HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi 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) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi 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 şi 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 şi pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori şi poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date şi dovezi pentru adoptarea deciziei,

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

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

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

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 şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 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) şi alin.(3) lit. b), c) şi d), art. 231 lit. a) şi b), art. 232 lit. c), d) şi 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 şi considerentele analizei de validitate şi concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației şi Cercetării şi instituțiilor solicitante şi 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 şi 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 şi ale art. 62 alin. (3) din Metodologie.

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 7
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 7.7

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Babeş-Bolyai“ din Cluj-Napoca
Şcoala(ile) doctorală(e)	Relații Internaționale și Studii Europene; Relații Internaționale și Studii de Securitate
Domeniul de studii universitare de doctorat (DSUD)	***Relaţii internaţionale şi studii europene***
Procedura/procesul de evaluare externă a calităţii educaţiei	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 (CPS_C4) din 04.09.2026, propunerea de decizie fiind consemnată în PV nr. 4544/04.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4566/17.09.2026. Consiliului ARACIS a solicitat în ședința din 17.09.2026, revizuirea REE și PV. REE revizuit a fost analizat în ședința CPS_C4 din 02.10.2026, propunerea de decizie fiind consemnată în PV nr.4922/02.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/20.10.2026.	
Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei *(se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)*	

Domeniul	Standarde Î / N	Indicatori de performanţă 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.5.1.1, 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. 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:-

Motivarea deciziei

Consiliul ARACIS în şedinţa din 22.10.2026 analizează şi validează propunerea comisiei de experţi în evaluarea externă a calităţii, constatând că din:

- *32 total indicatori: 31 sunt îndepliniți, 1 parțial îndeplinit şi 0 neîndepliniți*
- *26 total standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Babeș-Bolyai University
Doctoral Schools:	International Relations and European Studies International Relations and Security Studies
Doctoral Domain:	International Relations and European Studies
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	**Matiuța Cristina Maria**	Expert evaluator	
2.	**Sebastiao Dina**	International Expert	
3.	**Oniea Călin-Mădălin**	PhD Student Evaluator	

I. Introduction

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

This External Evaluation Report (EER) is the result of the periodic evaluation for maintaining accreditation of the International Relations and European Studies doctoral field, provided by the Faculty of European Studies and the Faculty of History and Philosophy within the Babeș-Bolyai University. The team appointed by ARACIS included: prof. univ. dr. Cristina Matiuța, the international expert prof. univ. dr. Dina Sebastiao from the University of Coimbra, Portugal and doctoral student Oniea Călin Mădălin from the West University of Timișoara. The visit to the institution took place between July 21-22, 2026 and was carried out according to the attached program, agreed with the representatives of the host institution.

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

Babes-Bolyai University (UBB) of Cluj-Napoca is an academic educational public institution, the largest one in Romania and having the oldest academic/university tradition, going back to the 16th Century *(Major Jesuit College in Cluj).* Today, UBB is a multicultural university, with three lines of study (in Romanian, Hungarian, and German) and programs in English, French, Italian, Chinese, Japanese etc.), having programs from art/humanities, social sciences, life and natural sciences, mathematics/computer sciences to engineering and technology. The mission of the UBB is advanced education and research. The UBB aims to promote and sustain the development of specific cultural components within the local, regional, national and international community, such as a permanent and innovative learning culture; a culture for an active attitude and participation; multiculturalism, intercultural dialogue and collaboration between different religions; systematic and innovative knowledge; personal and moral development (https://www.ubbcluj.ro/en/despre/prezentare/misiune).

The Institute for Doctoral Studies (ISD) is a structure established in 2006 in order to manage the doctoral schools of Babeș-Bolyai University, based on the activity of faculties and specialized departments. The Doctoral Studies Institute operates under a Statute and organizational structure approved by the UBB Senate. It coordinates all administrative activities pertaining to the doctoral cycle, under the Council for Doctoral Studies (CSUD) and in collaboration with doctoral school councils.

In 2021, the external evaluation of IOSUD UBB took place. Following the evaluation, the ARACIS Council (Hotararea-Consiliului-ARACIS-nr. NR. 132/ 16.12.2021) awarded the Maintenance of Accreditation.

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

The doctoral field of International Relations and European Studies (IRES) is provided by two doctoral schools: the Doctoral School of International Relations and European Studies (within

the Faculty of European Studies) and the Doctoral School of International Relations and Security Studies (within the Faculty of History and Philosophy). Currently, the IRES doctoral field brings together a total of 16 doctoral supervisors: 8 within the Doctoral School of International Relations and European Studies (5 tenured, 1 affiliated and 2 retired) and 8 within the Doctoral School of International Relations and Security Studies (5 tenured, 3 affiliated). Between 2021 and 2025, 85 candidates were admitted to doctoral studies in the field of International Relations and European Studies and a number of 65 doctoral students defended theses.
The main mission of the IRES doctoral field is to train researchers capable of developing original and relevant knowledge in international relations and European processes through an interdisciplinary and methodologically rigorous approach. The field aims to integrate theoretical and applied perspectives from political science, history, sociology, law, and cultural studies in order to analyze the complexity of political, economic, and social phenomena at European and global levels.

II. Methods used

To prepare this External Evaluation Report, the following were used: the Internal Evaluation Report (REI), available to the ARACIS team, the annexes to the REI, and other documents available on the institution's website. During the visit, the ARACIS team had discussions, recorded in the minutes of the meetings, with the coordinators of the two doctoral schools in the field, with representatives of the management of the Faculty of European Studies and Faculty of History and Philosophy, with the teaching staff, with students and graduates of the doctoral program, with employers of graduates, with members of the CEAC and the University Ethics Commission, with the heads of research centers/laboratories in the field of the evaluated program. The visit to the institution's headquarters, between July 21-22, 2026, included the following locations: Spaces for conducting courses and seminars; offices and administrative spaces of the faculty; IT and digital infrastructure (access to databases, learning platforms); research laboratories and teaching staff offices; access to online bibliographic resources.

