



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

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

NR. 286/H/17.09.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

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

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

ANEXA NR. 2

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 2.4

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Babeș-Bolyai” din Cluj-Napoca	
Școala(ile) doctorală(e)	Științe Politice și ale Comunicării; Comunicare, Relații Publice și Publicitate; Relații Internaționale și Studii Europene	
Domeniul de studii universitare de doctorat (DSUD)	Științe politice	
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. 4543/04.09.2026 Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4655/17.09.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	Î: ., I.P.B.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.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: I.P.B.1.1.1, I.P.B.5.1.1 N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N: -



Motivarea deciziei	
<i>Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:</i>	
• <i>Total indicatori: 30 sunt îndepliniți, 2 parțial îndeplinit și 0 neîndeplinit</i> • <i>Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,</i> <i>și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.</i>	
Decizia	Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Universitatea „Babeș-Bolyai” din Cluj-Napoca / Babeș-Bolyai University of Cluj-Napoca
Doctoral School:	Școala Doctorală de Științe Politice și ale Comunicării / Doctoral School of Political and Communication Sciences Școala Doctorală Comunicare, Relații Publice și Publicitate / Doctoral School of Communication, Public Relations and Advertising Școala Doctorală Relații Internaționale și Studii Europene / Doctoral School International Relations and European Studies
Doctoral Domain:	Științe Politice / Political Sciences
The objective of the external evaluation:	Maintaining accreditation



**THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER
EDUCATION**

*Member of the European Association for Quality Assurance in Higher Education - **ENQA**
Listed in the European Quality Assurance Register for Higher Education - **EQAR***

Members of the ARACIS Evaluation Panel

No.	Name	Team role	Signature
1.	Prof. dr. Ileana-Cristina Stănuș	Expert Evaluator	
2.	Prof. dr. Dina Sofia das Neves Sebastião	International Expert	
3.	Vlad Andrei Stănescu	PhD Student Evaluator	



I. Introduction

The context for the evaluation: The external evaluation report was prepared by the ARACIS External Quality Evaluation Commission, following the external evaluation visit conducted for the purpose of **maintaining the accreditation** of the doctoral study field **Political Science**, organized by the **Babeş-Bolyai” University of Cluj-Napoca (UBB), Romania**, during the period **23-24 July 2026**. The visit took place according to the attached schedule. The evaluation has covered the period from December 12, 2021 (ARACIS Council Decision no. 132/16.12.2021 maintaining accreditation) to date. The external experts panel was appointed by the ARACIS through Council Decision no. 152/H/07.05.2026 and is comprised of:

- Professor Ileana-Cristina Stănuş, Lucian Blaga University of Sibiu, Romania
- Professor Dina Sofia das Neves Sebastião, University of Coimbra, Portugal
- Vlad Andrei Stănescu, doctoral student, National University of Science and Technology Politehnica of Bucharest, Romania.

Professor Gabriel Bădescu was appointed as contact person.

Description of the higher education institution:

The Babeş-Bolyai University of Cluj-Napoca is an accredited higher education institution, part of the national education system. UBB is the bearer of the academic tradition of the University of Cluj (1881, teaching in Hungarian) and of the King Ferdinand I University (1924, teaching in Romanian). It was established in its current form in 1959. The mission of the university is to integrate education, research and civic engagement into a coherent and applied framework.

Since 1995, it has been formally organised as a multi-cultural university, teaching in three base languages (Romanian, Hungarian, German), as well as international languages, in 22 faculties (21 in Cluj-Napoca and one in Reşiţa), at all levels (BA, MA, and doctoral studies) - making it likely the most complex higher education institution in Romania. In the 2025-2026 academic year the UBB has 535 BA or MA degree programmes, out of which 66 are taught in international languages (other than German), and grants doctoral degrees in 32 distinct fields. The UBB is constantly adjusting and expanding its educational offer, both in terms of programmes in fields it already covers and in terms of expanding into new fields.

The UBB is governed according to law, by the Senate, Board (Consiliul de Administraţie), the Rector, and the necessary administrative apparatus.

The UBB submits itself to external quality evaluation procedures. It has been evaluated by the ARACIS in 2009, 2015, and 2021. Moreover, the UBB has also undergone external evaluations by the European University Association (for example in 2012). Also, the UBB voluntarily enrolls in international academic ranking exercises.

Description of the doctoral study domain:

The UBB has organised doctoral studies throughout its modern history, the Hungarian University of Cluj has granted the first modern doctoral degree on current Romanian territory in 1873. In 2006 the UBB created the Institute of Doctoral Studies, whose role is to manage all administrative activities related to the doctoral study cycle, to provide a framework for interdisciplinary doctoral studies, and to promote communication between the doctoral schools. Per legal provisions, the ISD operates under the authority of the Council for Doctoral Studies and in cooperation with the councils of the doctoral schools. The UBB has 32 doctoral schools, comprising over 400 doctoral advisors.

The doctoral domain of Political Science was established at the UBB in 2008 as part of a broader systemic effort, shared across several universities, to institutionalise Political Science as a scientific

discipline in Romanian universities. It is currently shared by three doctoral schools: Doctoral School of Political and Communication Sciences (SDSPC), established in 2008 through the Decision of the UBB Senate no. 23261/13.05.2008; Doctoral School of Communication, Public Relations and Advertising (SDCRPP), established in 2016, Senate Decision no. 14.393/2016; and the Doctoral School of International Relations and European Studies (SDRISE), established in 2019, Senate Decision no. 14.043/2019. The first two doctoral schools operate in relation to the Faculty of Political, Administrative and Communication Sciences (FSPAC), while the third operates in relation to the Faculty of European Studies (FSE). This division into three distinct doctoral schools accommodates the theoretical, methodological, and thematic diversity within political science, each of these schools focusing primarily on a specific area. Thus, the SDSPC focuses on the institutional and democratic dimensions of communication, focusing on political behavior, public policy, governance, media power, and the impact of technology on political life; the SDCRPP analyzes public, organizational, and strategic communication; and the SDRISE applies a comparative, global lens to international politics, security, European integration, and shifting geopolitical orders.

Each school's academic and administrative functions are supported by a Doctoral School Council. Comprising appointed advisors, research-active faculty, and doctoral student representatives, these councils approve curricula and research proposals, track student scientific progress, and ensure adherence to institutional quality standards. Currently, the director of doctoral school positions are held by Prof. Dr. Gabriel Bădescu (SDSPC), Prof. Dr. Delia Bălaș (SDCRPP), and Prof. Dr. Melania-Gabriela Ciot (SDRISE).

The Political Science doctoral programme was last externally evaluated as part of the 2021 Institution Organizing Doctoral Study Programs (IOSUD) evaluation (ARACIS Council Decision no. 132/16.12.2021). During this time the higher education institution has submitted to the ARACIS an interim progress report (no. 12703/3/14.08.2025).

II. Methods used

Methodologically, the external evaluation process has consisted of three stages:

- First, before the on-site visit, an analysis of documents was conducted;
- Second, during the on-site visit, aspects arising from the first stage were clarified and further relevant information was collected;
- Third, after the on-site visit, initial assessments on various indicators were enriched and revised.

The analysis of documents has covered: the internal evaluation report and its annexes, publicly available documents on the websites of the higher education institution (doctoral school websites, faculty websites, the Institute for Doctoral Studies (ISD) website, main institutional website), and other documents provided on request by the contact person (list of doctoral students currently enrolled, CVs of doctoral advisors in Political Science, list of members of advisory committees).

During the on-site visit, aspects were clarified and further information was collected in meetings with the leadership of the FSPAC, the leadership of the three doctoral schools, representatives of the quality assurance bureaucratic structures of the university, representatives of the Ethics Committee, doctoral advisors, doctoral students, alumni, and other stakeholders. The scheduling of these meetings is detailed in the annexes to this report. Several locations were visited: spaces for the training program based on advanced university studies (PSA) - amphitheatres, lecture and seminar rooms; spaces for the individual scientific research programme (PIC) - computer laboratories, research centres; support infrastructure: library, cafeteria, administrative offices.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator
I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

✓ Presentation of the state of facts

The structure and organisation of the UBB are regulated in accordance with the legal provisions in force and are outlined in the [UBB Charter](#). The UBB internal rules and regulations establish the general provisions regarding staff conduct and the organisation of work, in compliance with the current legal regulations. University leadership is structured around specific governing bodies and administrative roles. Decision-making councils—such as the University Senate and the councils for faculties, departments, and doctoral schools—are selected through elections. Executive leadership positions, including the rector, vice-rectors, the director of the Council for Doctoral Studies (CSUD), faculty deans, department directors, and doctoral school heads, are filled through elections, open competitions, or direct appointments depending on the position. Elections for the leadership structures and positions are held in line with the provisions of the [General Regulation on Elections to the Leadership Structures and Positions at Babeş-Bolyai University](#), adopted in 2024. The mechanisms for electing students in the university's governing bodies are provided in both the [UBB Charter](#) and the [Code of Student Rights and Obligations](#), and comply with current regulations, guaranteeing the right of the students to be represented and to represent. All management structures from the university Senate to the faculties and doctoral schools operate based on clear sets of regulations.

