

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	"LUCIAN BLAGA" UNIVERSITY OF SIBIU
Doctoral School:	of Engineering Sciences and Mathematics
Doctoral Domain:	Engineering and Management
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.	<i>CANANAU Sorin</i>	Expert evaluator	
2.	<i>CAZACU Vitalie</i>	International Expert	
3.	<i>NISTOR Marius-Gabriel</i>	PhD Student Evaluator	

I. Introduction

- The external evaluation committee, composed of Prof. Sorin CANANAU, Ph.D., Eng. (National University of Science and Technology "POLITEHNICA" of Bucharest), Prof. Vitalie CAZACU, Ph.D., Eng. (international expert – University of Moldova, Republic of Moldova), and Ph.D. candidate Marius-Gabriel NISTOR (Technical University of Cluj-Napoca), approved by the ARACIS Council by Decision No. HC nr. 70/H/05.03.2026 (accepted by IS) participated from May 6–9, 2026, at the “Lucian Blaga” University of Sibiu, in the external quality assurance process for the procedure to obtain maintenance accreditation (MAC) for the Doctoral Study Program in Engineering and Management (DSUD-IM). Lucian Blaga University of Sibiu (ULBS) is a public, non-profit higher education institution established by Romanian Government Decision No. 225/1990 and operates as a state institution. In the institutional evaluation carried out by ARACIS in 2021, Lucian Blaga University of Sibiu obtained the highest rating: "High degree of confidence", [Certificarea calității | Universitatea „Lucian Blaga” din Sibiu](#), and maintained its accreditation for the organization of doctoral programs, in accordance with OME 5.498/2021 supplemented by [OME 6.067/2022](#) on the organization of doctoral schools.
- Doctoral studies are organized by IOSUD-ULBS only within accredited doctoral study programs offered by doctoral schools, in accordance with Ministerial Order No.5498/2021, [OME 5.498/2021](#), regarding the maintenance of accreditation of the "Lucian Blaga" University of Sibiu for the organization of doctoral study programs. IOSUD activities are organized by CSUD (Council for Doctoral Studies) and are carried out within the Doctoral Schools of the Lucian Blaga University of Sibiu. Following the ARACIS visit to evaluate IOSUD and the fields of doctoral studies in 2021, a series of recommendations were formulated and an [Action Plan](#), was drawn up and adopted by the ULBS Senate. In this year the Institute for the Organization of Doctoral and Postdoctoral Studies within ULBS comprises six doctoral schools, with the following related doctoral study fields - Engineering Sciences, Mathematics and Natural Sciences, Social sciences, Humanities and Arts, Biological and Biomedical Sciences, [Ministerial Order OME 6.067/2022](#).
- The Doctoral School of Engineering Sciences and Mathematics currently comprises five areas of doctoral studies, namely: 1. Computers and Information Technology 2. Industrial engineering 3. Mechanical engineering 4. Engineering and management 5. Mathematics. For all these fields, the 2021 external evaluation concluded with a decision to maintain accreditation.
- The general framework for the organization and functioning of the doctoral studies field of Engineering and Management falls within the general framework for the organization and functioning of SDSIM-ULBS. The activity was approved by Senate Decision No. 3409 of 27.06.2024, and is written in [Regulations Governing the Organization and Conduct of Doctoral Studies](#).
- The mission of the doctoral program in Engineering and Management is to train specialists with the highest scientific qualifications, capable of carrying out (independently) scientific research activities, both in academia and in industrial research and development, ensuring the insertion into the labor market of human resources competent in scientific research and with extensive professional experience, accumulated through the awarding of the doctoral degree. (IER pag.7-10)
- The curriculum of a doctoral program is correlated with national interests and needs; research topics are relevant at the international level or, if they are of national interest, their methodology and approach must be in line with international standards; the results of doctoral programs enter the international circuit, both in terms of visibility and, above all, impact. The

doctoral program is coordinated by a doctoral supervisor and includes: (a) a training program based on advanced university studies within the doctoral school; (b) an individual program of scientific research or artistic creation. Doctoral university study programs ensure the development of professional skills (content, cognitive, and research) in specialized fields, as well as cross-disciplinary skills through the completion of all activities described in the curriculum description

- The IER report invoked in this document aims to contribute to: Ensuring the quality of the educational process by identifying the extent to which the curriculum objectives are aligned with the expected learning outcomes, the professional competences of graduates (doctoral students), and the requirements of the labor market; ● Monitoring the organizational and administrative efficiency of the field by evaluating human and material resources, decision-making transparency, and the management of academic processes; ● Evaluating the academic and scientific performance of the teaching staff involved, with a focus on research activities, publications, grants attracted, and involvement in national and international educational projects; ● Analyzing the relationship with doctoral students by examining their level of involvement in academic life, their expressed satisfaction, their participation in decision-making processes, and the academic and professional support mechanisms offered; ● Identification of the strengths of the field, as well as areas for improvement, in order to establish a coherent institutional development plan and corrective measures, where appropriate (REI pag.16)
- e University's website is www.ulbsibiu.ro.