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 UBB Internal Rules and Regulations establish the general provisions regarding staff conduct and the organisation of work, in compliance with the current legal regulations. 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 Babeș-Bolyai University*, adopted in 2024. The mechanisms for electing students in the university's governing bodies are provided in both the UBB *Charta* 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. The Council for Doctoral Studies (CSUD) is the organisational structure that leads the Institute for Doctoral Studies (ISD). CSUD is headed by a director. The position of a CSUD director is equivalent to that of a vice-rector. Doctoral studies are organised by Doctoral Schools, which are grouped in and coordinated by the Institute for Doctoral Studies (ISD). Doctoral Schools operate as departments within faculties or within UBB research/ development/ innovation units. Doctoral Schools are managed by a School Council and a director, both elected by the members of the doctoral school. The director of the Doctoral School holds a position equivalent to that of a head of department.

✓ Analysis of the state of facts

The University has adequate organizational components and a management system, whose operation is based on methodologies, regulations and procedures periodically reviewed. 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 of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ Presentation of the state of facts

Members of the academic community and other third parties are consulted on procedures and regulations (UBB Charter, Chapter 4.2.3, Principles of Organisation and Operation). The perspective of external stakeholders is integrated in the decision-making process. According to the regulations, the Doctoral School Council includes an external member, a scientific personality with international recognition, who participates in deliberations and contributes to

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

the adoption of strategic decisions, providing an objective perspective aligned with international academic standards. The presence of this external member supports the alignment of the doctoral school's decisions with best practices in the European research and doctoral education area.
The regulations of the two doctoral schools explicitly provide that the internal organization and functioning regulations are drafted by the Doctoral School Council through consultation with all tenured doctoral supervisors. According to Article 80 of the DS-IRSS Regulations (2025), the final version of the regulations is subject to validation through a universal, direct, and secret vote of the absolute majority of tenured doctoral supervisors, ensuring the collective endorsement of the norms and procedures governing doctoral activity.

✓ Analysis of the state of facts

Following the REI's consultation and the discussions held with representatives of the managerial structures, administrative and academic staff, doctoral students in the IRES field, it results that within UBB the process of developing, adopting and revising the methodologies, regulations and procedures specific to doctoral studies is carried out in a consultative and transparent manner.

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.

✓ Presentation of the state of facts

The University provides adequate, diverse, and extensive infrastructure to support teaching, research, student life, and cultural activities. It comprises more than 100 buildings, including student accommodation with a total capacity of 7,186 places. The review panel also observed a wide range of modern mobile and electronic equipment supporting teaching and research activities, as well as well-developed scientific and training facilities, including research centres and scientific stations, which provide practical training opportunities for students and support academic staff. The University maintains a vast librarian acquis, dispersed by 29 branch libraries, 4 special libraries, and 8 university branch campuses libraries, totalising 4,089,071 volumes at the end of 2024.
It also provides access to online bibliography datasets of leading journals and academic publishing houses in the area of International Relations and European Studies, which was confirmed by the academic staff and students at the onsite visit. All the University students share the same kind of access to online resources. At the end of 2024, the electronic collections amounted to 2,421,768 units, with 2,359,213 accessible online.

Concerning the scientific asset, the University displays a considerable amount of research units (over 100), naming two of them (Governance and Security Policy Center and Middle East Mediterranean Studies Center) particularly related with the doctoral programme. However, as confirmed during the interviews with academic staff, students can engage in more than those (about 20 area studies centres were referred) according to the speciality of their research.

✓ Analysis of the state of facts

Despite the great number of research units, only a minority of 16 in this universe are classified as excellent by the University, which brings the need to increase excellence in the research units. Students are integrated in the research units activities on a voluntary basis, according to the supervisor initiative and thematic relation of the center's research projects and the students' PhD subject. In the interviews, students have confirmed this engagement, but in the quality system report interviews, it was said that, at the university level, there's about 20% students mentioning the low level of integration in research centers and projects. In conclusion, considering that the results of the quality system inquiries refer to all doctoral schools in UBB, we consider this value does not represent the IRES. Regarding the documental sources and other data access for students, the University assets are complemented with specialised library networking, but it also offers a digital archive, with a considerable infrastructure (example Library of Faculty of European Studies; History Library, holding over 60,000 volumes and specialised periodical publications). Students are said to have regular information and support to apply calls and other opportunities of international dissemination of their work.

✓ Aspects that constitute best practice examples

- Beyond integration in supervisors research projects and the inherent support received in this context, students mention the benefit of an individual fund which they can use to support participation in conferences or empirical research.
- Dedicated research units and specialised places for the teaching and empirical research, mainly through the Security Analysis and Assessment Laboratory, and the Teaching Laboratory is a good practice, allowing for methodological and laboratorial work of students and professors.
- The cultural offer of the University, especially the assets favouring a multicultural environment for students, with 19 foreign cultural centres, museums and galleries, and religious places for worship for students of various faiths, is underlined as a good practice.
- It's also well noted, despite the dispersion of the doctoral programme by different institutional framings, that there's a dedicated secretariat which directly manages doctoral students' academic records.

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	The movable and immovable assets are properly maintained to ensure

I.P.A.2.2.1	optimal conditions for studying, living and research, as well as for work.

✓ Presentation of the state of facts

The University presents the aim of having an integrated strategy for managing and rationalising existing resources, integrating teaching, research and administrative institutional branches, with the development of a strategic development plan by each faculty, and the implementation of seed grants for teaching and scientific and non-teaching staff.Research laboratories are described as well equipped, with an effort to make continuous maintenance and adequation to the daily needs. Access to specific databases is mentioned, like web of Science, Scopus, etc, and is registered as positive.

✓ Analysis of the state of facts

Although in line with what has been mentioned before, it's important that access is given to the most recent publications, and to specific journals of the field. Beyond tools for checking plagiarism, like the Turnitin, it's important to have a document at the faculty, under the general University ethics code, with clear and objective recommendations regarding the use of generative AI, and to study the possibility of access to some AI tools that can be applied under ethical principles to teaching and research.