✓ Analysis of the state of facts

The university has adequate organisational structures and an effective management system. These operate according to legal provisions and internal regulations. All internal regulations are public and available on the UBB website.

The indicator is: fulfilled.



Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension ¹ and other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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✓ Presentation of the state of facts

Following the UBB Charter, and the national legislation, the various organs of the institutional organisation representative of the different internal stakeholders are involved in consultation for the definition of new procedures or revision of existing ones, and methodologies. Regulations and other norms are developed involving either consultative or deliberative bodies of the University, representing both the professional staff and the students, including third parties, stakeholders of the external community.

✓ Analysis of the state of facts

The broad involvement of consultative and collegial bodies ensures inclusion, transparency and accountability in the decision-making and institutional governance, justifying at the same time the principle of university autonomy.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

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

Currently, UBB manages over 100 buildings. 85 of these are educational spaces with a total area of approximately 210,000 sqm, of which 74,556.62 sqm represent teaching-related spaces. Within these facilities, there are 54 lecture halls (11,619.43 sqm), 173 classrooms (15,487.09 sqm), 402 seminar rooms (16,884.72 sqm), 601 laboratories (22,626.30 sqm), and 124 reading rooms (7,939.08 sqm). Students have access to 21 dormitories, 20 meal facilities, the sports base in the "Iuliu Hațieganu" Park, the Astronomical Observatory and the "Alexandru Borza" Botanical Garden. The main campus is equipped to meet the needs of disabled students. In addition to its facilities in Cluj-Napoca, the university has a vast academic network comprising university centres and branch campuses, academic and research centres, as well as student training bases located in 23 localities across 14 counties. At the FSPAC, the infrastructure consists of three buildings and includes lecture and seminar halls, research laboratories, computer labs, offices, library, and meal facilities. The FSPAC buildings provide access for disabled persons. At the FSE the infrastructure consists of one building and includes lecture and seminar halls, research laboratories, computer labs, and offices.

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

✓ **Analysis of the state of facts**

The spaces owned by the university are adequate for the scope of the institution, the libraries, computer laboratories, and lecture and seminar halls are properly equipped for the desired tasks. The organisational components provide optimal venues (offices, laboratories) for the staff.

✓ **Aspects that constitute best practice examples**

The attention given by the FSPAC to the accessibility for students with locomotory disabilities or visual impairment, co-working spaces, and the in-door and out-door leisure spaces for students, designed to relieve stress and induce transversal skills such as respect for nature and animal life.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ **Presentation of the state of facts**

The university owns educational, research, and administrative spaces that are qualitatively adequate in terms of area, equipment, technical condition, and capacity, meeting safety principles and sanitary-hygienic standards. At the beginning of each term, the executive management of each faculty develops a plan aimed at improving the faculty's infrastructure. In addition to this initiative, the university introduced in [2024 performance grants for administrative staff](#), which also contribute to ensuring optimal working conditions within the academic community. The UBB has developed and implemented a strategy to increase sustainability - the [UBB Goes Green](#) initiative. FSPAC and FSE enforce clear policies for sustainable resource management, supported by routine infrastructure inspections and an efficient resource allocation system. Consequently, all learning spaces and facilities are consistently maintained and tailored to meet the specific needs of the doctoral schools.

✓ **Analysis of the state of facts**

Infrastructure and physical assets are systematically maintained to foster optimal conditions for learning, research, and campus life. Maintenance is strategic rather than ad hoc, backed by routine facility checks, structured resource allocation, sustainability initiatives, and dedicated funding (including administrative performance grants). The on-site visit confirmed that the condition of the movable and immovable assets matches the modernized environment detailed in the report.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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✓ **Presentation of the state of facts**

There are five doctoral advisors in Political Science divided between the three doctoral schools, as follows:



- SDSPC - three advisors - professor Gabriel Bădescu, professor Cosmin Marian, dr. Borbála Kovacs;
- SDCRPP - one advisor - professor Sandu Frunză;
- SDRISE - one advisor - professor Sergiu Mișcoiu.

All advisors are habilitated according to the law. All fulfill the CNATDCU criteria for habilitation in Political Science valid at the date when the on-site visit was conducted. All advisors in the field of Political Science have the necessary qualifications and professional competences to teach courses as part of the PSA and supervise research activities as part of the PIC. Their research outputs support and provide robustness to the doctoral programme, demonstrating a solid level of internationalisation, with involvement in academic networks (for example Gabriel Bădescu - the *Citizenship, involvement, democracy* scientific network of the European Science Foundation) and professional associations (for example Gabriel Bădescu - Romanian Society of Political Science), publishing in impactful scientific journals and prestigious academic publishers (57 publications by the doctoral advisors in high impact international publications, for example <https://doi.org/10.1177/09589287211040445>, <https://doi.org/10.1057/s41295-025-00453-4>, or <https://doi.org/10.1080/23745118.2025.2546789>) and participating in international and national research projects (for example Gabriel Bădescu - [DEMOTEC](#) and [PROSEPS](#)). Published research and awarded grants demonstrate the program's substantial thematic, epistemological, and ontological contributions to political science. Faculty publish across diverse topics—including comparative politics, citizen perceptions, democratization, migration, and populism—while showing a strong interdisciplinary focus connected to fields like communication, economics, and sociology.

During academic year 2025-2026, the five advisors advise a total of 35 doctoral students (for an average of 7 doctoral students per advisor), as follows:

- ✓ SDSPC: professor Gabriel Bădescu - 9 doctoral students; professor Cosmin Marian - 11 doctoral students;
- ✓ SDCRPP: professor Sandu Frunză - 5 doctoral students
- ✓ SDRISE: professor Sergiu Mișcoiu - 10 doctoral students.

It can be observed that three of the five advisors exceed the cap of 8 doctoral students per advisor regulated via OME 3020/2024 and Law 133/2026. The 2021 external evaluation has recommended a reduction of the number of doctoral students per advisor to a maximum of 12. The [2025 progress report](#) has found it implemented.

Within the three schools, the courses part of the PSA are provided as follows: SDSPC - 4 doctoral advisors cover the 4 disciplines allocated to Political Science students; SDCRPP - 7 doctoral advisors cover the 4 disciplines; SDRISE - 7 doctoral advisors cover the 8 disciplines being taught in academic year 2025-2026.

Moreover, according to documents consulted during the visit, all doctoral schools observe the legal requirement to include in the advisory committee of doctoral students enrolled after 2023 at least one member from outside the UBB with pertinent qualifications and professional competences.

✓ Analysis of the state of facts

The Political Science doctoral programme of the UBB demonstrates strong academic credibility and legal compliance through fully habilitated advisors whose high-impact research and international engagement foster a robust academic environment. Student distribution presents some vulnerability in the medium and long term, as three of the five advisors exceed the threshold of eight doctoral candidates mandated by OME 3020/2024 and Law 133/2026. Curriculum delivery across the three participating doctoral schools is well-supported.

✓ Recommendations

- It is recommended that SDSPC and SDRISE take steps to ensure that starting with the academic year 2030-2031 they meet the cap of 8 doctoral students per advisor.

The indicator is: fulfilled



Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ **Presentation of the state of facts**

Academic staff career development is managed by the UBB on several dimensions: (1) research career development via the career counselling, career orientation, and professional training services provided by [UBB-CORE](#); (2) the tool labelled the Career Development Plan (PIC), which sets measures and defines levels of commitment of faculty streamlined with their personal preferences, compatibilising short-term goals for research with teaching hours and other academic work; (3) the possibility to pursue further professional training via the UBB entre for Continuing Education and Distance and Part-time Learning; (4) training provided by the Human Resources Directorate, on topics such as *Assertive Communication Strategies*, *Strategies for Reducing Occupational Stress*, *The Language of Inclusion*, *Self-Awareness and Personal Development: Values and Goals for a Balanced Life*, *Facilitating Communication with Students*, [among others](#).