II. Methods used

- the ARACIS evaluation committee analyzed the Internal Evaluation Report (REI) and its annexes, uploaded on the ARACIS platform, visited the facilities, and met with the leadership of the organizational component, the team that prepared the REI, employers, graduates, doctoral students, PhD supervisors in the field analyzed, research center coordinators, members of quality assurance structures, staff concerning secretarial services at the IOSUD level.
- Analyzed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);
 - Internal evaluation report and its annexes (IER)
 - Annexes :
 - [Annex I.P.A.3.1.1.](#)
 - [Annex I.P.C.1.2.1.](#)
- additional documents requested before and during the on-site visit:
 - As1- I.P.A.3.1.1 _Confirmation of Compliance with Accreditation Standards 2026
 - As2- I.P.A.3.1.2 _Professional Development Activities
 - As3- I.P.B.3.2.1_PhD Student Participation Reports
 - As4-I.P.A.3.1.1 _Appendix_Data Sheets_Minimum Standards-2016
 - As5- IngManag-percentage-of-students-withdrawn
 - As6-PhD- sample file
- During the visit, the evaluation committee, following the visit schedule, inspected the following research spaces
 - o The facilities visited were as follows:
 - o IM 117 – Research Laboratories for Manufacturing Technologies
 - o IM 103 – Research Center for Connected Intelligence

- IM 104 – Computer-Aided Design Research Laborator
- IM 114 – Research Laboratory for Technical Products and Processes
- IM 003 – Electrical Drives and Robotics Laboratory
- IM 002 – Hydraulic Drives and Automation Laboratory
- IM 005 – Plastic Deformation Laboratory
- IE 302 – Research Center for Sustainable Products and Processes
- IM 218 – 3D Design and Printing Laboratory
- Doctoral School Secretariat
- Discussions were held with laboratory supervisors to clarify certain issues regarding the use of research infrastructure by doctoral students. In addition, the institution presented research projects developed by graduates, as well as a project (Monitoring of Manufacturing Processes) currently in progress

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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- ✓ [Presentation of the state of facts](#)
- ✓ The higher education institution Lucian Blaga University of Sibiu (ULBS) is a public, non-profit higher education institution established by Romanian Government Decision No. 225/1990. The administrative structures [operates](#) on the basis of well-defined competencies and responsibilities, in accordance with the provisions of the Romanian Constitution, the Higher Education Law, the ULBS [Charter](#), and other normative acts regulating the higher education system in Romania.
- ✓ [Analysis of the state of facts](#)
- ✓ The management system includes [University Senat](#), [The Board of Directors](#), executive management and administrative services, all operating on the basis of periodically reviewed procedures geared towards managerial efficiency. These structures are complemented by other committees, administrative departments and support services. The ULBS [organizational chart](#) includes: 9 faculties, 24 teaching departments, [6 doctoral schools](#), the [Center for Distance Learning and Part-Time Education \(IDIFR\)](#), which is subordinate to the [Pro-rectorate for teaching activities](#).
- ✓ ULBS have adequate organizational components and a management system, whose operation is based on methodologies, regulations and procedures, [periodically reviewed](#), under the conditions of the law.
- ✓ ULBS has recorded rapid and significant growth in the [National Metaranking i](#) in recent years: from 20th place and a modest score in 2022 to 14th place in 2024, with a score of 7.4939.