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

✓ Presentation of the state of facts

The teaching staff has the necessary qualifications and professional skills to teach the subjects included in the curriculum. At the level of the Doctoral School of International Relations and European Studies, there are 8 doctoral supervisors in the IRES field:

1. Prof. Dr. Melania-Gabriela Ciot (the Director of the Doctoral School)- coordinates 9 doctoral students;
2. Prof. Dr. Valentin Naumescu- 8 doctoral students
3. Prof. habil Dr. Mircea Brie- 8 doctoral students
4. Associate Prof. Dr Adrian-Gabriel Corpădean- 10 doctoral students
5. Associate Prof. Dr Ana-Gabriela Pantea- 2 doctoral students
6. Associate Prof. Dr Laura-Maria Herța- 0
7. Prof. Dr Vasile Pușcaș (retired)-0
8. Prof. Dr Nicolae Păun (retired)- 3 doctoral students

Within the Doctoral School of International Relations and Security Studies there are also 8 doctoral supervisors in the evaluated field of study:

1. Prof. Dr Adrian-Liviu Ivan- 7 doctoral students
2. Prof. Dr Ioan Horga(retired)- 3 doctoral students
3. Prof. Dr Nagyné Rózsa Erzsébet-0
4. Prof. Dr Luminița Roșca- 1 doctoral student
5. Associate Prof. Dr Ruxandra Mălina Petrescu Mag- 3 doctoral students
6. Associate Prof. Dr Ioan-Mihai Alexandrescu- 0
7. Lecturer habil Dr Mihai-Alexandru Croitor- 11 doctoral students
8. Scientific Researcher I habil Sergiu Gherghina- 2

For doctoral supervisors who exceed the number of 8 coordinated students, there is a University Senate decision regarding the extension of the coordination capacity to 12 students (HS No. 92/18.05.2026).

✓ Analysis of the state of facts

The doctoral supervisors within the two doctoral schools are academic staff with proven expertise in the International Relations and European Studies field. They fulfill the CNATDCU standards currently in force and have relevant publications in the field.

The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

✓ Presentation of the state of facts

To support the professional and personal development of its academic staff, the *Individual Career/Academic Development Plan* (PIC) was adopted in 2020, a tool that records the personal career project and measures the level of commitment assumed by faculty members in their academic activity. In addition, the *Centre for Continuing Education and Distance and Part-Time Learning* (CFCIDFR) offers flexible teaching and learning modalities to a diverse student population (including mature students and employed students) through its e-learning platforms: https://elearning.ubbcluj.ro/. Also, the University provides diverse opportunities for international collaboration. According to RAE, The Faculty of European Studies has one of the most extensive networks of partner universities within the Erasmus program (over 100). These partnerships enable exchange opportunities for both doctoral students and academic staff, who are encouraged to visit and teach at partner universities. Over the last five years, doctoral supervisors within SDRISE have carried out more than 85 Erasmus mobilities, while doctoral students have completed 10 standard semester-long mobilities and 4 short-term mobilities (30 days).

✓ Analysis of the state of facts

Teaching staff and doctoral supervisors benefit from systematic opportunities for professional and personal development through professional development programmes aimed at improving both personal and professional growth.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The recruitment process for vacant academic and research positions is carried out in accordance with the *Methodology for Competitive Selection for Filling Vacant Academic and Research Positions at Babeș–Bolyai University.* Career advancement is regulated through the *Methodology for Organizing and Conducting Promotion Examinations in the Academic Career* at UBB.
The recruitment process for doctoral supervisors takes place in two stages: obtaining habilitation, followed by the procedure for co-option into a doctoral school within IOSUD-UBB. The habilitation process is described in the UBB *Regulation on the Public Defense of Habilitation Theses* (articles 3–7). The UBB regulations also establish the annual amount of the habilitation fee. Throughout all stages of the habilitation process, the ISD maintains communication with doctoral schools to ensure proper administrative management of these procedures. To be co-opted into a doctoral school at UBB, the candidate submits an application to the relevant doctoral school along with the required documents. For inclusion in the Doctoral School of International Relations and European Studies, the cumulative fulfillment of the following criteria is required: the minimum and mandatory standards necessary for obtaining the habilitation certificate in the field International Relations and European Studies and a minimum score of 30% above the mandatory standards at national level. The inclusion procedure has a collegial and transparent character, requests being analyzed by the Doctoral School Council, which formulates a reasoned opinion. Subsequently, proposals are forwarded for validation to the Council for University Doctoral Studies (CSUD) and approved by the Senate of Babeș-Bolyai University.

✓ Analysis of the state of facts

The recruitment of teaching staff within the evaluated doctoral programme (habilitation, affiliation) is carried out in compliance with the legislative provisions in force at national level and institutional regulations of UBB.

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.

✓ Presentation of the state of facts

By reorganising the IT and Communications services, the University has created the Information and Communications Technology Directorate, in charge of restructuring the reinforcement of the digitalisation of administrative and pedagogical processes, framed by the Digital Transformation Strategy of UBB, which aims to enhance digital procedures for each specific task of academic management. Regarding the doctoral programme tasks, this body and strategy has been allowed to transform every process, either administrative issues, concerning the student's enrolment and similar issues, or pedagogical issues.

Analysis of the state of facts

UBB maintains an extensive digital ecosystem that effectively streamlines most of the academic, administrative, and research operations. The evolution from analogical into digital processes, allowed reducing bureaucracy and increased transparency and celerity, providing easier integration and internationalisation practices in the students' academic trajectory.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[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 doctoral study program in the field of International Relations and European Studies, organized within the Doctoral School of International Relations and European Studies and the Doctoral School of International Relations and Security Studies has four academic years (eight semesters) and totals 240 ECTS credits, corresponding to level 8 higher education qualifications within the National Qualifications Framework and the European Qualifications Framework. The program is organized into two complementary and interdependent components, reflecting the balance between advanced theoretical training and actual scientific research. The first component is the Advanced University Training Program (AUTP), which is allocated 30 ECTS credits. The second component of the program is the Individual Scientific Research Program, which runs throughout the four-year duration of the studies and

[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.