For non-teaching staff training on topics such as those mentioned above is provided by the Human Resources Directorate, sometimes together with teaching staff, sometimes separately.

As for continuous training for students, the UBB offers the Centre for Continuing Education and Distance and Part-time Learning, that offers professional training for various degrees, ensuring a practical tool for continuing career development.

These processes are carried on by the human resources of the faculties, with the objective of providing continuous training, ensuring transparency and achieving a high level of education and scientific research.

✓ **Analysis of the state of facts**

UBB employs a multidimensional staff development framework that balances academic growth and research productivity, through tools like the Career Development Plan and the services provided by the UBB-CORE, with personal well-being and soft-skills training. By extending these tailored development programs to both teaching and non-teaching personnel, the university fosters institutional cohesion while ensuring individual career goals align with operational priorities. This allows previsibility and opportunity for anticipated planning for professors.

✓ **Aspects that constitute best practice examples**

The training provided to non-academic staff, as documented by the list of training programmes conducted between 2024 and 2026 published on the website of the Human Resources Directorate.

The indicator is: fulfilled

Standard S.A.3.2. Recruitment procedures	
Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

✓ **Presentation of the state of facts**

At the UBB, recruitment, promotion, and academic governance operate under clear regulatory frameworks. Vacant teaching and research positions are filled via open public competitions per the university's 2025 dedicated methodology ([Methodology for Competitive Selection for Filling Vacant Academic and Research positions](#)), while career advancements follow a different methodology ([Methodology for Organising and Conducting Promotion Examinations in the Academic Career](#)). The Institute for Doctoral Studies (ISD) coordinates habilitation procedures in compliance with national legislation and UBB's [internal regulations](#). It's well noted that UBB also follows European guidelines for recruitment and that it has signed to the CoARA Principals. The UBB has obtained the [HRS4R](#) certification.

To become a doctoral advisor at UBB, a habilitated academic must subsequently be admitted to a doctoral school. The process includes the submission and administrative verification of the



candidate's dossier, evaluation and public defence of the habilitation thesis. This involves submitting an application to the doctoral school, followed by a subsequent process of approvals within the UBB governance system, before a final validation by the UBB Senate. Admission is based on transparent academic criteria, including research performance, academic integrity, and the approval of the doctoral school members, ensuring that doctoral advisors meet high standards of academic excellence.

✓ **Analysis of the state of facts**

The institution ensures a regulated and criterious process for hiring researchers and granting habilitation to academics, thus offering the basis for a grounded scientific supervision in the doctoral programme. Recruitment is based on the principles of transparency, equal opportunities, merit, and non-discrimination, with all selection procedures governed by publicly available procedures and internal regulations and norms.

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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✓ **Presentation of the state of facts**

Established in 2012 through the reorganization of the IT Department and the Communications Centre, the Information and Communications Technology Directorate (DTIC) is the UBB entity that provides IT&C services to all users within the faculties, administrative units, and research units of Babeş-Bolyai University. It implements the [Digital Transformation Strategy](#). At the same time, DTIC UBB collaborates with similar departments in other academic institutions and with the IT&C business sector to improve the IT&C services offered within the University and by the University to the public and private community. The UBB uses several digital platforms to manage various aspects of academic life. [Some of these serve the staff](#): AcademicInfo (student records), online admissions platform, FluxUBB (document management), ResearchManagement, StateDeFuncții (teaching load), CMS UBB (approvals for academic travel), etc. [Others serve students](#): online scholarship applications, online enrollment for graduation exams, online submission of documents for doctoral thesis defense, online clearance forms, etc. All members of the academic community have access to an institutional e-mail account and to Microsoft Teams. The institutional e-mail account (@ubbcluj.ro) facilitates access to EduRoam (in some UBB buildings and in other institutions) and online academic resources. During the on-site meeting with students it was pointed out that some of the faculties use their own e-mail domains and that students were not aware of the differences between the e-mail addresses hosted in the main domain and those hosted by faculty servers.

✓ **Analysis of the state of facts**

UBB maintains an extensive, multi-platform digital ecosystem that effectively streamlines most of the academic, administrative, and research operations university-wide. However, decentralized practices—such as individual faculties operating separate email domains alongside the central domain—create unnecessary confusion among doctoral students, highlighting a need for better integration and user guidance.



✓ Recommendations

It is recommended that doctoral students are provided guidance on the uses of and differences between the faculty hosted e-mail accounts and the main institutional e-mail account.

The indicator is: fulfilled

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s ²	
The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

✓ Presentation of the state of facts

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

The [SDCRPP](#) has designed its PSA curriculum to provide a list of 4 compulsory courses (Communication Theories and Models; Communication; Research Methods in Public Relations and Advertising; Ethics and integrity in research in communication sciences and political sciences) for all doctoral students enrolled in the three fields of study (Political Science, Communication Science, Marketing). The curriculum includes the *Academic ethics and integrity* course. Courses last for 12 weeks. Between 5 to 9 credits are allocated for each course, for a total of 30 credits for the PSA. The publicly available curriculum (for academic year 2025-2026) does not include information on the number of hours per credit. The publicly available curriculum does not mention the level of the qualification and the qualification, and does not list the competences and expected learning outcomes. The PIC requires students to submit one project in year 1 and three research reports in the following years, for a total of 210 credits.

The [SDRISE](#) has designed its PSA curriculum to provide a list of 8 courses and allow for flexibility for students. Thus, one course is compulsory (*Ethics and academic integrity*). Students are required to select two other courses from a list of seven, which also includes the *Methods of research in the field of international relations, European studies and political science* course; in accordance with the topic of their doctoral research. Courses last for 14 weeks. Between 8 and 11 credits are allocated for each course, for a total of 30 credits for the PSA. 25 hours of lectures, seminars, and individual work are allocated per credit. The curriculum does not mention the level of the qualification and the qualification, and does not list the competences and expected learning outcomes. In the curriculum it is stated that it only applies to doctoral students in International Relations and European Studies, yet from the meetings it became clear that it applied to all doctoral students enrolled in the SDRISE, irrespective of their field of study. The PIC requires students to submit one project in year 1 and three research reports in the following years, for a total of 210 credits.

The [SDSPC curriculum](#) has provided until the 2025-2026 academic year for clear and separate paths for the two doctoral domains. Thus, doctoral students enrolled in the Political Science field were requested to take one joint course with the other doctoral students (*Ethics, integrity, and academic writing*) and to select two other courses from a list of three specifically designated for them. In the 2026-2027 academic year, the formal separation of disciplines in the two fields is no longer stated, while the list of disciplines is the same. Thus, higher flexibility is provided to doctoral students,

² The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

depending on their topic of choice. Courses last for 12 weeks. 10 credits are allocated for each course, for a total of 30 credits for the PSA. The curriculum does not mention the level of the qualification and the qualifications, and does not list the competences and expected learning outcomes. The PIC requires students to submit one project in year 1 and three research reports in the following years, for a total of 210 credits.

For all three doctoral schools, according to the UBB regulations, the 210 ECTS allocated to the PIC are divided between the submission of the research project and research reports. No credits are formally allocated to activities which doctoral students must undertake in order to meet the minimal necessary criteria for thesis defense (the two publications). These obligations of the doctoral students are included in their contract.

✓ **Analysis of the state of facts**

Based on the documents consulted and the information collected during the visit there are some shortcomings in how the three doctoral schools comply with legal requirements (Law on Higher Education, OME 3020/204) concerning the PSA and PIC. It must be noted that there are significant differences between the three doctoral schools. Thus, while the SDSPC and SDRISE have opted for a longer list of elective disciplines, which includes disciplines specifically anchored in Political Science, to ensure the PSA is modelled to the individual needs of the doctoral students, the SDCRPP has taken a different path. The students have no flexibility in the PSA as all courses are compulsory, and all courses are explicitly anchored in Communication Science.

✓ **Recommendations**

- SDCRPP is recommended to revise its curriculum and provide doctoral students in Political Science with courses anchored in their respective field.
- SDRISE is recommended to formally clarify that its curriculum also applies to doctoral students enrolled in Political Science.

The indicator is: partially fulfilled

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

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

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

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

For the doctoral program in the field of Political Science, the REI mentioned, according to the ESCO v.1.2.1 classification, a list of occupations specific to a different doctoral domain. During the on-site visit, upon the request of the external evaluation panel, the contact person provided the following list of occupations: political scientist - 2633.3; higher education teaching staff in political science - 2310.1.34, university assistant - 2310.1.5, and higher education research assistant - 2310.1.41; and in the field of policy analysis and administration, policy officer - 2422.12, international relations officer - 2422.9, and political affairs officer- 2422.