- ✓ The general framework for the organization and functioning of the doctoral studies field of Engineering and Management falls within the general framework for the organization and functioning of SDSIM-ULBS, based on the provisions of the [Regulations for the organization and conduct of doctoral studies at ULBS](#), with subsequent amendments and additions approved by Senate Decision No. 3409 of 27.06.2024

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

- ✓ **Presentation of the facts:**
In the process of adopting and revising methodologies, regulations, and procedures, IOSUD-ULBS attaches particular importance to the opinions expressed by doctoral students, doctoral supervisors, academic guidance and integrity committees, doctoral thesis public defense committees, doctors, and other stakeholders. These are integrated through formal and informal consultation mechanisms, thus ensuring transparency and the active involvement of all relevant parties
- ✓ **Analysis of the state of facts**
 - [University Charter](#);
 - ULBS ROF (provisions regarding duties/rights/obligations);
 - The operating regulations of the Faculty Councils and the University Senate, CA ULBS;
 - [Regulations for the organization and conduct of doctoral studies at IOSUD-ULBS](#);
 - Institutional strategy;
 - [Rector's report](#);
 - [Reports of the CSUD Director](#);
- ✓ **Aspects that constitute best practice examples**
The involvement of stakeholders in the fields of doctoral studies is evident in the [proposal](#) of research topics for vacant doctoral student positions that are open for competition each year

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

IOSUD-ULBS has the necessary infrastructure for teaching, research, and administrative processes, as well as spaces for services for students, doctoral students, and trainees, ensuring an adequate framework for study, academic life, and social integration

Documents:

- [operations of ULBS](#)
- [assets of ULBS \(educational, social, sports, cultural\)](#)
- [equipment](#)
- [learning resources](#)

- ✓ [Analysis of the state of facts](#)
- ✓ ULBS has 30 Classrooms and Seminar rooms, 28 computer labs, 147 Teaching laboratories, 92 Research laboratories, 14 Library spaces, 1 Gyp room, 335 Spaces for other purposes and one Educational farm. (IER pag.20). These are well equipped (modern classrooms, laboratories, libraries, educational software), contributing to an environment conducive to study and social integration. Supporting documents include asset records, technical reports, equipment records, and internal regulations
- ✓ [Aspects that constitute best practice examples](#)
 Activities within the doctoral program in Engineering and Management have modern research infrastructure, ensuring unlimited access to the most well-known databases

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources	
The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

- ✓ [Presentation of the state of facts](#)
 The Faculty of Engineering, which also carries out activities in the field of doctoral studies in Engineering and Management, adequately manages the immovable and movable property used in the implementation of the program based on advanced university studies and the individual research program. Investment planning, financial resource allocation, and infrastructure use regulation are supported by the documents:
 - [financila stituation of ULBS](#)
 - [Institutional development strategy](#)
- ✓ [Analysis of the state of facts](#)
 The premises and equipment are properly maintained through dedicated budget allocations and regular repairs, cleaning, and modernization. The infrastructure is safe, functional, and adapted to current research requirements, contributing to an attractive and secure academic environment.

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources	
The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff

	has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ **Presentation of the state of facts**
 The IOSUD-ULBS organization provides the human resources necessary for the specific activities in the field of doctoral studies in Engineering and Management. Doctoral supervisors are affiliated with the Doctoral School of Engineering and Mathematics after obtaining the habilitation certificate in the field of doctoral studies in Engineering and Management.
 Documents:
 - [Domains of Doctoral Studies](#)
 - [Regulation of organization and Conduct Doctoral Studies](#)
 - [Methodology for granting the habilitation](#)
- ✓ **Analysis of the state of facts**
 The teaching process carried out within the program based on advanced university studies is ensured by doctoral supervisors affiliated with IOSUD-ULBS who meet the minimum and mandatory standards for granting the habilitation certificate. Doctoral supervisors are Prof. Radu Vancu (academic ethics and integrity), Prof. Claudiu Kifor- **in the field of Engineering and Management** (Scientific research methodology), Prof. Dan Drobotă, Prof. Nicolae Cofaru (Experimental research management), Prof. Lucian Ionel Cioca- **in the field of Engineering and Management** (Knowledge Management in Scientific Research), Prof. Constantin Oprean (Information and communication techniques in doctoral research). Associated, Prof. Maria Popa - **in the field of Engineering and Management**. The members of the academic guidance and integrity committee are usually part of the doctoral supervisor's research team, or are other persons affiliated with the doctoral school or teaching and research staff not affiliated with it. At least one member of this committee is from outside the educational institution so that intra- and inter-institutional collaboration in the research activity of doctoral students is much more visible. [The degrees of compliance of the habilitation standards are obtained.](#)
 These human resources are involved in obtaining strategic objectives into the [ULBS Multi-annual Strategic Plan for Institutional Development](#).
- ✓ **Recommendations**
 Attracting new doctoral supervisors to perform the activities pertaining to the evaluated study programme and to increase the number of habilitations from the own human resources

