and the University Senate, including its Curriculum Commission. Within the Doctoral School of Sociology, academic community participation is reflected in doctoral students' involvement in the evaluation of doctoral training, with procedure PO-AC-19 recording an 87.5% response rate among first-year doctoral students in 2024-2025. Doctoral supervisors and guidance committee members are directly involved

in monitoring academic progression and research development, receiving average student ratings of 4.75 for the supervisory relationship and 4.87 for research project progress. The academic community also participates in the implementation of ethics procedures, as doctoral students request the required ethical approval and committees composed of doctoral supervisors assess the applications under the relevant regulations. External stakeholder involvement is supported through the participation of international experts in final evaluations and consultation with employers during curriculum review.

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

The institutional arrangements examined reflect a participatory model of procedure implementation, in which responsibilities are distributed among collegial bodies, the doctoral community and external partners. The high level of doctoral student participation in evaluation confirms the functionality of consultation mechanisms, while the scores concerning supervision and research progress indicate the effective application of academic monitoring procedures. The involvement of collegial structures in validating decisions, together with the integration of employer and international expert perspectives, reinforces the transparent and plural character of doctoral governance. The score of 4.60 regarding the extent to which evaluation results are reflected in decision-making further supports doctoral students' positive perception of institutional transparency and the use of feedback.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**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.

|                                        |                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.4.1.1</b> | The organisational component analyses the results of the students' biannual evaluation of teachers. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|

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

Teaching and research staff are assessed through complementary managerial, peer and student evaluation mechanisms governed by operational procedures approved by the UBB Senate. Within the Doctoral School of Sociology, the biannual evaluation of teaching activities and the annual evaluation of doctoral training are conducted through the AcademicInfo platform, ensuring respondent anonymity and centralised administration by the Qualitas Centre, which processes the data and produces periodic reports. In the 2024-2025 academic year, the response rate among first-year doctoral students reached 87.5%, while average scores of 4.89 were recorded for the support and feedback provided by doctoral supervisors and 5.00 for the contribution of guidance committee members to the scientific development of the thesis. The results are communicated to the relevant management structures and incorporated into the annual professional assessment of academic staff, with implications for improvement measures, academic promotion and merit-based recognition.

- ✓ 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 documentation reviewed demonstrates the existence of a complete institutional cycle for collecting, processing and using doctoral students' feedback. Centralised administration and the integration of evaluation results into academic staff appraisal give the mechanism a substantive quality management function, rather than limiting it to formal consultation. The high participation rate strengthens the relevance of the evidence collected, while the reported results confirm the effectiveness of doctoral supervision and the contribution of guidance committees to research progression. Periodic analysis by the Doctoral School Council further enables the identification of potential shortcomings and the adoption of appropriate support or remedial measures.

- ✓ Aspects that constitute best practice examples
  - ✓ Recommendations
- The indicator is: fulfilled.**

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

Standard S.C.5.1. Databases  
The HEI uses databases to support internal quality assurance activities.

|                                        |                                                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.5.1.1</b> | 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 academic and administrative activities of Babeş-Bolyai University are supported by three integrated information systems: AcademicInfo, ManageAsist and the UBB Academic/Scientific Activity Management application. AcademicInfo manages admission, academic records, tuition fees, student and staff access, course evaluation and graduate employment information, while also generating reports and summaries on the educational process. ManageAsist integrates administrative and financial data flows and provides differentiated reporting according to institutional responsibilities and access rights. Research activity is recorded through the dedicated academic and scientific management system, which centralises professional outputs, generates reports at individual and institutional levels and supports the quantitative assessment of research performance. The Doctoral School of Sociology uses AcademicInfo to manage admission and doctoral students' academic progression, including records concerning results, academic status and study funding.