Competences and learning outcomes are mentioned in the REI solely for the SDSPC.

✓ **Analysis of the state of facts**

Based on the information collected during the visit, the three doctoral schools factually comply with the legal requirements. However, this compliance is limitatively reflected in the official documents of the UBB.



✓ Recommendations

- The three doctoral schools are recommended to either include in the official curriculum (*plan de învățământ*) or another officially endorsed document the following information: the level of qualification, eventual qualification(s), and a matrix linking competences, expected learning outcomes, and disciplines.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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✓ Presentation of the state of facts

UBB ensures student-centered education across the institution by offering transparent instructional processes, designing activities around student needs, fostering active participation, and diversifying assessment methods. This strategic approach is reflected in the creation of the [Teaching Council of the UBB \(CD\)](#) and internal regulations ([UBB internal regulations on doctoral studies](#), [ECTS regulations](#)).

At the DSUD SP level, these student-centered principles are operationalized through core practices: consistent mentorship, peer collaboration in joint projects and scientific events focused on doctoral students, continuous assessment (formal - linked to the submission of the research project and research reports - and informal), realistic planning allowing student to balance their workloads, clear expectation formulated in writing (the PIC, assessments made by advisory committees), and the inclusive pedagogy inherent to doctoral studies (allowing students to pursue individualised research topics).

✓ Analysis of the state of facts

Student-centred learning is operationalised and is supported both institutionally (CD-UBB, other structures) and at the level of the three doctoral schools. This centering is facilitated by the intrinsic nature of doctoral studies in Romania (students pursuing individualised topics in accordance with an individualised program).

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ Presentation of the state of facts

The UBB has a clear internationalization strategy which extends to doctoral studies. Doctoral students can participate in [ERASMUS+ mobilities](#), BIP programmes, as well as mobilities facilitated by the membership of the university in the [EUTOPIA alliance of European Universities](#). Participation in BIP mobilities and summer schools allows doctoral students to earn ECTS credits in accordance with the [internal regulations of the UBB](#). However, doctoral students make limitative use of long-term ERASMUS+ mobilities, citing impeding factors such as family and other professional commitments (for example, the last long term ERASMUS+ mobility at SDSPC was in 2017).

Alongside these, the two faculties emphasize participation in international conferences and summer schools as a key element of the mobility of doctoral students ([SDSPC](#), [SDRISE](#)). These are usually linked with the research projects in which doctoral students are involved in as team members. The UBB has a [procedure for dividing the doctoral grant between institutional costs \(such as salaries\) and](#)



[direct research expenses](#) (such as mobility-related, direct material expenses related to the student's research, material expenses related to laboratory equipment) in relation to the legal provisions concerning the use of 20 percent of the doctoral grant for direct research expenses (OMEN 2030/2004). This was recommended in the 2021 evaluation and [2025 progress report](#) has found that it was implemented. The same 2021 external evaluation report has recommended that the students are stimulated to use these funds and that their usage is measured. According to the meetings during the on-site visit, there is awareness at doctoral school level about the availability of these funds and the applicable procedure. However, no data was made available on the usage of these funds.

✓ [Analysis of the state of facts](#)

The framework facilitating PhD student mobility is institutionally well-anchored through the internationalisation strategy, EUTOPIA membership, and accredited formats. Active student engagement—proven by participation in top-tier international conferences and other academic events—is clearly reflected in internationalisation and research indicators. This favorable environment and effective uptake fully support the fulfillment of the indicator.

✓ [Recommendations](#)

- The three doctoral schools are recommended to actively inform doctoral students on the availability of funding for direct research expenses (the 20 percent of the doctoral grant) and to keep records on the usage of these funds.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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✓ [Presentation of the state of facts](#)

UBB promotes access to its programmes for students from various disadvantaged categories, supporting their academic and social integration. In order to ensure equal opportunities for all students and staff, the university has implemented inclusive institutional policies, updating and supplementing two essential guidelines: the [UBB Gender Equality Guideline](#) and the [Guideline for Combating Discrimination](#). The latter includes three addenda: the Code of Conduct Against Antisemitism, the Guide on Preventing and Combating Sexual Harassment and Moral Harassment in the Workplace, and the Code of Conduct for Preventing and Sanctioning Xenophobia, Radicalisation, and Hate Speech. The UBB has a dedicated [Centre for Students with Disabilities and Special Educational Needs](#). Some of the [training provided to teaching and non-teaching](#) staff approaches relevant aspects. The organisation components have endorsed the same inclusive approach, as reflected in the findings during the on-site visit (meeting with doctoral students, visit of the facilities).

✓ [Analysis of the state of facts](#)

The institution and its departments ensure equitable opportunities for doctoral students through a comprehensive support system. This framework integrates non-discrimination policies, mental health resources, physically accessible facilities, and flexible instruction adapted to diverse learning styles.

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

The existence of the dedicated Centre for Students with Disabilities, a structure which engages students and organisational structures alike.

The indicator is: fulfilled.

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

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

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

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

The UBB and its organisational components provide students with [access to services designed to support the learning process](#). Thus, the UBB provides access to dormitories, cafeterias, sports facilities etc. The UBB facilitates the access of students to scholarships, either publicly or privately funded. There are dedicated services for students with disabilities and SEN. Students' access to these services is facilitated through various digital tools and platforms. Students can access support services through the [Centre for Career, Vocational Guidance and Alumni](#).

The UBB and its organisational components provide students with access to learning resources for various individual learning needs: physical libraries, online libraries (subscription-based academic resources via the ANELIS plus project), and learning platforms such as Moodle. By integrating feedback received from students and alumni regarding the academic offer, the University makes a consistent effort to meet the educational expectations of diverse student categories.

✓ Analysis of the state of facts

The doctoral schools within FSPAC and FSE ensure that students have access to resources and support services adapted to their individual needs. The faculties provide libraries equipped with specialized materials, modern laboratories, digital learning platforms, and administrative resources accessible online.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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✓ Presentation of the state of facts

The REI (pages 21-22) comprehensively defines the learning outcomes and links them to the competences and the disciplines in the curriculum. This is limited to the curriculum offered by the SDSPC and does not differentiate between the two doctoral fields managed by the doctoral school. No information is provided about the linkages between competences, learning outcomes and disciplines in the curriculum for the other two doctoral schools. Syllabi for all three doctoral schools include references to the learning outcomes and they are analysed in what follows.

For the SDSPC two out of the four syllabi for disciplines in Political Science (*Advanced qualitative research methods; Ethics, integrity, and academic writing*) are [publicly available](#). The two syllabi available list learning outcomes, however there is limitative correlation with what is listed in the REI

(more detailed learning outcomes are listed in the syllabi). In the two syllabi the learning outcomes are adequately described.

Syllabi for the SDCRPP are [publicly available](#). The learning outcomes included in the syllabi are sometimes defined too broadly to be measurable. For example the syllabus for *Communication* lists as a learning outcome knowledge of 'rhetorics'. In some other instances, learning outcomes which are clearly in the skills category are erroneously placed in the responsibility and autonomy category ('Analyzes the habits and needs of consumers and target groups in order to design and implement new marketing strategies and to sell goods more efficiently' in the syllabus for *Research methods in public relations and advertising*).

Syllabi for the SDRISE are [publicly available](#) for all disciplines. Not all syllabi state the learning outcomes (missing in *Research Methodology and Ethics in the Field of International Relations, European Studies, and Political Science* and *International Politics – Concepts, Global Actors, Major Themes and Trends*). Syllabi stating the learning outcomes do so with various degrees of measurability / understandability (more detailed, for example, in *Decision-Making Process in Foreign Policy and International Politics*, less detailed in *Intercultural dialogue and minority issues*).

✓ **Analysis of the state of facts**

The description of learning outcomes is uneven, between and within doctoral schools. The REI provides a matrix linking competences, learning outcomes and disciplines for one of the doctoral schools (SDSPC). Thus, the indicator was assessed based on the publicly available syllabi. These attest: (a) adequate description of learning outcomes and a lack of correlation with what is stated in the REI for the SDSPC; (b) uneven description in terms of measurability/understandability for the SDRISE and SDCRPP; (c) missing syllabi for the SDSPC; (d) some syllabi do not make reference to learning outcomes at the SDRISE; (e) not all syllabi correctly reflect the number of total hours per ECTS and the division between teaching hours and individual study.