The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- ✓ **Presentation of the state of facts**
 ULBS actively promotes the professional and personal development of doctoral supervisors including clear directions for continuous improvement and internationalization of academic activities. These directions are supported by the involvement of doctoral supervisors in research and institutional development projects. ULBS supports the professional development of staff through strategic objectives included in the Institutional Development Plan, aimed at continuous improvement and internationalization. These are supported by Erasmus+ training internships and mobility, regulated by internal procedures and regulations.
- ✓ **Analysis of the state of facts**
 - [Documents for involvement of doctoral supervisors in research and institutional development projects](#)
 Planning and implementation of mobility:
 - [Regulations on Erasmus + PhD study mobility](#)
 - [Operational procedures](#)
 - A new ERASMUS + research program

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**
 In ULBS the recruitment procedures for teaching staff and new doctoral supervisors are fully comply with the applicable legal framework and are designed and implemented in a clear, transparent, and fair manner. Recruitment is carried out publicly, in accordance with the criteria of legality, fairness, and professional competence. Applications are evaluated in accordance with CNATDCU and institutional standards.
- ✓ **Analysis of the state of facts**
 For the recruitment of teaching and research staff, the ULBS applies a [Methodology regarding the occupation of vacant teaching and research positions for an indefinite and determined period](#) approved annually by the ULBS Senate, based on competence criteria and strictly complies with the legal provisions in force , [Methodology for conducting competitions for filling teaching positions.](#)
- ✓ Applications are evaluated in accordance with CNATDCU and institutional standards. [OM 3998/2024 on the Methodology for granting the habilitation certificate;](#) but also with own methodology in ULBS, [Methodology for granting habilitation certificates at ULBS;](#)
- ✓ All information regarding the Teaching and Research Staff Recruitment Competitions is available on the ULBS website
- ✓ ULBS applies a Methodology regarding the organization and conduct of the process of obtain in the habilitation certificate in DSUD-IM, [regulations regarding the organization and conduct doctoral studies, Regulations of the Doctoral School of Engineering Sciences and Mathematics.](#)

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**
 IOSUD-ULBS and the Doctoral School of Engineering and Mathematics use modern IT tools to streamline administrative and academic processes, thus contributing to improving the quality of services offered to members of the university community and indirect beneficiaries (IER pag.23)
- ✓ **Analysis of the state of facts**
 IOSUD-ULBS implements modern IT solutions that support the streamlining of administrative and academic processes. contributing to transparency, accessibility, and increased quality of services offered to members of the university community and indirect beneficiaries. The Commission has identified the means, transparency, and accessibility of IT solutions for communication, learning, and technical support for administration. Acestea au fost identificate prin [servicii IT](#), [Sistem de acces unic la serviciile MyAccount.](#)

The Commission also identified the existence of tools for supervisors to verify the similarity (plagiarism) of doctoral students' work by [Licenses for assessing the degree of similarity in doctoral theses](#)

There are also Online forms for collecting information and feedback from doctoral supervisors and doctoral students ([service](#))

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ [Presentation of the state of facts](#)
 The DSUD-IM program, offered by ULBS, is designed in accordance with the expected learning outcomes. Furthermore, the program is based on a coherent curriculum, focused on developing field-specific skills and achieving the expected learning outcomes, in accordance with national and European standards. The program is organized based on transferable academic credits (ECTS) and includes learning, research, and assessment activities that lead to the award of a Level 8 university qualification in the European Qualifications Framework (EQF). The doctoral program in Engineering and Management complies with the European Credit Transfer System (ECTS) in accordance with Order No. 6.768/2023 of December 12, 2023
- ✓ [Analysis of the state of facts](#)
- ✓ [The doctoral program in Engineering and Management complies with the European Credit Transfer System \(ECTS\) in accordance with Order No. 6.768/2023 of December 12, 2023](#), approving the Methodology for awarding transferable credits in lifelong learning, the ULBS Doctoral Student Guide, the Regulations on the professional activity of ULBS students, based on the European Credit Transfer System (ECTS), integrating teaching, learning, practical, research, and assessment activities.
- ✓ The doctoral program in Engineering and Management is supported by relevant documents:
 - [The curriculum](#),
 - [Subject files with expected learning outcomes](#),
 - [Description of competences in accordance with the European Qualifications Framework \(EQF/CEC\) and the National Qualifications Framework \(CNC\)](#),
 - Reports by doctoral students on the periodic evaluation and monitoring of research activities. (IER pag.24)
 - A training program based on advanced university studies, with 30 credits and 900 hours, with the four main subjects (Course 1. Research methodology: engineering, exact sciences, and life sciences, Course 2. Academic ethics and integrity, Course 3. (for the fundamental field): Research management experimental, Course 4. Management in scientific research), IER pag.24-25

* 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.