constitutes the core of doctoral training. This component is carried out under the direct coordination of the doctoral supervisor and the guidance committee and aims to elaborate the doctoral thesis based on original scientific research. In the first year, the Scientific Research Project is presented, which is allocated 30 ECTS credits; this document defines the topic, objectives, methodology, and theoretical framework of the thesis. In the second, third, and fourth years, the doctoral student presents one Research Report each year, each evaluated for 60 ECTS credits; these reports reflect the successive stages of the research and provide feedback from the guidance committee.
The curriculum of the doctoral school of International Relations and Security Studies is common to the fields of RISE/History/Sociology and includes a number of 8 disciplines, 7 optional (from which students will choose two) and one mandatory (Research ethics), having 10 credits each. It is available here: https://hiphi.ubbcluj.ro/Public/File/Scoli_doctorale/RISS/2026/SD-RISS_Plan_invatamant2025_2026_08.04.2025%20(1).pdf
The curriculum of the doctoral school of International Relations and European Studies is common to the fields of RISE/Political Science/History/Sociology and includes a number of 9 disciplines, 8 optional (from which students will choose two, with 11 credits/each) and one mandatory (Ethics and academic integrity- with 8 credits). It is available here: https://sites.euro.ubbcluj.ro/sdrise/wp-content/uploads/2025/04/SDRISE_Plan_invatamant2025_2026.pdf

✓ Analysis of the state of facts

The structure of the program reflects the balance between advanced theoretical training and actual scientific research, being designed to progressively guide the doctoral student from the consolidation of methodological and ethical competencies to the completion of original research finalized through the public defense of the doctoral thesis.
There is no common curriculum for the RISE field, and the curricula of the two doctoral schools differ substantially, excepting one compulsory course (Research Ethics/Ethics and academic integrity). Also, the similar types of courses (compulsory and optional) are not assigned the same number of credits within the two doctoral schools. The curricula do not refer to the level of the CNC8 qualification, do not mention the qualifications obtained, and do not mention the competences and learning outcomes. Not all course descriptions include the distribution of time, competencies, and learning outcomes.

✓ Recommendations

- harmonization the curricula of the two doctoral schools in terms of credits allocated to the disciplines in the curriculum
- including competences & learning outcomes in the curriculum
- correct counting of the distribution of time in all disciplines sheets/course descriptions (no. of credits X 25-30 hours for each credit)
- including learning outcomes in all course descriptions

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).

✓ Presentation of the state of facts

The expected learning outcomes are correlated with the professional and transversal competences related to the qualification. For the doctoral field of International Relations and European Studies, they are formulated in terms of advanced professional and transversal competencies specific to EQF level 8 and are correlated with the requirements of relevant occupations from the Romanian Classification of Occupations (COR) and the European Skills, Competences, Qualifications and Occupations classification (ESCO). These mainly target the following categories of competencies: advanced scientific research competencies (design, implementation and evaluation of original research); the capacity for critical analysis of international and European processes and phenomena; development of public policies and strategic analyses; expertise in European and international governance; advanced scientific and institutional communication; competencies in research project management and international cooperation. These competencies are correlated with occupations such as: researcher in political science and international relations, expert in public administration and European affairs, foreign policy analyst, international relations expert, university academic staff, consultant in European and international policies.

✓ Analysis of the state of facts

The International Relations and European Studies doctoral field ensures the alignment of doctoral training with the requirements of the academic, administrative, and international labor market, in accordance with national and European standards regarding doctoral-level qualifications.

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.

✓ Presentation of the state of facts

The individual research topics and their association with specific doctoral supervisors indicate that doctoral training is adapted to the specific academic interests and research needs of each doctoral student. The teaching and learning process is not limited to the transmission of knowledge through conventional teaching activities but integrates seminars, evaluation, scientific research and participation in academic and scientific events. This approach is appropriate for doctoral education, where the development of advanced research competences, critical thinking, autonomy and the ability to produce original scientific knowledge represents a central objective.

✓ Analysis of the state of facts

The available evidence demonstrates that the organisational component implements student-centred learning through a combination of individualised research training, supervisor-guided academic development, structured doctoral education and active participation in scientific activities.

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.

✓ Presentation of the state of facts

The organisational component ensures opportunities for students to participate in academic mobility programmes, organised both in person and, where applicable, virtually. Information regarding available mobility opportunities is communicated to students through the institutional communication channels and internal communication groups used by the doctoral school.During the meeting with the students, the doctoral students confirmed that they had been informed about opportunities for academic mobility and that information regarding such opportunities had been communicated through internal communication groups and other institutional communication channels. The students also confirmed that these communication mechanisms provide access to relevant information concerning mobility programmes and opportunities for participation in academic exchanges.The information obtained during the meeting with the students confirms that the opportunities for academic mobility are effectively communicated to the beneficiaries of the educational process. The existence of internal communication groups through which students are informed ensures timely access to information regarding available mobility programmes and related opportunities.

✓ Analysis of the state of facts

The evidence therefore indicates that the organisational component provides and communicates opportunities for students to participate in academic mobility programmes, both in person and/or virtually, as applicable. The information confirmed directly by the students during the meeting supports the conclusion that the indicator is implemented in practice.

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

✓ Presentation of the state of facts

Students are encouraged to develop their research competences and to actively participate in the academic community according to their abilities, interests and professional objectives. During the meeting with the students, the doctoral students confirmed that they benefit from fair and equal opportunities to participate in academic and research activities. They also indicated that the learning and research process allows for a certain degree of flexibility and individualisation, according to their own research interests, academic potential and professional aspirations. The students confirmed that information regarding relevant academic opportunities is communicated through internal communication groups and other communication channels.The available evidence and the information obtained during the meeting with the students indicate that the organisational component applies a student-centred approach that recognises the individual characteristics and aspirations of doctoral students. The individualisation of research topics and the close academic relationship with the doctoral supervisor allow students to develop their competences according to their own potential and academic interests.The doctoral education process, being fundamentally based on research and individual academic development, provides opportunities for students with different learning preferences, abilities and academic profiles to participate in educational and scientific activities in ways appropriate to their individual development. The students' confirmation during the meeting further demonstrates that these opportunities are perceived as accessible and fairly distributed. Consequently, the evidence supports the conclusion that the organisational component provides fair opportunities for students in accordance with their potential and aspirations, while taking into account the diversity of learning styles and abilities.

✓ Analysis of the state of facts

The two doctoral schools provide fair opportunities for doctoral students, taking into account their individual potential, academic interests and professional aspirations. The specific nature of doctoral education allows for the individualisation of the learning and research process through the development of individual research projects, under the guidance of the doctoral supervisor.The opportunities offered to doctoral students are adapted to their individual academic profiles and research interests through the choice of research topics, participation in scientific activities, conferences, seminars and other academic activities.

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.