✓ **Recommendations**

- All three doctoral schools are recommended to develop and formally endorse a matrix linking competences, learning outcomes and disciplines and to ensure correspondence between this matrix and the syllabi;
- All three doctoral schools are recommended to revise syllabi to ensure the same numbers of hours per ECTS is used and that they are correctly divided between teaching hours and individual study;
- The SDSPC is recommended to publish all syllabi on its website, irrespective of the fact that the disciplines are not taught in the current academic year.

The indicator is: partially fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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✓ **Presentation of the state of facts**

The achievement of the learning outcomes is checked during the doctoral studies and upon their completion. During the studies, students are assessed in the exam session for all disciplines included in the PSA. An analysis of the syllabi reveals that, depending on the discipline and the number of ECTS allocated to it, there are one or more components of the final examination. Also during their studies, students are assessed yearly, as prescribed by the law, as part of their PIC: research project at the end of their first year and research reports at the end of the following years. These activities are organized in accordance with the Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System (ECTS). The completion of doctoral studies, via the submission and public defense of the thesis, is conducted according to law and checks both the achievement of learning outcomes and the meeting of national minimal standards necessary and mandatory for the granting of the doctoral degree.



✓ Analysis of the state of facts

The doctoral program maintains a robust, multi-stage assessment system that continuously evaluates candidate progress through coursework exams and annual research reports, culminating in a final defense that verifies both learning outcomes and compliance with national degree standards.

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

Admission to doctoral university studies is based on a selection competition organised by Babeş-Bolyai University, through the Institute for Doctoral Studies, in accordance with the admission methodology for doctoral studies. Each faculty operationalises the framework regulation through a specific regulation that establishes its own selection and ranking criteria, admission exams, calendar, and registration conditions. The doctoral schools SDSPC, SDCRPP, and SDRISE apply clear and transparent procedures for admission to doctoral studies. General admission regulations, the allocation of doctoral grants, administrative information, the detailed calendar of admissions and other relevant information is published in a centralised manner on the website of the Institute for Doctoral Studies. Admission regulations at the level of the doctoral schools are publicly available on their websites, providing candidates with detailed information about the selection process (for example the detailed assessment criteria published by the SDSPC).

✓ Analysis of the state of facts

The doctoral admission process demonstrates sufficient transparency and organizational clarity, successfully combining university-wide standards with publicly accessible, faculty-specific selection criteria.

The indicator is: fulfilled

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

The doctoral schools SDSPC, SDCRPP, and SDRISE comply with the principles of equity and equal opportunities in the admission process, ensuring access to doctoral studies for all candidates, including those from vulnerable groups and those facing social or educational risk. The admission process is organized transparently, and the regulations are publicly available on the doctoral schools' websites, providing clear information about the selection criteria and the available support measures. For candidates with special educational needs or disabilities, the faculty provides specific accommodations, such as special conditions for taking examinations, accessible informational materials, and appropriate facilities for carrying out academic activities. At the level of the doctoral schools, equal conditions of access are ensured regardless of candidates' socio-economic status, background, or special needs. The directors of the doctoral schools collaborate with the Institute for

Doctoral Studies and the selection committees to support the implementation of necessary adjustments and to respond to individual educational needs starting from the admission stage.

The critical aspect of the admissions process - the access to a government funded / tuition free place - is managed at the UBB as follows. Based on performance criteria (mostly related to the research output of doctoral advisors), the CSUD allocates places to doctoral schools. In a similar process, doctoral schools allocate places to doctoral advisors. Thus, potential candidates are aware, before submitting their application, of the topics proposed by an advisor and of the places available for that advisor. Although transparency ensures a degree of fairness, the current system theoretically allows that the best candidates are not granted a government funded place because of their choice of advisor.

✓ **Analysis of the state of facts**

Through transparent regulations and tailored accommodations for candidates from vulnerable backgrounds or with special needs, the doctoral schools ensure a highly equitable and accessible admission environment. The procedure used for the allocation of government-funded places gives applicants complete upfront visibility regarding available advisory capacity and funding before applying.

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ **Presentation of the state of facts**

The UBB has detailed regulations concerning the doctoral students' professional activity in what concerns: ECTS, the examination system, financial regulations and tuition fees, final graduation examination, student rights and obligations, student representation etc. Contracts cover all required provisions regarding course content, scholarships, and research grants. Any program alterations (such as interruptions, extensions, advisory updates, or fee adjustments) are executed through legally binding addenda. Diplomas are issued free of charge.

At the level of the doctoral schools, through the specific regulations and documents, doctoral students receive detailed information about the study requirements, the structure of the academic year, the evaluation methods etc. The directors of the doctoral schools, the secretariats at faculty level, the Institute for Doctoral Studies and doctoral advisors ensure the coherent application of the regulations. The councils of all three doctoral schools comprise representatives of doctoral students.

The UBB procedures have been updated to address the partial non-compliances identified in the 2021 evaluation—specifically regarding the student representative designation process and the designated percentage of doctoral grants reserved for scientific activities.

✓ **Analysis of the state of facts**

The institution and its organisational components demonstrate adherence to established rules, with all audited components—from contract management and legal addenda to fee-free diploma delivery—meeting complete regulatory compliance.

The indicator is: fulfilled.



Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

✓ Presentation of the state of facts

Framed in an institutional strategy, UBB displays several instruments and policies to promote the internationalisation of the doctoral programme in Political Science. This includes the institutional dimension of formalised partnerships with foreign and geographically and culturally diversified universities; the promotion of training programmes developing students' competences aimed for having international societal impact; an infrastructure capable to receive and integrate international students; students associations that integrate international networks; academic staff that are members of important international scientific associations of the field. Institutionally, there's also a strong focus on Erasmus + programme (agreements with more than 700 universities world-wide), with UBB ranking first nationally in terms of Erasmus funding. Additionally, EUTOPIA university alliance provides a reinforced framework for inter-university collaboration for students and academic staff. The organisation of international conferences, workshops and training sessions, with the participation of renowned international scholars, providing professors and students the opportunity to engage and network with them, is another example of international cooperation actions.

In relation to the doctoral programme in Political Science several aspects are worth mentioning: the constant presence of international doctoral students; the connection to international research networks, reflected into the participation in HORIZON- and COST-funded projects; the constant exposure of doctoral students with the international academic environment, via mobilities and activities such as workshops and lectures; institutional membership in the ECPR. In this context, doctoral schools emphasise the mobility opportunities they create for their students, at the expense of ERASMUS+ mobilities (there is low interest among doctoral students, especially for long term mobilities, due to personal and other professional commitments).

✓ Analysis of the state of facts

Political Science doctoral programmes benefit from a robust institutional framework for internationalization, highlighted by top-tier Erasmus+ funding, the EUTOPIA alliance, and active participation in HORIZON and COST research networks. However, a notable operational friction exists between available resources and student uptake, as doctoral students actively favor localized global networking, guest lectures, and short-term activities over long-term Erasmus+ stays. Ultimately, while the three doctoral schools excel at bringing international academia directly to its campus, adapting formal mobility structures to fit the flexible needs of working doctoral candidates remains a challenge.

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 learning outcomes.

Indicator
I.P.B.9.1.1

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

✓ Presentation of the state of facts

Scientific research is at the centre of the training process of doctoral students in Political Science, although with some variation between the doctoral schools. Thus, the SDSPC and SDCRPP include a compulsory research methodology discipline in the PSA, while the SDRISE includes it as elective. Moreover, the SDSPC and SDCRPP are able to build on the fact that FSPAC offers an MA programme in the field of Political Science titled Research Design and Social Data Analysis.

Beyond the formal curriculum, the doctoral schools provide ample opportunities for doctoral students to familiarize themselves with various aspects of the research process. A few examples in this direction are: training sessions provided by renowned researchers from prestigious universities abroad, such as Professor Paul Sum (University of North Dakota) and Professor Dan Mercea (City University of London); training sessions provided by UBB-CORE; training sessions provided by the STAR-UBB Institute. Some activities focus on the development of transversal competencies (scientific writing, critical thinking, the publishing process), while others address thematic areas covering the doctoral research topics of the students.

According to the information collected during the visit (meetings with students, alumni), doctoral students receive significant support from the schools to develop their own research/thesis project and to complete it.

In all three schools, to the extent possible, doctoral students are directly involved in research projects alongside the advisors and other researchers. The latest example of this is the full-time involvement of three doctoral students from the SDSPC in the project [Social learning to take part in social movements: understanding the social transformation of civic participation \(PNRR-III-C9-2022-I8-CF204\)](#). In the case of SDSPC and SDCRPP doctoral students also have the opportunity to participate in research projects developed by partner research NGOs (especially the [Association Centre for the Study of Democracy - ACSD](#)).