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

The digital infrastructure examined enables the consistent collection, updating and use of data relevant to internal quality assurance. The complementary functions of the three systems support the integration of academic, administrative, financial and research information and provide reporting tools for monitoring and evidence-based decision-making. Within the Doctoral School of Sociology, digital records of doctoral progression facilitate academic monitoring and provide a coherent documentary basis for periodic evaluation. The integrated character of the databases strengthens information traceability, operational efficiency and the institution's capacity to use systematically collected data in quality management processes.

- ✓ Aspects that constitute best practice examples
  - ✓ Recommendations
- The indicator is: fulfilled.**

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

Standard S.C.6.1. Transparency  
The organisational component ensures transparency of information, as required by the law.

|                                        |                                                                                                                                        |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.6.1.1</b> | The organisational component ensures publication and access to information of public interest regarding the evaluated study programme. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

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

Babeş-Bolyai University disseminates information of public interest through a diversified range of institutional channels, including official statements issued by the University spokesperson, press releases and press conferences, information displayed in University buildings, the institutional website, faculty websites, social media platforms and doctoral admission brochures. The Directorate of Communication and Public Relations manages the relationship with the media and supports public access to information concerning educational, scientific and research activities, in cooperation with the

relevant University structures and within the legally established response deadlines. At the level of the Doctoral School of Sociology, relevant information is published through its own website and the Faculty's communication channels, including the curriculum, course descriptions and the CVs of doctoral supervisors. In accordance with Higher Education Law no. 199/2023, this publication requirement has been extended to all academic staff involved in the programme, including associate members of the guidance committees.

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

The mechanisms examined demonstrate the existence of a coherent institutional framework for the publication and accessibility of information of public interest. The combined use of official, digital and media-based channels facilitates dissemination to different categories of beneficiaries, while the involvement of a specialised communication structure strengthens the organised and accountable character of the process. At doctoral level, the publication of curricular documents and information on academic staff enhances the transparency of the educational provision and enables applicants, doctoral students and other stakeholders to consult the essential features of the programme. Extending the publication requirement to all academic staff involved supports compliance with legal requirements and strengthens public access to information relevant to the assessment of academic quality.

- ✓ Aspects that constitute best practice examples
  - ✓ Recommendations
- The indicator is: fulfilled.**

|                          |                                                                             |
|--------------------------|-----------------------------------------------------------------------------|
| Indicator<br>I.P.C.6.1.2 | The organisational component ensures transparent decision-making processes. |
|--------------------------|-----------------------------------------------------------------------------|

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

UBB facilitates public access to institutional information through the INFOUBB section and the websites of its component structures. Within the Doctoral School of Sociology, decision-making transparency is supported through the publication of decisions adopted by the University Senate, the Board of Administration and the Doctoral School Council, together with the regulatory documents governing doctoral studies, admission, professional ethics and the School's operation. The curriculum, applicable fees, information on enrolled doctoral students, doctoral supervisors, research topics and the composition of guidance committees are also publicly available. Procedures concerning completion of studies, similarity checking and the scheduling of stages preceding the submission of files are presented through accessible digital instruments. The criteria for appointing new doctoral supervisors are expressed in explicit and measurable terms, including habilitation in Sociology and minimum requirements regarding recent scientific publications. The School also publishes the national minimum standards applicable to habilitation and the awarding of academic titles.

- ✓ 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 available documentation indicates that decision-making processes are based on publicly accessible rules, verifiable criteria and access to the decisions of the competent collegial structures. The publication of decisions adopted by the Senate, the Board of Administration and the Doctoral School Council enables stakeholders to follow their institutional trajectory and strengthens procedural traceability. The transparent presentation of the criteria for appointing doctoral supervisors reduces the possibility of discretionary interpretation and supports the consistent application of academic standards. Public access to regulations, curricular information, doctoral progression data and administrative procedures contributes to the predictability of decisions and reinforces the accountability of governance structures. The mechanisms examined therefore demonstrate that transparency extends beyond the formal publication of documents and is embedded in the organisation and communication of academic and administrative decision-making processes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**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<br>The HEI undergoes external quality evaluation as required by the law. |                                                                                                                                                                                         |
| <b>Indicator</b><br><b>I.P.C.8.1.1</b>                                                                                                        | The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law. |