✓ Presentation of the state of facts

The organisational component does not fully ensure equal access to resources and services for students with special educational needs and disabilities. Although the institution aims to provide an inclusive learning environment, significant physical accessibility barriers remain. Many university buildings can only be accessed by stairs, while ramps and lifts are either unavailable or insufficient. This makes it difficult, and in some cases impossible, for students with mobility impairments to reach classrooms, laboratories, administrative offices, libraries, or other essential facilities independently. The lack of accessible infrastructure limits the participation of students with disabilities in both academic and extracurricular activities, reducing their ability to benefit from the same educational opportunities as their peers.

✓ Analysis of the state of facts

The organisational support currently provided cannot be considered fully adequate to meet the diverse needs of all students. Improving the physical accessibility of university buildings through the installation of ramps, lifts, and other accessibility features would significantly enhance inclusion, promote equal opportunities, and ensure compliance with principles of universal access to higher education.

✓ Recommendations:

Develop the infrastructure with the equipment necessary for students with disabilities.

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.

✓ Presentation of the state of facts

The learning outcomes are adequately described and are correlated with the content of the subjects included in the curriculum. They provide a clear framework for understanding the knowledge, skills and competences that students are expected to acquire through the educational process. The learning outcomes are reflected in the curriculum and in the subject

descriptions, which specify the content of the subjects, the learning objectives and the expected learning outcomes. This allows students and teaching staff to understand the expectations concerning the content of the subjects and the competences to be developed. During the meetings conducted as part of the evaluation, both the teaching staff and the students confirmed that the learning outcomes are clearly formulated and provide an adequate understanding of the content and expectations associated with the subjects included in the curriculum. The employers also confirmed the relevance of the learning outcomes and their correspondence with the competences and skills required for the further academic and professional development of graduates.

✓ Analysis of the state of facts

The documentary evidence, corroborated by the information obtained during the meetings with teaching staff, students and employers, demonstrates that the learning outcomes are adequately defined and support a clear understanding of the expectations concerning the content of the subjects included in the curriculum. The confirmation provided by the teaching staff and students indicates that the learning outcomes effectively support the teaching and learning process by clarifying the knowledge, skills and competences to be developed. The employers' positive assessment further confirms the relevance of these learning outcomes from the perspective of the competences expected in the professional and academic environment. The convergence of the views expressed by teaching staff, students and employers demonstrates that the learning outcomes are appropriately formulated, understood by the main stakeholders and relevant to the objectives of the doctoral programme.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The initial assessment of the learning outcomes takes place during the first semester of the first year of doctoral studies, as part of the structured academic activities included in the doctoral programme. The achievement of the expected learning outcomes is monitored throughout the doctoral studies through the evaluation of the doctoral student's research activity and progress. This assessment is carried out on the basis of the research work undertaken by the doctoral student, including research reports and progress reports, as applicable, as well as other forms of academic and scientific evaluation established within the doctoral programme. At the end of the doctoral studies, the achievement of the expected learning outcomes is assessed through the doctoral thesis and its evaluation and public defence, in accordance with the applicable regulations governing the completion of doctoral studies.

✓ Analysis of the state of facts

The achievement of the learning outcomes is assessed both during the doctoral training process and at the completion of doctoral studies.

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

The higher education institution has its own admission regulations, as well as admission methodologies for the evaluated doctoral programs. These contain clear information on the necessary steps that a candidate must take to enroll as a doctoral student. Also mentioned are aspects regarding the manner in which the admission exams are held, as well as interviews, general admission criteria, but also organizational aspects. In general, the admission procedure is one that ensures the accessibility of students, both those who completed the master's degree at UBB Cluj-Napoca and those who apply from other university centers.

✓ 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 students' positive assessment further confirms that the admission procedure is not only formally established through institutional regulations but is also implemented in practice in a manner that allows candidates to understand the applicable requirements and conditions.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

In the Code of Student Rights and Obligations at Babeș-Bolyai University there is mentioned at Art. 18. that (1) Students with physical disabilities have the right to adapted access to all university premises, to the provision of a sign language interpreter, as well as to appropriate conditions for the normal conduct of academic, social, cultural, and administrative activities within higher education institutions.

✓ Analysis of the state of facts

The procedures that the higher education institution applies have mentioned aspects regarding equal opportunities and equity. However, at the moment, the evaluated doctoral university study programs have not yet enrolled any students with disabilities. It is worth

mentioning that the university infrastructure is only partially suitable for people with disabilities, there are no independent ways for people with locomotor disabilities to reach the upper floors

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.

✓ Presentation of the state of facts

The organisational component applies the regulations concerning the professional activity of students in accordance with the institutional framework governing doctoral studies at UBB. The rights and obligations of doctoral students, the organisation of the educational process, the requirements concerning academic activities, evaluation, research activities and the completion of doctoral studies are established through the relevant institutional regulations and procedures. The regulations concerning the professional activity of students are made available through the institutional communication channels and are communicated to students. The implementation of these regulations is supported by the organisational procedures of the doctoral school and by the activities carried out within the doctoral programme. During the meeting with the students, the doctoral students confirmed that they are informed about the regulations governing their professional activity and that these regulations are applied in practice. The students also confirmed that information concerning their academic obligations, the organisation of doctoral activities, evaluation procedures and other relevant aspects of their professional activity is communicated through the available institutional and internal communication channels. However, the students from Doctoral School of International Relations and European Studies indicated that they are not consulted regarding the composition of the guidance committee (*comisia de îndrumare*). This represents a limitation in terms of student involvement in an aspect directly related to the organisation and conduct of their doctoral training and research activity.

✓ Analysis of the state of facts

The available evidence, corroborated by the information obtained during the meeting with the students, demonstrates that the organisational component generally applies the regulations concerning students' professional activity. The regulatory framework provides a clear basis for the organisation and conduct of doctoral studies, while the communication mechanisms ensure that students are informed about the applicable requirements and procedures. The confirmation provided by the students during the meeting indicates that the regulations are not only formally adopted but are also known and applied in the day-to-day organisation of doctoral studies. The existence of internal communication channels further facilitates the transmission of relevant information concerning students' professional activity. Nevertheless, the fact that students are not consulted regarding the composition of the guidance committee indicates a limitation in the practical implementation of student participation in matters concerning their doctoral activity.