✓ **Analysis of the state of facts**

Across all three doctoral schools, research training serves as the core of the academic experience, though SDSPC and SDCRPP offer a more structurally embedded methodological foundation compared to SDRISE's elective framework. To complement formal coursework, the schools enrich candidate development through international guest lectures, institutional training institutes, and targeted skill-building in academic writing and publishing. Crucially, high student satisfaction is backed by tangible, hands-on integration, with doctoral candidates receiving strong mentorship while actively participating in major academic research projects and affiliated NGO projects.

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme	
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

✓ **Presentation of the state of facts**

Within the three doctoral schools, the relevance and visibility of scientific research can be assessed on two levels. The first level concerns research conducted by advisors and other academic staff. The second level concerns research conducted by doctoral students. The REI provides ample evidence that in all three schools doctoral advisors and other academic staff conduct relevant research and publish their results internationally, in high impact journals or at international publishing houses (the list of research grants in Annex 1 of the REI, publication lists provided by the doctoral schools, the Google Scholar profiles of the five doctoral advisors). It must be noted that the three doctoral schools have different thematic orientations within the broader field of Political Science. The SDSPC focuses on topics such as political behavior, participation and representation, public policies, governance,



political communication, the mediatization of political processes, and the relationship between communication, power, and democracy. The SDCRPP focuses on political communication. The SDRISE focuses on political and institutional processes from an international and comparative perspective.

At the second level, the research output of doctoral students, as reflected in Annex 2 of the REI, is divided between independent publication in national or regional journals and publication in co-authorship with advisors and other researchers in international journals. Outputs have been published in important scientific journals, high ranked, such as *European Politics and Society*, *Policy Studies Journal*, *Environmental Education Research* or *Criminal Law Forum*, and other ones. We also underline the students' participation in the general conference of the European Consortium of Political Research, the international European scientific society of reference in political science.

Research outputs of the academic staff and doctoral students in Political Science within the FSPAC are transferred into the socio-economic environment via the ACSD, which has extensive experience with generating data on the state of the Romanian third sector and transferring it to key actors in the NGO sector (details on the association's [website](#)).

✓ **Analysis of the state of facts**

It's undoubtful that the doctoral programme fosters a good dissemination of the research results throughout the scientific community, inserting the students in the scientific international system and contributing to the credibilization of the PhD programme.

The indicator is: fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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✓ **Presentation of the state of facts**

Quality management within the institution is supported by specific structures operating at both central and faculty levels. Thus, the university CEAC, alongside the Senate Curriculum Committee, the Institute for Doctoral Studies and faculty committees, coordinates and oversees the implementation of quality strategies. Within faculties, these entities are responsible for verifying documentation for the accreditation and periodic evaluation of study programs, a stage preceding approval by the Senate Curriculum Committee. They are also responsible for discussing substantial issues identified through multi-criteria evaluations. Student representation is ensured in the CEAC, the Senate Curriculum Committee, and faculty-level subcommittees.

Actions to increase quality and the implementation of procedures vary between the two organisational components, the FSPAC and the FSE. While the FSE publishes action plans and assessments of their implementation, the FSPAC does not publish documents related to quality assurance. Both organisational components rely on the data collected and analysed by the Qualitas Centre (assessment of the doctoral programme by doctoral students, assessment of doctoral student's satisfaction in relation to the services provided by the UBB).

✓ **Analysis of the state of facts**

While the university's quality management framework is structurally well-defined, student-inclusive, and grounded in centralized data analytics, its practical execution lacks institutional uniformity across faculties. This operational divergence is particularly evident in public transparency, where FSE actively publishes its quality action plans and assessments, whereas FSPAC does not make its quality assurance documentation publicly accessible.

✓ **Recommendations**

- The FSPAC is recommended to publish its quality assurance documentation on its website.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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✓ **Presentation of the state of facts**

Relevant stakeholders are engaged in quality assurance procedures as follows. Doctoral students are engaged indirectly through their representatives in the quality assurance subcommittees and the boards of the doctoral schools and directly through surveys (satisfaction survey, bi-annual evaluation of the doctoral programme). Doctoral advisors and other teaching and research staff are engaged directly by the leadership of the doctoral schools and indirectly via peer reviews of faculty. Potential employers are engaged formally via the CEAC. Alumni are engaged informally by the organisational components. Governed by standardized, transparent protocols, input from stakeholders directly informs annual quality reports and shape targeted action plans.

✓ **Analysis of the state of facts**

This existing framework for stakeholder engagement ensures that feedback from across the academic community actively guides institutional quality processes, as mandated by law.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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✓ **Presentation of the state of facts**

UBB has implemented internal mechanisms to enforce ethics and track its practice in all its activities. The basic instrument is the [Code of Ethics and Professional Conduct](#), stating a range of values and attributing the responsibility for its practice to any member of the institution. The UBB's [Ethics Committee](#) is the responsible and independent body for ensuring the implementation and compliance with the Code of Ethics. Within the Ethics Committee a subcommittee on research ethics operates. Students are represented in the Ethics Committee according to law. The operation of this body is framed by national and UBB's institutional norms. The Code is currently in the process of being updated, with the members of the Ethics Committee directly involved in the process, in compliance with legal provisions. The revised version will, according to the meeting with the representative of the

Ethics Committee, include elements related to the use of generative AI in academia. The Ethics Committee has an increasing workload, as a direct result of the facilitation of complaints.

The existence of dedicated institutional structures (such as the UBB Ombudsman) alongside comprehensive regulatory frameworks—including the *Code of Conduct for the Prevention and Sanctioning of Xenophobia, Radicalization, and Hate Speech*, the *Guide for Combating Discrimination and Code of Conduct on Antisemitism*, and the *UBB Gender Equality Guide*—reflects a strong commitment to all dimensions of academic ethics and integrity. Publicly available records (decisions of the Ethics Commission and its correspondence with data protection bodies) alongside discussions with commission members during the site visit confirm the Ethics Commission's operational independence.

✓ **Analysis of the state of facts**

UBB demonstrates a mature commitment to academic integrity through an operationally independent framework comprising specialized oversight bodies like the Ethics Committee and Ombudsman alongside continually updated, comprehensive anti-discrimination regulations. Incorporating student representation and streamlined reporting channels, this system effectively translates policy into practice, as highlighted by the Ethics Committee's growing workload and transparent public record.

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ **Presentation of the state of facts**

The UBB has a procedure for revising and submitting doctoral programmes for accreditation, according to the norms of the external accreditation bodies. The process involves different administrative and collegial structures of the UBB. Curricula are drafted/updated in accordance with a dedicated procedure. According to the documents reviewed and discussions held during the site visit, the approval process involves multiple tiers: drafting at the doctoral school level, review and endorsement by the CSUD and the Senate Curriculum Commission (representative of stakeholders - academic staff and students), and verification and approval by the UBB Senate. The three doctoral schools periodically revise their curricula, following this procedure.

✓ **Analysis of the state of facts**

A multi-tiered approval procedure for curricular updates reflects a highly structured quality assurance framework that balances doctoral school initiative with university-wide governance. The design of the institutional mechanisms is adequate and inclusive of the parts affected by the activities.

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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✓ **Presentation of the state of facts**

The drafting of accreditation documentation, as the central point of a procedure to periodically review a study programme, is the responsibility of a designated member of a doctoral school. He or she is responsible for collecting the necessary information from all doctoral schools in the field. This involves



directly collecting data and input in what concerns the study programme from doctoral advisors and administrative staff. Doctoral students are involved informally, as they are periodically consulted in relation to the doctoral programme, and formally, through their representatives in various structures with responsibilities in relation to the initiation, monitoring and periodical revision of study programmes. It must be noted that representatives of the quality assurance structures have emphasised student representatives are less engaged in these activities and prefer higher engagement in other structures (for example those related to social aspects of student life). Alumni and potential employers are consulted informally, although more frequently in relation to the development of new study programmes. For example, the FSPAC has more recently consulted, in relation to its Political Science programmes, with the Cluj-Napoca City Hall, NTT Data and Spherik Accelerator (information collected during the visit).

✓ **Analysis of the state of facts**

While the initiation, monitoring and periodic review of the study programmes process demonstrates administrative coordination and alignment with the needs of the socio-economic environment, student involvement in curricular quality assurance remains underutilized due to a lack of interest. Furthermore, the heavy reliance on informal consultations with alumni and industry leaders highlights the need to institutionalize these feedback loops to ensure systematic, long-term program development.