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

Sustained participation in national and international external evaluation processes constitutes an established component of UBB's quality assurance framework. The institution has been assessed by organisations such as the OSCE, the Salzburg Seminar and the European University Association. Within the QS Stars framework, UBB obtained four-star status in 2018 and five-star status in 2021, with the latter reconfirmed in 2025 at a higher score. In 2018, UBB was also awarded the "HR Excellence in Research" distinction, which is currently undergoing renewal. At national level, the institutional evaluations conducted by ARACIS in 2009, 2014 and 2020 resulted in the rating "High Degree of Confidence", while study programmes and fields are periodically subjected to authorisation, accreditation and reaccreditation procedures. For the doctoral field under review, ARACIS Council Decision no. 132/16.12.2021 confirmed the maintenance of accreditation. The External Progress Evaluation Report dated 14 August 2025 records that the deficiencies associated with two of the four indicators assessed as partially fulfilled in 2021 had been addressed. The initial assessment was maintained for the indicators concerning doctoral students' participation in short- and long-term mobility periods, as well as the development of internationally co-supervised doctorates and the involvement of visiting academics in activities for 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 sequence of institutional and programme-level evaluations demonstrates the consistent implementation of external quality assurance procedures and compliance with the relevant legal obligations. Participation in assessments conducted by both national and international bodies provides complementary perspectives on institutional performance and confirms the institution's openness to external scrutiny. At the level of the doctoral field, the maintenance of accreditation and the improvement recorded for part of the indicators assessed in 2021 indicate that evaluation findings have been translated into corrective measures. The continued partial fulfilment of certain aspects related to mobility and internationalisation points to the need for sustained action in these areas, without affecting the conclusion that the procedures pertaining to external quality evaluation are appropriately implemented.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

**The indicator is: fulfilled.**

## IV. SWOT Analysis

| Strengths:                                                                                                                                                                                         |                                         | Weaknesses:                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ The organisation of bachelor's, master's and doctoral programmes in sociology at the Faculty of Sociology and Social Work (FSAS), Babeş-Bolyai</li> </ul> | <p><b>INTERNAL FACTORS</b></p> <p>↑</p> | <ul style="list-style-type: none"> <li>✓ The organization of the doctoral school of sociology within the Institute of Doctoral Studies but also under the supervision of the FSAS</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>University, ensures continuity across all three Bologna cycles, enabling students to progressively deepen their knowledge and develop comprehensive academic and professional competencies.</p> <ul style="list-style-type: none"> <li>✓ The existence of a highly qualified teaching staff, established in the field of sociology, with rigorous professional activity and international scientific visibility.</li> <li>✓ The material base owned by FSAS-UBB ensures all the necessary conditions for carrying out the teaching and research activities specific to the doctoral internship at the highest level.</li> <li>✓ The very intense activity of research centers ensures an extensive series of opportunities for doctoral students.</li> <li>✓ Very good collaboration with the socio-economic environment (including with potential employers) represents an additional confirmation of the very high scientific level for the entire activity of the doctoral field of sociology within UBB.</li> <li>✓ The high participation rate of doctoral students in the annual evaluation process reflects confidence in the University's consultation mechanism.</li> <li>✓ The doctoral programme offers a high degree of flexibility. In accordance with UBB regulations, doctoral</li> </ul> |  | <p>creates the premises for a dual leadership (ISD director vs. Dean) which can generate confusion in the absence of adequate regulation.</p> <ul style="list-style-type: none"> <li>✓ Limited interest among doctoral students in international mobility.</li> <li>✓ Despite the existence of a dedicated support centre at UBB, there is still room for improvement in the accessibility and support services available to students with disabilities within FSAS, particularly regarding access to the upper floors of the building and specialised support for students with learning disabilities.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| students may, with the approval of their supervisor, enrol in courses offered by other doctoral schools, provided that they meet the minimum requirement of 30 ECTS credits for the taught component of the programme.                                                                                                                                                                                                                                                                                                                           |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SWOT analysis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opportunities:</b> <ul style="list-style-type: none"> <li>✓ The regulations, organization, infrastructure and management of academic and research activities provided by UBB represent a fully adequate ecosystem for carrying out doctoral internships at the highest international standards.</li> <li>✓ UBB's participation in the European University Alliance EUTOPIA offers significant opportunities to expand international mobility, collaborative research and international learning experiences for doctoral students.</li> </ul> | <br><b>EXTERNAL FACTORS</b> | <b>Threats:</b> <ul style="list-style-type: none"> <li>✓ Underfunding of doctoral studies and the relatively low number of grants allocated to SDS by UBB.</li> <li>✓ The demographic decline in Romania also impacts doctoral studies.</li> <li>✓ The elimination of bonuses granted for holding a doctorate in several fields of activity significantly reduces interest in completing this cycle of studies.</li> </ul> |