✓ Recommendations:

The supervisors of PhD students from Doctoral School of International Relations and European Studies should consult the students prior to the naming of the guidance committee.

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

UBB is committed to internationalisation, with some projects being carried out and measures to stimulate students, teaching and non-teaching staff exchange. This goes from the celebration of privileged institutional partnerships, ranking first in the country concerning the attraction of Erasmus funding and in the number of beneficiaries of the programme, and offering conditions for incoming students. EUTOPIA is a privileged collaborative framework to promote internationalisation through an interconnected academic environment. International Relations and European Studies appears to be on the path for internationalisation.
At the level of IOSUD, the UBB Internationalisation Strategy 2021-2024 was applied and the 2025-2029 strategy is currently in force, aiming to increase the level of internationalisation of doctoral studies. In the interviews, academic staff mentioned the students engaging in multidegree options and co-tutelle PhD. Currently there are two doctorates in co-tutelle, particularly with the Free Université of Brussels and University of Warwick.

✓ Analysis of the state of facts

Professors are well internationalized, demonstrating a considerable level of international publications and collaborations, as well as participation in research projects. About 100% of the professors do Erasmus teaching missions. Having 24% of students involved in Erasmus exchange activities is a positive indicator, as well as the participation of doctoral students in international conferences, the organisation of lecture-type events with international scholars, number seems to point for a minority of students that can benefit of the international environment of higher education, which, as admitted in the interviews, relates with financial constraints.

The indicator is: fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through

	the study programme.

✓ Presentation of the state of facts

The subjects and themes of the publications and projects of each professor indicates a contribution to the area of the doctoral studies, and the extensive list of participation in projects provides opportunities, as mentioned in the interviews, for students to engage in research activities and work more closely on common research subjects with the supervisor.

✓ Analysis of the state of facts

A more qualified narrative cv would allow for a more accurate assessment of this perspective. Also the list of projects is extensive, and it's not clear at first glance, which kind of participation is at stake, if as an external expert element, as a team member or as coordinator/Principal Investigator. More disaggregated and qualified information would be easier and more understandable to read in an international context of evaluation.

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

By analysing the list of publications of the professors linked to the doctoral programme, it's evident that there's a thematic contribution for the doctoral studies' field. We also make the same consideration as the previous point regarding the difficulty and exhaustive analysis for a more accurate assessment on the thematic coherence and integration of research. The subscription of UBB to COARA (Coalition for Advancing Research Assessment) principles is very welcomed and positive, aiming for a more disconnected evaluation of scientific performance from quantitative and metrics perspective. There is a university-wide plan to implement COARA standards, adapted for each faculty. The activities of the Institute for Research in International Relations were highlighted, alongside projects and initiatives focused on democratic resilience -including those within a funded center of excellence. Research activities are organized at multiple levels, offering doctoral students the opportunity to interact with decision-makers, practitioners, and representatives from outside academia. The international nature of the research activities and institutional partnerships was emphasized, with references made to collaborations involving institutions and partners in countries such as Senegal, Benin, Cameroon, South Africa, Morocco, and Tunisia, as well as other states in the region. International partnerships with institutions in France, Belgium, Egypt, Lebanon, Turkey, and Azerbaijan were also noted.

✓ Analysis of the state of facts

The institution maintains a dedicated project management structure and conducts activities in the field of external relations, including matters related to external borders. Mention was

made of the upcoming sixth edition of an event scheduled for December, to which decision-makers and public policy representatives are to be invited. Partnerships with international organizations and funds - including the Black Sea Trust for Regional Cooperation - were also highlighted.

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

✓ Presentation of the state of facts

The UBB has implemented an internal quality system that offers tools and procedures to plan, implement, assess and follow up individual professors career development, teaching quality and students satisfaction, such as a pluriannual Strategic Plan, which is operationalised through annual Quality Assurance Programmes, aiming for a continuous improvement of the quality of teaching and research, relations with students, the administrative structure and all the stakeholders. The UBB has also created specific internal bodies to ensure plans' implementation and supervision.

✓ Analysis of the state of facts

As in the previous point, despite a quantitative list of publications, conferences, international collaborations, a qualified assessment would contribute more clearly to the process.

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.

✓ Presentation of the state of facts

A clear internal evaluation for teaching, and research activities procedure exists, compiling the opinions of different stakeholders, ensuring an assessment of the results of inquiries and other tools of assessment, and their continuous integration in future improvement plans. Students feel heard by supervisors and academic management of the doctoral school.

✓ Analysis of the state of facts

This existing framework for stakeholder engagement ensures that feedback from the academic community guides institutional quality processes, as provided by the institutional regulations.

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.

✓ Presentation of the state of facts

The UBB has institutionalised a code of ethics, well-grounded on the institutional foundations of the University. It has a Code of Ethics and Professional Conduct framing several values and principles that underpin the teaching and scientific practice, and it has an independent institutional body, UBB's Ethics Committee, representative of the University stakeholders, ensuring the implementation of the code. According to what was mentioned in the interviews, this Code of Ethics was recently updated with general principles for the use of generative AI.

✓ Analysis of the state of facts

UBB demonstrates a commitment to academic integrity through an operationally independent framework comprising specialized oversight bodies. Currently, the ethics committee's organizational regulations do not include a provision regarding the possibility of submitting anonymous complaints. Additionally, the number of student members on the committee is specified as one.

Recommendations:

Update the ethics committee's organizational regulations in order to mention to possibility of submitting anonymous complaints regarding sexual harassment complains and the number of students present in the committee.

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.

✓ Presentation of the state of facts

The university has proper internal bodies, such as the *Curriculum Committee*, for accreditation, regulation and monitoring of the doctoral study programmes, responsible for checking and ensuring compliance with external accreditation procedures and legal acquis. The curricula could be updated every year in accordance with the university norms and student's needs. It's approved by hierarchical internal bodies, such as the Doctoral School Council, the Faculty Council and the Council for University Doctoral Studies.