- Individual scientific research program, with 210 credits and 6300 hours, based on research activities and dissemination of research results, as well as on the development and completion of the doctoral thesis (IER pag.25)

✓ **Recommendations**

Regularly updating the curriculum and course descriptions-the DSUD-IM program - considering the recommendations of stakeholders (graduates, doctoral advisors, doctoral students, inclusive the companies) in order to adapt to changing labor market demands.

The indicator is: fulfilled

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

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

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

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

✓ The learning activities within the DSUD-IM program are carried out through a variety of formats, including advanced courses, seminars, practical activities, and individual research. These are tailored to each doctoral student, and the learning outcomes are aligned with European professional standards, particularly the ESCO.

✓ The purpose of doctoral studies is to develop human resources competent in scientific research, capable of entering the highly skilled labor market. They consist of training, through research, for research, development, and innovation, and constitute professional research experience, culminating, after the defense of the doctoral thesis, in the awarding of the title of doctor- IER pag.26

✓ **Analysis of the state of facts**

✓ The Commission verified the inclusion in the list of qualifications of potential occupations in accordance with the ESCO Code 2 classification and more restricted ISCO groups, which are: 21 - Science and engineering professionals , 22 - Health professionals , 23 - Education specialists , 24 - Administrative and commercial specialists , 25 - Information and communications technology specialists , https://esco.ec.europa.eu/ro/classification/occupation_main#overlayspin

✓ The correlation with the ESCO competencies is analyzed in particular through the emphasis placed on the ability to generate new knowledge, apply advanced research methods, and contribute to technological and industrial development.

✓ The ARACIS Commission also found that the curriculum supports the development of these competencies by integrating theoretical training, research, and evaluation activities.

✓ Also, the IER take into account „The professional skills acquired through the doctoral program in Engineering and Management” (10 professional skills, 10 transversal skills, IER pag.27)

✓ **Aspects that constitute best practice examples**

The indicator is: fulfilled

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ **Presentation of the state of facts**
 The curricula, course descriptions, and individual research programs within the doctoral program in Engineering and Management reflect active teaching, learning, and assessment methods tailored to the needs and individual pace of development of doctoral students. For this, it includes a series of activities aimed at developing research skills and capitalizing on the results obtained.
- ✓ **Analysis of the state of facts**
 The ARACIS Commission proceeded to the analysis of the available documents with the proposed curriculum 2026-2027, ([curriculum](#), [course description](#), [research topics](#) , IER pag.24-25) These documents show that the principles of student-centered learning are integrated in the curriculum structure and also in the teaching, learning and assessment [strategies](#) used in ULBS, DSUD-IM. The implementation of these principles is supported by:
 - [The ULBS Charter;](#)
 - [The ULBS Student Rights and Obligations Code;](#)
 - [The ULBS Doctoral Student Guide;](#)
 - [The vision, mission, values, and strategic objectives of ULBS;](#)
 - [ULBS Strategic Plan 2024-2029;](#)
 - [ULBS Strategy for 2025-2034;](#)

The focus is on the active role of the doctoral student in the learning process, on the development of research skills and on the adaptation of teaching activities to their individual needs and objectives. In developing a student-centered learning strategy, emphasis is placed on the doctoral student's active role in the learning process, on the development of research skills, and on tailoring teaching activities to the student's individual needs and goals.
- ✓ **Aspects that constitute best practice examples**
 During the period under evaluation, 30 doctoral students, including one doctoral student in the field of doctoral studies in Engineering and Management, benefited from scholarships and research internships within the POCU/993/6/13/153310 project "Development of advanced and applied research skills in STEAM + Health logic," between June 10, 2022, and December 9, 2023, a project co-financed by the European Social Fund. The doctoral student involved in the POCU project mentioned above successfully completed her doctoral thesis and obtained her PhD.

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ **Presentation of the state of facts**
- ✓ At IOSUD-ULBS, specifically at the Doctoral School of Engineering and Mathematics (DSUD-IM), there is an active commitment—including financial support—to enabling doctoral students to participate in international academic mobility programs, in accordance with the Ministry of Education and Research and the “Lucian Blaga” University of Sibiu based on the student-centered learning, namely: international conferences, research internships, summer schools, and training courses. These activities, which are also credited in the curriculum, are carried out in accordance with internal regulations, clear methodologies, and procedures for the organization and implementation of mobility. Doctoral students are also offered other real and diverse opportunities to participate in academic mobility, both in person and virtually, throughand other Erasmus+ programs international partnerships (FORTHEM, FULBRIGHT).
- ✓ **Analysis of the state of facts**
 The ARACIS Comision found these opportunities to participate in academic mobility, and all these activities by:

- [Methodology for approving mobility grants for ULBS doctoral students from IOSUD-ULBS funds;](#)
- [Internal regulations on academic mobility and international exchange opportunities;](#)
- [ULBS academic mobility plans and international cooperation agreements.](#)
- ✓ Participation in Erasmus + program: [Erasmus+ programs](#)
- ✓ Participation in international programs:
 - [Support documents for students and guides on mobility opportunities;](#)
 - [Internal procedures and methodologies for organizing and conducting academic mobility;](#)
 - Four students participated in the doctoral program in Engineering and Management through international academic mobility grants (Gal Marius Lucian, Milea (Pârvu) Adriana, Ilexandru Ganea, Trefaş Lucian) -IER pag.29
- ✓ IOSUD-ULBS provides financial support to doctoral students, including for the publication of articles in WOS-listed journals, on the one hand, and awards/rewards for achieving these results
- ✓ [Recommendations](#)
- ✓ It is recommended to strengthen collaboration with European universities by signing cooperation agreements and facilitating opportunities for ULBS students to undertake doctoral internships at partner universities.

The indicator is: fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ [Presentation of the state of facts](#)
IOSUD-ULBS ensures equal opportunities for all students, including doctoral students, in accordance with their potential and aspirations, taking into account the diversity of learning styles and abilities
- ✓ [Analysis of the state of facts](#)
Documents showing that institutional policies on equity and inclusion are implemented through:
 - [Strategies/methodologies/tools to ensure equity, incentives, educational support services;](#)
 - [Code of ethics and academic conduct.](#)
 - [Regulations on the organization and functioning of the Integrated Student Services Center – SmartHub;](#)
 - [Student support programs \(tutors, educational advisors, personalized learning sessions\).](#)
 The implementation and impact of these measures are documented and reflected in: - [Reports on student participation in educational programs, including personalized support measures;](#)

The indicator is: fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ **Presentation of the state of facts**
 IOSUD-ULBS ensures access for all students, including those with special educational needs or disabilities, to resources and support services tailored to individual learning needs, specific to the field, cycle, and form of organization of the study program-IER pag.31
- ✓ **Analysis of the state of facts**
 ARACIS Commission reviewed and discussed documents on physical and digital accessibility measures for the campus and educational as:
 - [Services](#)
 - [Documents](#)

The strategy of digital transformation is shown in [ULBS Digital Transformation Strategy 2022-2027](#) Concerning Institutional policy on accessibility and support for students with special educational needs/disabilities there are the following documents:

- [Internal procedures for adapting the curriculum and educational activities for students with disabilities.](#)
- [Strategies/methodologies/tools to ensure equity and inclusion.](#)
- [Provisions in the Student Regulations regarding the provision of support resources and services.](#)

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 presented clearly and coherently, emphasizing the knowledge, skills and abilities that the doctoral student must acquire at the end of each discipline or training activity. In the IER -pag.31-32 are presented - Presentation of the current situation, supported by documents and data, Knowledge, Skills, Responsibility and autonomy. In the case of doctoral programs, learning outcomes are consistent with level 8 of the CNC (National Qualifications Framework),-IER pag.32
- Analysis of the state of facts**
 Before the visit, The ARACIS Commission studied the following documents
 - [The IOSUD-ULBS doctoral student guide;](#)
 - [Curricula](#)
 - [doctoral degree program](#)
 From the analysis of the curriculum 2026-2027, it is found that the learning outcomes are clearly formulated, coherent and correlated with the disciplines and scientific reports, supporting the understanding of the training objectives, the transparency of the educational process and the planning of teaching and research activities.
 The commission has indicated, before the visit, some material errors. It has indicated remaking the discipline sheets (FD)/doctoral training activities, of their appearance and format. The corrected document [doctoral degree program](#)

Learning outcomes formed within the study program, correlation between learning outcomes, doctoral training and research activities and targeted competences for the academic year 2025-2026;

The indicator is: fulfilled

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

In the doctoral program in Engineering and Management, the assessment of learning outcomes is conducted systematically and rigorously, both throughout the semester and at the end of the program. The IER specifies: the training program based on advanced university studies, the final objective of the individual scientific/applied research program, and the manner in which doctoral studies are completed through the defense of the doctoral dissertation in a public session.