## 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 |
|-----------------------------------------|-----------------------|--------------------------------------------|-----------------|
| <b>DOMAIN A. Institutional capacity</b> |                       |                                            |                 |

| No.                                   | Performance Indicator                                                                                                                                                                                                                                                                                                                                                                     | Extent to which it was fulfilled (F/PF/UF) | Recommendations                                                                                                                                                                                        |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                    | <b>I.P.A.1.1.1</b> 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.                                    | <b>I.P.A.1.2.1</b> 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.                                    | <b>I.P.A.2.1.1</b> 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                                          |                                                                                                                                                                                                        |
| 4.                                    | <b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.                                                                                                                                                                                                                          | F                                          |                                                                                                                                                                                                        |
| 5.                                    | <b>I.P.A.3.1.1</b> 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.                                    | <b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.                                                                                                                                                                                                                                                                                                   | F                                          |                                                                                                                                                                                                        |
| 7.                                    | <b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.                                                                                                                                                                                                                                                       | F                                          |                                                                                                                                                                                                        |
| 8.                                    | <b>I.P.A.4.1.1</b> 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                                          |                                                                                                                                                                                                        |
| <b>DOMAIN B. Educational efficacy</b> |                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                                                                                                                                                                                                        |
| 9.                                    | <b>I.P.B.1.1.1</b> 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                                          | Verifying the delivery method (online or physical) of optional courses chosen by students at other doctoral schools within UBB in order not to exceed the threshold of 65% online teaching activities. |
| 10.                                   | <b>I.P.B.2.1.2</b> The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational                                                                                                                                                                                                                                        | F                                          |                                                                                                                                                                                                        |



| No. | Performance Indicator                                                                                                                                                                                                                                                                                                                               | Extent to which it was fulfilled (F/PF/UF) | Recommendations                                                                                                                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | standards and/or the European Skills, Competences and Occupations (ESCO).                                                                                                                                                                                                                                                                           |                                            |                                                                                                                                                                |
| 11. | <b>I.P.B.3.1.1</b> 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. | <b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.                                                                                                                                                                             | F                                          |                                                                                                                                                                |
| 13. | <b>I.P.B.3.2.1</b> 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                                          | Providing concrete support for doctoral students with learning disabilities (dyslexia) by making digital content accessible or by providing mentoring support. |
| 14. | <b>I.P.B.4.1.1</b> The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme. | F                                          |                                                                                                                                                                |
| 15. | <b>I.P.B.5.1.1</b> 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. | <b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.                                                                                                                                                                                                                              | F                                          |                                                                                                                                                                |
| 17. | <b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.                                                                                                                                                                                                                                                                   | F                                          |                                                                                                                                                                |
| 18. | <b>I.P.B.7.1.2</b> 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. | <b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.                                                                                                                                                                                                                             | F                                          |                                                                                                                                                                |
| 20. | <b>I.P.B.8.1.1</b> 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. | <b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning                                                                                                                                                                                                       | F                                          |                                                                                                                                                                |