✓ Analysis of the state of facts

According to the justifications of the teaching staff, this annual variability of the curricula is a strength, as it allows to adapt to the hot topics of the moment in the international system and to the students' interests. If a minimum of three students will opt for a certain course, it will be taught.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The process of initiation, authorisation, accreditation, monitoring, and periodic evaluation of doctoral fields/ schools involves the following steps: (a) The application files are prepared at the level of the doctoral school and endorsed by the Doctoral School Council. (b) They are then submitted for endorsement to the Faculty Council of the respective doctoral school; (c) After obtaining the endorsement, the file is forwarded to the Institute for Doctoral Studies for verification and approval by the Council for Doctoral Studies (CSUD); (d) After positive approval from CSUD, the file is forwarded to the UBB Administrative Council for endorsement. (e) Following the endorsement from the Administrative Council, the file is submitted to the University Senate for final approval, where it is reviewed by the Senate Curriculum Committee before the final vote.

✓ Analysis of the state of facts

The process of creation, implementation, evaluation, and monitoring of doctoral programmes at the UBB is inclusive, broadly involving different structures of the university, representing the different interests and ensuring a democratic process.

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

Currently a process of evaluating auxiliary teaching and non-teaching staff is being developed. The results of the reports are published and available for consultation here: https://qa.ubbcluj.ro/evaluarea-stagiului-doctoral-2/ . We register that in the case of the doctoral students of IRES, 36% responded to the inquiries. It is desirable that a great sample of students can respond to the inquiries, although the low number of students affected by doctoral schools turns it more difficult. Through the interviews with the Quality Assurance and Evaluation Committee, it was mentioned that the inquiries results are considered by the academic management in order to improve critical procedures, which guarantees the follow up of the inquiries.

✓ Analysis of the state of facts

The University has an internal quality evaluation system that ensures the professors' evaluation at various levels, which includes a component analysis of the student's biannual evaluation of teachers by students. A procedure of evaluation applies to all academic staff, under open-ended and fixed-term contracts, comprehending the preparation of several kinds of reports, including peer-evaluation reports and student's reports.

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

The Centre for Information Systems, available for both employees and students, and other IT tools are directed to specific procedures related to managerial functionalities, from tracking students' trajectories to professors' career development and teaching activity. At the University level, there is a functional Qualitas Center. The Qualitas Center operates to collect and process responses from questionnaires evaluating teaching staff and student satisfaction. The center has established clear timeframes for data collection and utilizes data analysis software - such as SPSS for large datasets and Excel for smaller respondent groups. This center regularly produces reports - published on its own website - presenting the current state of the university and the doctoral school from the perspective of quality assurance.

✓ Analysis of the state of facts

The UBB has an integrated IT system aligned with quality and career assessment indicators to monitor and ensure quality processes.

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

At UBB, public interest information is disseminated through multiple channels: official editorials signed by the University spokesperson, press releases issued by the Communication and Public Relations Directorate, press conferences, bulletin boards located in University buildings, the University's official website, social media accounts (Facebook, X, LinkedIn, Youtube, Instagram, etc.), faculty websites, and admission brochures.

✓ Analysis of the state of facts

All information of public interest regarding the evaluated doctoral study field is available online on the website pages of the Doctoral School of International Relations and European Studies (https://sites.euro.ubbcluj.ro/sdrise/) and the Doctoral School of International Relations and Security Studies (https://hiphi.ubbcluj.ro/doctorat/RISS.html). They include the institutional regulations on the organisation and conduct of doctoral studies, as well as a whole range of specific information on enrolment in doctoral studies, the conduct of doctoral studies/research, and the public defence of the doctoral thesis.

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

✓ Presentation of the state of facts

UBB facilitates access to the public information it generates through its official website. Anyone can obtain public information concerning UBB by visiting the INFOUBB section on the university's website: https://www.ubbcluj.ro/en/infoubb/ .
Decisions made by the CSUD are public and available online at which is freely accessible. The page https://doctorat.ubbcluj.ro/ro/despre-institutul-de-studii-doctorale/ contains information about CSUD structure and responsibilities, doctoral programs, methodology, regulations ethics, elections etc.

✓ Analysis of the state of facts

The institution has a transparency framework that supports public access to relevant information regarding institutional processes. The transparency of decision-making processes within is ensured.

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

The IRES field was evaluated in 2021, when it was awarded the rating of Accreditation Maintenance, by ARACIS Council Decision NR. 132/ 16.12.2021. The external quality assessment commission considered that all criteria were fulfilled and made some recommendations as follows:

- translating the regulations into English as well, in order to ensure greater visibility for international students- This recommendation it is fulfilled now: the documents required for the preparation of the doctoral thesis are bilingual and are displayed on the doctoral school's website https://sites.euro.ubbcluj.ro/sdrise/en/home-english;
- granting doctoral students independent access, without the approval of the doctoral supervisor, to the TURNITIN information system, with a maximum of five uses. - It is implemented, as starting with the 2024–2025 academic year, doctoral students have individual access to the Turnitin information system.
- development of an evaluation grid including selection, ranking, and scoring criteria for candidates enrolled in the competition, as well as to the clear structuring of the admission interview. - It is fulfilled, a clear selection grid with 5 criteria was developed and it is used now.
- complementing the Doctoral University Studies with a structured framework for progress reports and accelerating internationalization through the inclusion of international specialists in the guidance committees. - It is partially fulfilled, so starting with the 2025–2026 academic year, a new model for progress reports has been implemented. The acceleration of internationalization is achieved through the presence of international doctoral students and the inclusion of international specialists in the guidance committees.
- encouraging doctoral supervisors to carry out doctoral theses in co-supervision, as well as encouraging students to undertake co-tutelle doctorates and the inclusion of international specialists in guidance committees. - It is fulfilled: there are two doctoral supervisors who have doctoral students in co-tutelle with professors from universities abroad (University of Warwick and Universite Libre de Bruxelles)

✓ Analysis of the state of facts

The internal evaluation report for the purpose of maintaining the accreditation of the RISE doctoral field was submitted to the ARACIS in a timely manner and the recommendations made by the ARACIS panel in 2021 are fulfilled.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		**Weaknesses:**
- Effective collaboration between doctoral supervisors and doctoral students; - The constant involvement of doctoral students in research activities; - Considerable number of research projects; - High level of international cooperation of professors; - Diversified and interdisciplinary teaching staff.	**INTERNAL FACTORS**	- High rate of school dropouts; - The degree of adaptation to new educational technologies - which are still under development - may limit the diversity of teaching methodologies employed, particularly in the case of Artificial Intelligence.
SWOT analysis		
Opportunities:		**Threats:**
- The increase in the number of student applicants in recent years may lead to a higher-quality pool of candidates; - As the number of projects - both Horizon and Erasmus - increases, the staff responsible for writing applications become increasingly competent, inherently enabling them to	**EXTERNAL FACTORS**	- The rapid pace of global change: research topics that quickly become outdated without adapting curricula or doctoral projects; - The constant instability of the international system, with geopolitical conflicts raising prices and travel costs are a constraint to the

apply for progressively larger projects.		internationalisation and progress of doctoral thesis by students; - limited own funding for research and high dependency on competitive funded projects, which hinders the autonomous capacity for research and internationalisation