✓ Analysis of the state of facts

The verification of learning outcomes is carried out by:

- [The regulations on the organization and conduct of doctoral studies at IOSUD-ULBS;](#)
- [The operational procedure for the completion of doctoral studies at IOSUD-ULBS;](#)
- [Doctoral study contracts;](#)

And as indicated in IER pag.33, [Curricula](#)

The training program based on advanced university studies takes place during the first semester of the first year. Participation in the exam for a subject is mandatory and is graded ("Very good," "Good," "Satisfactory," or "Unsatisfactory"). A grade of "Unsatisfactory" means that the exam has not been passed and entails the obligation to retake the exam in order to obtain the corresponding credits. If the grade is "Unsatisfactory" on the second examination as well, the doctoral student is expelled from doctoral studies. The doctoral student must accumulate a total of 30 ECTS credits within the program based on advanced university studies. The final objective of the individual scientific/applied research program is for the doctoral student to develop and defend -IER pag.33-34. Doctoral studies are completed by defending the doctoral thesis in a public session before the doctoral thesis defense committee, according to [the procedure approved by the ULBS Senate](#). Aracis Commission observed that after passing the training program based on advanced university studies, the doctoral student presents the scientific research project for the doctoral thesis, in accordance with the individual doctoral study program. In years II, III, and IV, the doctoral student submits at least three scientific research reports. The actual date for the presentation of each scientific research report is set by the doctoral supervisor, The interval between two consecutive presentations must be no more than 12 months. Doctoral studies are completed by defending the doctoral thesis in a public session before the doctoral thesis defense committee, according to the [procedure approved by the ULBS Senate](#). The doctoral student is responsible for the originality of the doctoral.

✓ Recommendations

- ✓ The number of interim research reports in each doctoral student's individual training program should be increased from three (plus thesis presentation) to at least four reports (plus thesis presentation).

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.
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- ✓ **Presentation of the state of facts**
- ✓ Admission to IOSUD - ULBS is conducted on a competitive basis, under transparent conditions, through the publication of information regarding the admission schedule, selection criteria, entrance exams, the number of available spots, and eligibility requirements on the institution's website, as well as the program directors for each field. The procedures are implemented with the involvement of the responsible academic bodies (CSUD, admission committees). The admission procedures for DSUD-II are regulated and applied in accordance with the Methodology regarding the organization and conduct of admission to the third cycle of doctoral studies and all procedures and information presented publicly. -IER pag.35
- ✓ The Doctoral School of Engineering and Mathematics promotes an accessible and equitable admission framework, adapted to the needs of candidates from vulnerable groups, who are at social or educational risk, as well as those with special educational needs and/or disabilities
- ✓ **Analysis of the state of facts**
 Admission to the doctoral program in Engineering and Management is carried out in accordance with the principles of fairness, equal opportunities, and social inclusion, in accordance with national regulations and the institutional policy of IOSUD-ULBS.
 - [Admission regulations, which specify the principles of fairness, equal opportunities, and support measures for access by vulnerable groups;](#)
 - [Institutional policy on social inclusion and equal opportunities in the admission process;](#)
 The application of admission procedures contributes to ensuring a predictable and transparent process, in line with the requirements of the I.P.B.7.1.1 indicator.

Aspects that constitute best practice examples

 - [Procedures and guidelines for accommodating candidates with special educational needs and/or disabilities;](#)
 - [Methodology for preventing, combating, and sanctioning any form of discrimination and/or violation of human dignity at ULBS;](#)

The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ **Presentation of the state of facts**
 The admission procedures are public, transparent and equally applicable to all eligible candidates, without discrimination on social, economic, gender, ethnicity, disability or other criteria not academically relevant. Information on the admission conditions, the competition calendar and the selection criteria are published on the institution's website. The Doctoral School of Engineering and Mathematics promotes an accessible and equitable admission framework, adapted to the needs of candidates from vulnerable groups, who are at social or educational risk, as well as those with special educational needs and/or disabilities. -IER pag 35
- ✓ **Analysis of the state of facts**
 Admission to the doctoral program in Engineering and Management is carried out in accordance with the principles of fairness, equal opportunities, and social inclusion, in accordance with national regulations and the institutional policy of IOSUD-ULBS by:
 - [Admission regulations, which specify the principles of fairness, equal opportunities, and support measures for access by vulnerable groups;](#)
 - [Institutional policy on social inclusion and equal opportunities in the admission process;](#)

Also, the Commission identified Procedures and guidelines for accommodating candidates with special educational needs and/or disabilities: [Methodology for preventing, combating, and sanctioning any form of discrimination and/or violation of human dignity at ULBS](#);

The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students
 The organisational component carries out actions supporting the students' academic journey.