| No.                                 | Performance Indicator                                                                                                                                                                                                                                              | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|
|                                     | outcomes envisaged through the study programme.                                                                                                                                                                                                                    |                                            |                 |
| 22.                                 | <b>I.P.B.9.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.                                                                                       | F                                          |                 |
| <b>DOMAIN C. Quality management</b> |                                                                                                                                                                                                                                                                    |                                            |                 |
| 23.                                 | <b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.                                                                                                                                 | F                                          |                 |
| 24.                                 | <b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.                                                                                                      | F                                          |                 |
| 25.                                 | <b>I.P.C.2.2.2.</b> 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.                                 | <b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.                                                                                                                                 | F                                          |                 |
| 27.                                 | <b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.                                                                                                                                       | F                                          |                 |
| 28.                                 | <b>I.P.C.4.1.1</b> The organisational component analyses the results of the students' biannual evaluation of teachers.                                                                                                                                             | F                                          |                 |
| 29.                                 | <b>I.P.C.5.1.1</b> The organisational component systematically collects and analyses data required for the internal quality assurance process.                                                                                                                     | F                                          |                 |
| 30.                                 | <b>I.P.C.6.1.1</b> The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.                                                                                                          | F                                          |                 |
| 31.                                 | <b>I.P.C.6.1.2</b> The organisational component ensures transparent decision-making processes.                                                                                                                                                                     | F                                          |                 |
| 32.                                 | <b>I.P.C.8.1.1</b> The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.                                                         | F                                          |                 |

**Summary Table of Performance Indicators – Degree of Fulfillment**

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



Following the visit and analyzing the related documents, the commission considered that all 32 indicators included in the EER are met.

## VI. Conclusions

*Following the analysis of the EIR, the attached documents, as well as the visit to the Babeş-Bolyai University from Cluj-Napoca, the external evaluation committee ARACIS unanimously proposed the maintaining the accreditation (MAC) of the doctoral field of Sociology. The decision is based on the fact that all 32 indicators were assessed as fulfilled and all the necessary conditions are ensured for the optimal functioning of this doctoral field (regulations, coordinators, material base, research activities, etc.)*

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

- a) **maintaining accreditation** (MAC);

## VII. Annexes

1. The schedule of the on-site visit
2. Meeting minutes
3. The agreement from UBB

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



| Interval orar                     | Activitate                                                                                                                                     | Participanți                                                                                                                                                                     | Locație/Listă participanți                                                                   |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Ziua 1, data 20 iulie 2026</b> |                                                                                                                                                |                                                                                                                                                                                  |                                                                                              |
| 12:00-12:30                       | Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității                                                                | - Comisia de experți evaluatori ai ARACIS                                                                                                                                        | 215/Clădirea Mărăști                                                                         |
| 12:30-13:20                       | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>reprezentanții conducerii componentei organizatorice</b>                 | - Comisia de experți evaluatori ai ARACIS<br>- Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat<br>- Persoana de contact | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 4 cadre didactice |
| 13:20-13:30                       | Pauză                                                                                                                                          |                                                                                                                                                                                  |                                                                                              |
| 13:30-14:20                       | Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu <b>echipa care a realizat raportul de evaluare internă (REI)</b> | - Comisia de experți evaluatori ai ARACIS<br>- Echipa care a realizat REI                                                                                                        | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 5 cadre didactice |
| 14:20-14:30                       | Pauză                                                                                                                                          |                                                                                                                                                                                  |                                                                                              |
| 14:30-15:30                       | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>personalul didactic</b> implicat în activitățile din cadrul DSUD         | - Comisia de experți evaluatori ai ARACIS<br>- Cadre didactice conducători de doctorat                                                                                           | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 4 cadre didactice |
| 15:30-17:30                       | Vizitarea bazei materiale                                                                                                                      | - Comisia de experți evaluatori ai ARACIS<br>- Reprezentanți ai instituției sau Academiei Române, după caz                                                                       | 215/Clădirea Mărăști                                                                         |
| 17:30-17:45                       | Pauză                                                                                                                                          |                                                                                                                                                                                  |                                                                                              |