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

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	F	
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research	PF	- harmonization the curricula of the two doctoral schools in terms of credits allocated to the disciplines in the curriculum;

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and evaluation experiences, which, together, lead to a higher education qualification.		- including competences & learning outcomes in the curriculum; - correct counting of the distribution of time in all disciplines sheets/course descriptions (no. of credits X 25-30 hours for each credit); - including learning outcomes in all course descriptions.
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with	F	Develop the infrastructure with the equipment necessary for

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		students with disabilities.
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	The supervisors of PhD students from Doctoral School of International Relations and European Studies should consult the students prior to the naming of the guidance committee.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	academic and research activities.		
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	Update the ethics committee's organizational regulations in order to mention to possibility of submitting anonymous complaints regarding sexual harassment complains and the number of students present in the committee.
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	teachers.		
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	13	1	0
Domain C. Quality management	10	0	0
Total	31	1	0

The review panel from ARACIS has the following recommendations:

- Produce a report, following the development of an internal reflection, at the Faculty level, between professors and researchers of research centers more closely linked to the Doctoral School in IRES, identifying advantages and disadvantages of the fragmentation of centers and a position about the possibility of merging some centers. The document is sent to appropriate hierarchical University organs to be analysed, as an instrument for triggering discussion.
- The faculties and different doctoral schools directly and indirectly involved in the doctoral studies of IRES should produce a basic document reflecting an internal debate process involving all the stakeholders of the doctoral school (students, non-

teaching staff and employers) about the positive and negative aspects of the variability (every year a different curricula is in force) and flexibility (wide range of choices) of the curricula. This document should be a basis for a further reform/accreditation process of the doctoral programme.

- Considering the extension of the list of publications and projects in the professors' CVs and the inherent difficult and time-consuming task of interpreting it, as well as the international trends in academic evaluation processes, it's recommended that UBB implements the kind of "narrative CV". Despite the list of publications, narrative cv provides a qualified approach/resume of scientific trajectory, identifying and explaining the most valuable contributions to the advance of knowledge in the doctoral area, the most recent important publications, as well as the projects in which the professor is involved, and how the different components of their scientific and teaching performance integrate.

VI. Conclusions

*The evaluation findings confirm that the Doctoral Studies Domain of International Relations and European Studies at the Babeș-Bolyai University demonstrates a consolidated institutional capacity, educational efficacy and active engagement in research, as well as a strong commitment for enhancing quality standards. The evaluation panel did not find any unfulfilled indicators, and the recommendations made are intended to improve the performance of the evaluated field. The evaluation panel recommends **MAINTAINING THE ACCREDITATION** for the Doctoral Studies Domain of International Relations and European Studies.*

VII. Annexes

Site Visit Schedule

Minutes of the Meetings

Institutional Agreement

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

Instituția de învățământ superior/Organizația furnizoare de educație: Universitatea Babeș-Bolyai Cluj-Napoca

Școala doctorală: Relații Internaționale și Studii Europene/ Facultatea de Studii Europene, Facultatea de Istorie și Filosofie

Domeniul de doctorat: Relații Internaționale și Studii Europene

Obiectivul evaluării externe: *menținerea acreditării domeniului de doctorat*

Perioada vizitei de evaluare: *21-22 iulie 2026*

Interval orar	Activitate	Participanți	Locație/Listă participanți
Ziua 1, 21 iulie			
09:30-10:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca
10:00-10:40	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	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: -Director Școala Doctorală Relații Internaționale și Studii Europene -membru al Consiliului Școlii Doctorale Relații Internaționale și Studii Europene -Director Departament (înlocuiește director Școala Doctorală Relații Internaționale și Studii de Securitate) - membru Școala Doctorală Relații Internaționale și Studii de Securitate
10:40-11:20	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 -	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: - Echipa care a realizat REI
11:20-12:15	Vizitarea bazei materiale	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției sau Academiei Române, după caz	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca -Reprezentant Școala Doctorală Relații Internaționale și Studii Europene -reprezentant Școala Doctorală

Interval orar	Activitate	Participanţi	Locaţie/Listă participanţi
			Relații Internaționale și Studii de Securitate
12:15-13:15	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: - 8 cadre didactice conducători de doctorat
13:15-15:00	Pauză de prânz		
15:00-16:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi doctoranzi** din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Studenți doctoranzi	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: -19 studenți doctoranzi de la cele două școli doctorale
16:00-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD	- Comisia de experți evaluatori ai ARACIS - Angajatori	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: - Secretar General, Ministerul Afacerilor Externe al României, online -director, Aeroportul Internațional Cluj - Manager, Exiger, online - ASF, Şef serviciu, online
Ziua 2, 22 iulie			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii**	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor

Interval orar	Activitate	Participanţi	Locaţie/Listă participanţi
	centrelor/laboratoarelor de cercetare		participa la întâlnire: - 4 Responsabili centre de cercetare
10:20 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: - 2 reprezentanți ai CEAC
11:10 - 12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară**	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: 2 membri ai Comisiei de etică universitară
12:00 - 13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi** ai DSUD	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: 12 absolvenți ai domeniului de studii evaluat
13:00-14:00	Pauză de prânz		
14:00 - 15:00	Finalizarea activităților de evaluare	- Comisia de experți evaluatori ai ARACIS	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca
15:00-16:00-	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS 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	Sala Robert Schuman, Facultatea de Studii Europene, str. Em de Martonne nr. 1, Cluj-Napoca Lista persoanelor care vor participa la întâlnire: - Director Școala Doctorală Relații Internaționale și Studii Europene - reprezentant Director Școala Doctorală Relații Internaționale și Studii de Securitate