✓ **Recommendations**

- The three doctoral schools are recommended to consolidate, formalize and document (with minutes or other documents) the involvement of doctoral students, alumni, and potential employers in the process of monitoring and reviewing doctoral programmes in Political Science.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

✓ **Presentation of the state of facts**

Doctoral students are invited to participate in a [questionnaire-based](#) evaluation of teaching, as well as of their overall doctoral experience, according to an [internal procedure](#). Doctoral students have a medium rate of response of 27%. The data is collected and analysed by the Qualitas Centre, which publishes an [annual report](#). Moreover, via the AcademicInfo platform, teaching personnel can view individual reports for each of the disciplines they teach. UBB regulations state [various paths to be taken depending on the number of students partaking in the evaluation process and the average individual scores given by students](#). The publicly available data is aggregated at major scientific field level, to protect anonymity. Fine-grained data is made available directly to the academic staff being evaluated and to those in management positions, so that remedial mechanisms can be put into place. The three doctoral schools also report informally collecting input from the doctoral students. The FSPAC has also implemented the so-called [Red Button mechanism](#), which allows doctoral students to anonymously report issues. During the on-site visit, differences were observed between the three doctoral schools in terms of involvement in the process, with some students reporting they did not receive the invitation to evaluate teaching. However, this seems connected to their use of institutional e-mails (as mentioned above some aspects are linked to the [@ubbcluj.ro](#) account, while FSPAC doctoral students tend to use the [@fspac.ro](#) accounts).

✓ **Analysis of the state of facts**



UBB fosters a strong culture of continuous academic improvement through a dynamic feedback ecosystem that pairs rigorous, privacy-protected survey analytics from the Qualitas Centre with proactive faculty innovations like FSPAC's anonymous Red Button. Supported by transparent evaluation data made available via AcademicInfo, this framework ensures student perspectives directly empower both educators and management to drive targeted quality enhancements.

✓ **Aspects that constitute best practice examples**

The Red Button mechanism set up by the FSPAC allows students to report issues related to teaching, administration, and services.

The indicator is: fulfilled.

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

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

✓ **Presentation of the state of facts**

UBB utilizes integrated IT systems (AcademicInfo, ManageAssist, and Management of Academic/Scientific Activity), as well as other tools, that enable the collection and management of data relevant to both academic and administrative processes. ManageAssist is used for administrative and financial-accounting management; AcademicInfo is used for student records management and student evaluations of teaching staff; and the third application allows for the recording and evaluation of scientific research outcomes. The data is centralized and analyzed within the Qualitas Centre, which drafts reports and analyses regarding the quality of educational processes and academic performance, as well as within the Directorate for Scientific Research Management, which produces reports and analyses concerning scientific research. Each of these allows for the management of diversified activities within each category, and are available in each faculty, department and other functional organisations.

✓ **Analysis of the state of facts**

UBB's deployment of specialized, integrated IT platforms across all organizational tiers ensures comprehensive data collection across administrative, academic, and research domains, empowering centralized bodies and organisational components to perform robust, evidence-based quality management and institutional oversight.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

✓ **Presentation of the state of facts**

The doctoral schools ensure the publication of at least a part of the public interest information regarding the evaluated study program (curricula, course syllabi, research activities, internship and academic mobility opportunities, and academic schedules) on their websites (article 25 of OME 3020/2025). However, implementation is uneven. SDSPC does not publish the list of research topics of the doctoral students. SDCRPP does not publish the list of doctoral students and the list of

research topics. The SDSPC and the SDCRPP do not publish detailed information about the admissions process (number of places available and how they are financed) and the lists of members of the advisory committees. It must be noted that a significant part of the information the HEI is legally compelled to publish in relation to doctoral studies (regulations, administrative aspects of admissions, template of doctoral contract, list of doctoral advisors, information about thesis defenses, etc.) is published by the ISD on its [website](#).

UBB facilitates access to the public information it generates through its official website, in the [InfoUBB](#) section. Ensuring access to additional information through multiple communication channels is facilitated by UBB's Directorate for Communication and Public Relations, which also manages the procedure regarding access to information pursuant to the Law 544/2001.

✓ **Analysis of the state of facts**

While UBB ensures legal compliance and baseline transparency through centralized channels like the Institute for Doctoral Studies and its main communications office, public information sharing across individual doctoral schools remains uneven, marked by some gaps in areas such as admissions procedures and student research topics.

✓ **Recommendations**

- The SDSPC is recommended to publish on its website the list of research topics, the list of members of the advisory committees, as well as more detailed information about the admissions process, to ensure compliance with article 25 of OME 3020/2025.

- The SDCRPP is recommended to publish on its website the list of doctoral students and their research topics, the list of members of the advisory committees, as well as more detailed information about the admissions process, to ensure compliance with article 25 of OME 3020/2025.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ **Presentation of the state of facts**

At the UBB level, the transparency of decision-making processes regarding internal and external stakeholders is ensured through publication via the InfoUBB platform. At the organisational unit level, decisions of the boards of the doctoral schools are not published. Decisions are communicated to doctoral students via informal channels, including social media. According to meetings during the on-site visit, academic staff are involved in decision-making processes at the doctoral school level.

✓ **Analysis of the state of facts**

The institution has created a transparency framework that supports public access to relevant information regarding institutional processes. The transparency of decision-making processes within the organizational units is ensured at a satisfactory level, although via informal channels.

The indicator is: fulfilled.

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

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

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

The evaluation of the doctoral field of Political Science at Babeş-Bolyai University was carried out as part of the periodic external evaluation of doctoral study domains during 2–5 November 2021, with accreditation maintained in accordance with ARACIS Council Decision no. 132/16.12.2021. In addition, in 2025, following the preparation of an internal progress report, the doctoral field of Political Science was subject to the external progress evaluation report no. 12703/3/14.08.2025. The internal evaluation report for the purpose of maintaining the accreditation of the doctoral programme in Political Science was submitted to the ARACIS on March 16, 2026.

✓ **Analysis of the state of facts**

The internal evaluation report for the purpose of maintaining the accreditation of the doctoral programme in Political Science was submitted to the ARACIS in a timely manner and in full compliance with recommendations.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ High-impact research: Doctoral advisors demonstrate high academic credibility through their international publications, participation in major research projects, and active leadership in professional contexts. ✓ Comprehensive internationalization-at-home: Rather than relying solely on outgoing study-abroad programs, the doctoral schools actively cultivate a globally enriched campus environment by integrating international doctoral candidates, hosting specialized workshops and guest lectures by renowned visiting international scholars, connecting domestic candidates to research networks, and leveraging institutional memberships in international bodies like the ECPR to deliver global academic networking directly to all students locally. ✓ Student-centred pedagogy and mentorship: Research training serves as the core of the candidate experience, featuring individualized study tracks and continuous assessment. ✓ Interdisciplinary scientific approach: The three doctoral	INTERNAL FACTORS □	✓ Structural fragmentation across multiple doctoral schools: Partitioning a single doctoral domain among three distinct doctoral schools creates administrative complexity and organizational friction, resulting in divergent curricular standards, and some inconsistency in quality assurance implementation across participating faculties. ✓ Curricular alignment and domain-specificity gaps: Curricula across the doctoral schools suffer from inconsistent domain-specific course options and ambiguous formal documentation regarding program applicability. ✓ Inconsistent syllabus design and credit frameworks: Course syllabi and credit distribution structures lack standardized outcome mappings and exhibit irregular workload-to-credit calculations across program components. ✓ Informal and unsystematic stakeholder engagement: Consultations with key internal and external stakeholders—including doctoral students, alumni, and industry employers—remain largely informal and undocumented, resulting in underutilized feedback loops within formal quality assurance and program

schools link political science with related fields, offering a broader perspective on today's complex political issues.		review processes. ✓ Public information and transparency gaps: Online disclosure practices across the doctoral schools are inconsistent, resulting in uneven public accessibility to key academic, administrative, and quality assurance documentation.
SWOT analysis		
Opportunities: ✓ Formalizing partnerships with public entities and industry: Translating informal consultations with external partners into structured advisory structures to align research topics with regional market needs. ✓ Expanding flexible international formats: Leveraging EUTOPIA alliance resources, Blended Intensive Programmes (BIPs), and international summer schools to offer global exposure tailored to doctoral students unable to commit to long-term mobilities.	 EXTERNAL FACTORS	Threats: ✓ Socio-professional barriers to student involvement in research projects and mobility schemes: Personal, family, and employment commitments among working doctoral students restricting participation in research projects and traditional, long-term international mobility exchanges.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and	Fulfilled	