| Interval orar                     | Activitate                                                                                                                                              | Participanți                                                                                                                             | Locație/Listă participanți                                                                   |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 17:45-18:45                       | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>angajatori</b> ai absolvenților DSUD                                              | - Comisia de experți evaluatori ai ARACIS<br>- Angajatori                                                                                | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 5 angajatori      |
| <b>Ziua 2, data 21 iulie 2026</b> |                                                                                                                                                         |                                                                                                                                          |                                                                                              |
| 9:00 - 9:30                       | <b>Întâlnirea tehnică</b> a comisiei de experți evaluatori<br>(Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)               | - Comisia de experți evaluatori ai ARACIS                                                                                                | 215/Clădirea Mărăști                                                                         |
| 9:30 - 10:20                      | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>responsabilii centrelor/laboratoarelor de cercetare</b>                           | - Comisia de experți evaluatori ai ARACIS<br>- Responsabilii centrelor/laboratoarelor de cercetare                                       | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 3 cadre didactice |
| 10:20 - 10:30                     | Pauză                                                                                                                                                   |                                                                                                                                          |                                                                                              |
| 10:30 - 11:20                     | Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității        | - Comisia de experți evaluatori ai ARACIS<br>- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității UBB         | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 2 cadre didactice |
| 11:20 - 11:30                     | Pauză                                                                                                                                                   |                                                                                                                                          |                                                                                              |
| 11:30 - 12:20                     | Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai <b>structurilor organizatorice în domeniul asigurării calității</b> | - Comisia de experți evaluatori ai ARACIS<br>- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității - Facultate | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 4 cadre didactice |
| 12:30-13:30                       | Pauză de prânz                                                                                                                                          |                                                                                                                                          |                                                                                              |



| Interval orar                     | Activitate                                                                                                                                                                                                  | Participanți                                                                                                                           | Locație/Listă participanți                                                                       |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 13:30 - 14:20                     | Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai <b>Comisiei de etică universitară</b>                                                                                          | - Comisia de experți evaluatori ai ARACIS<br>- Membri ai Comisiei de etică universitară                                                | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 2 cadre didactice     |
| 14:20-14:30-                      | Pauză                                                                                                                                                                                                       |                                                                                                                                        |                                                                                                  |
| 14:30-15:20                       | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>studenți doctoranzi</b> din cadrul DSUD                                                                                               | - Comisia de experți evaluatori ai ARACIS<br>- Studenți doctoranzi                                                                     | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 7 studenti doctoranzi |
| 15:20-16:00-                      | Întâlnire tehnică a comisiei de experți evaluatori                                                                                                                                                          | - Comisia de experți evaluatori ai ARACIS                                                                                              | 215/Clădirea Mărăști                                                                             |
| 16:00-16:50                       | Întâlnirea comisiei de experți în evaluarea externă a calității cu <b>absolvenți*</b> ai DSUD                                                                                                               | - Comisia de experți evaluatori ai ARACIS<br>- Absolvenți ai domeniului de studii evaluat                                              | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 7 absolventi          |
| <b>Ziua 3, data 22 iulie 2026</b> |                                                                                                                                                                                                             |                                                                                                                                        |                                                                                                  |
| 09:00 - 11:00                     | Finalizarea activităților de evaluare                                                                                                                                                                       | - Comisia de experți evaluatori ai ARACIS                                                                                              | 215/Clădirea Mărăști                                                                             |
| 11:00-12:00                       | Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare | - Comisia de experți evaluatori ai ARACIS<br>- Reprezentanți ai conducerii și ai domeniului de studii evaluat<br>- Persoana de contact | 215/Clădirea Mărăști<br>Lista persoanelor care vor participa la întâlnire: 4 cadre didactice     |

\* Se va evita invitarea absolvenților care sunt angajați ai ÎÎS sau ai OFE, după caz.