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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	Fulfilled	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	Fulfilled	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	Fulfilled	- It is recommended that SDSPC and SDRISE take steps to ensure that starting with the academic year 2030-2031 they meet the cap of 8 doctoral students per advisor.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	Fulfilled	- It is recommended that doctoral students are provided guidance on the uses of and differences between the faculty hosted e-mail accounts and the main institutional e-mail account.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Partially fulfilled	- SDCRPP is recommended to revise its curriculum and provide doctoral students in Political Science with courses anchored in their respective field. - SDRISE is recommended to formally clarify that its curriculum also applies to doctoral students enrolled in Political Science.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	Fulfilled	- The three doctoral schools are recommended to either include in the official curriculum (<i>plan de învățământ</i>) or another officially endorsed document the following



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EDUCATION**

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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			information: the level of qualification, eventual qualification(s), and a matrix linking competences, expected learning outcomes, and disciplines.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	Fulfilled	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	Fulfilled	- The three doctoral schools are recommended to actively inform doctoral students on the availability of funding for direct research expenses (the 20 percent of the doctoral grant) and to keep records on the usage of these funds.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	Fulfilled	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	Fulfilled	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	Partially fulfilled	- All three doctoral schools are recommended to develop and formally endorse a matrix linking competences, learning outcomes and disciplines and ensure correspondence between this matrix and the syllabi; - All three doctoral schools are recommended to revise syllabi to ensure the same numbers of hours per ECTS is used and that they are correctly divided between teaching hours and individual study; - The SDSPC is recommended to publish all syllabi on its website, irrespective of the fact that the



**THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER
EDUCATION**

*Member of the European Association for Quality Assurance in Higher Education - ENQA
Listed in the European Quality Assurance Register for Higher Education - EQAR*

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			disciplines are not taught in the current academic year.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	Fulfilled	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	Fulfilled	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	Fulfilled	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	- The FSPAC is recommended to publish its quality assurance documentation on its website.
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	Fulfilled	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	



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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	- The three doctoral schools are recommended to consolidate, formalize and document (with minutes or other documents) the involvement of doctoral students, alumni, and potential employers in the process of monitoring and reviewing doctoral programmes in Political Science.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	- The SDSPC is recommended to publish on its website the list of research topics, the list of members of the advisory committees, as well as more detailed information about the admissions process, to ensure compliance with article 25 of OME 3020/2025. - The SDCRPP is recommended to publish on its website the list of doctoral students and their research topics, the list of members of the advisory committees, as well as more detailed information about the admissions process, to ensure compliance with article 25 of OME 3020/2025.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	Fulfilled	

Summary table of performance indicators – degree of fulfillment

Evaluation domain	Number of performance indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	12	2	0



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Domain C. Quality management	10	0	0
Total	30	2	0

Other, general recommendations are:

- The HEI is recommended to revise its internal regulations to allow for allocation, within the 210 ECTS of the PIC, for activities doctoral students are compelled to undertake according to the provision of OMEN 5110/2018, as well as for other activities.
- The HEI is recommended to revise its evaluation of academic staff tools to align them with the CoARA standards.

VI. Conclusions

The external evaluation of the Political Science doctoral study domain at Babeş-Bolyai University demonstrates a high level of academic quality and institutional resilience across its three constituent doctoral schools (SDSPC, SDCRPP, and SDRISE). The domain benefits from strong institutional capacity, anchored by fully habilitated advisors who maintain high-impact international publication profiles and actively involve doctoral candidates in major research projects. Educational efficacy is further reinforced by a rich internationalization-at-home environment -supported by EUTOPIA alliance resources, ECPR membership, and visiting global scholars - alongside modern academic infrastructure and good student support mechanisms.

At the same time, the evaluation highlighted minor operational vulnerabilities that require ongoing institutional attention. These primarily include advisory capacity overloads that exceed current legal thresholds (requiring structural adjustments prior to the 2030–2031 academic year), minor curricular and syllabus inconsistencies across the three doctoral schools, and uneven online transparency regarding research topics, admission details, and quality assurance documentation. Additionally, while stakeholder engagement and research integration are active, the doctoral schools would benefit from formalizing and documenting input from alumni and external employers. However, these identified weaknesses represent minor operational and administrative matters rather than structural deficiencies, and UBB possesses the institutional capacity and quality assurance framework to address them effectively.

In conclusion, the Political Science doctoral domain at Babeş-Bolyai University satisfies the requisite legal and quality benchmarks set forth by ARACIS, with all performance indicators evaluated as fulfilled or partially fulfilled. Based on the substantial scientific output of faculty and students, the solid physical and digital infrastructure, and the functional quality assurance framework, the evaluation panel substantiates a formal decision for maintaining accreditation (MAC). Continued accreditation will allow the institution to build upon its academic strengths while implementing the panel's recommendations to standardize program delivery and enhance public transparency across all three doctoral schools.

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

VII. Annexes

- A. The schedule of the on-site visit.
- B. Agreement of the three doctoral schools in what concerns the conclusions of the report.
- C. The minutes of the meetings.



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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**

Locația tuturor întâlnirilor: Sala de Consiliu, Clădirea FSPAC, Str. General Traian Moșoiu Nr. 71

Link pentru întâlniri online (participare selectivă la întâlnirile cu absolvenți și angajatori): <https://meet.google.com/ywb-wmma-gxg>

Interval orar	Activitate	Participanți	Listă participanți
Ziua 1, data 23 iulie 2026			
9:00-9:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	
9:30-10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat - Persoana de contact	- Prof. univ. dr. (Directoarea SDRISE) - Prof. univ. dr. (directoarea SDCRPP) - Prof. univ. dr. (director SDSPC)
10:00-10:15	Pauză		
10:15-11:00	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)	- Comisia de experți evaluatori ai ARACIS - Echipa care a realizat REI	- Prof. univ. dr. - Dr.
11:00-11:15	Pauză		
11:15-12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Cadre didactice conducători de doctorat	- Prof. univ. dr. - Prof. univ. dr. - Lect. univ. dr. - Prof. univ. dr.
12:15-12:30	Pauză		

Interval orar	Activitate	Participanți	Listă participanți
12:30-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabili centrelor/laboratoarelor de cercetare	- Comisia de experți evaluatori ai ARACIS - Responsabili centrelor/laboratoarelor de cercetare	- Prof. (director Centrul pentru Studiul Democrației) - Lect. Dr. (Centrul pentru Studiul Comparat al Migrației)
13:00-14:00	Pauză de prânz		
14:00-15:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	
15:00-15:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD	- Comisia de experți evaluatori ai ARACIS - Angajatori	- (directoare executiva ACSO) - Prof. dr. (director departament, Departamentul de Sănătate Publică) - Prof. dr. (judecător Curtea Constituțională)
15:45-16:00	Pauză		
16:00-16:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ¹ ai DSUD	- Comisia de experți evaluatori ai ARACIS - Absolvenți ai domeniului de studii evaluat	(senior project manager în sectorul IT, consilier local) (Curtea Constituțională) Victoria Stoiciu (senator) (MAE)
Ziua 2, 24 iulie			
9:00 - 9:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	

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

Interval orar	Activitate	Participanți	Listă participanți
9:30-10:00	Vizitarea bazei materiale	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției, după caz	
10:00-10:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară	- Comisia de experți evaluatori ai ARACIS - Membri ai Comisiei de etică universitară	- Conf. univ. dr. (FSPAC, membru al Comisiei de Etică a UBB)
10:30 - 10:45	Pauză		
10:45 - 11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți doctoranzi din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Studenți doctoranzi	- reprezentant anul 1 - reprezentant anul 1 - reprezentant anul 2 - reprezentant anul 2 - reprezentant anul 2 - reprezentant anul 3 - reprezentant anul 3 - reprezentant anul 4
11:30 - 11:45	Pauză		
10.00-10.45	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității	- Lector. univ. dr. (președinta CEAC) - Prof. univ. dr. (președintele Comisiei pentru Curriculum a Senatului)
12:30-13:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	

Interval orar	Activitate	Participanți	Listă participanți
13:00-14:00-	Pauză de prânz		
14:00-15:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității. Finalizarea activităților de evaluare.	- Comisia de experți evaluatori ai ARACIS	
15:00-15:30-	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎIS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii și ai domeniului de studii evaluat - Persoana de contact	- Prof. univ. dr. - Prof. univ. dr. (prodecan FSPAC)