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

The academic progress of doctoral students is monitored and documented by the IOSUD-ULBS, specifically by the Office for Doctoral, Postdoctoral, and Habilitation Studies within the IOSUD-ULBS, reflecting their academic status, progress, and individual performance throughout their doctoral studies. -IER pag.35. The organizational frame of the students' professional activity within DSUD-IM is regulated by a set of rules that ensure a structured and transparent learning activity aligned with academic and ethical standards. This is governed by the national legislation and institution regulations in force, namely the Higher Education Law no. 199/2023, OME no. 3020/2024 on the Framework Regulation for Doctoral Studies

✓ Analysis of the state of facts

The Doctoral School of Engineering Sciences and Mathematics provides constant support for the academic progress of doctoral students by implementing institutional regulations regarding their activities. There are clear criteria for academic evaluation, promotion, re-examination, and completion of studies by the acts:

- [Regulations on the organization and conduct of doctoral studies at IOSUD-ULBS](#);
- [Operational procedure regarding the completion of doctoral studies at IOSUD-ULBS](#);
- [Doctoral study contracts](#);

Aracis Commission has identify also the [Code of ethics and academic conduct, including sanctions for deviations from academic norms](#)

Monitoring involves both the record of academic and scientific results and the assessment of compliance with ethical and academic conduct standards. Documents used to support this process are available at <https://doctorate.ulbsibiu.ro/ro/documente/>.

Concerning the defense of the thesis, the training program and research activity, Commission has identify Policies on student attendance, participation, and involvement in teaching, research, and extracurricular activities:

- [Doctoral thesis defenses](#);
- [Training program based on advanced university studies](#)

The indicator is: fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation
 Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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✓ Presentation of the state of facts

Concerning International activity at the organization, IOSUD-ULBS supports the improvement of the quality of education and research through concrete internationalization actions, in accordance with the ULBS International Cooperation Strategy, which details international objectives and

initiatives. IOSUD-ULBS supports the improvement of the quality of education and research through concrete internationalization actions, in accordance with the ULBS International Cooperation Strategy, which details international objectives and initiatives.

The Doctoral School of Engineering and Mathematics supports and promotes the mobility of doctoral students, doctoral supervisors, academic and administrative staff, thus contributing to the development of the international dimension of doctoral studies.

- ✓ [Analysis of the state of facts](#)
- ✓ Internationalization actions are in accordance with the [ULBS International Cooperation Strategy, which details international objectives and initiatives](#). The entry of IOSUD-ULBS into [the European FORTHEM Alliance](#) in 2021 has led to an increase in the degree of internationalisation. Several doctoral students and doctoral supervisors have participated in a series of academic and research mobility programmes in recent years.
- ✓ IOSUD-ULBS supports the improvement of the quality of education and research through concrete internationalization actions with [the ULBS International Cooperation Strategy, which details international objectives and initiatives](#).
- ✓ Some activities among the actions taken towards the internationalization of doctoral studies are:
 - Workshop "How to Write a Convincing Academic CV & Proposal Writing Training for Career Development", May 19-23, 2025, ULBS -IER pag.38
 - Local events at: University of Agder (Norway), University of Jyväskylä (Finland), Johannes Gutenberg University Mainz (Germany), University of Opole (Poland), University of Latvia (FORTHEM Researcher Grand Prix 2024)-IER pag.38
 - Doctoral studies at partner universities information sessions: 1st, 2nd and 3rd information session (Universite Bourgogne Europe (France), University of Jyväskylä (Finland), University of Agder (Norway), Johannes Gutenberg University Mainz (Germany), University of Palermo (Italy) etc)
 - AI in the Economic Environment: Innovation, Optimization, Challenges and Opportunities, November 4, 2025, ULBS.-IER pag.38
- ✓ The Commission has verified that worth mentioning are [the Erasmus agreements that IOSUD-ULBS has with several universities abroad, both in Europe and in partner countries](#).
- ✓ The ARACIS Commission has identified that all activities is carried out through International projects and partnerships in the field of education, research, and social activities:
 - [Memorandum of understanding or cooperation agreements with universities and higher education institutions in other countries](#)
 - [Procedures and guidelines for student and academic staff mobility, including exchange and mobility agreements](#)
 - [Annual reports on international cooperation and academic mobility activities](#)
 - [Participation in international research programs and community projects with social impact](#)
 - [Structural Programs Department](#),
 - [Research, Development, and Innovation Service](#),
- ✓ Within the evaluated programme, there is a research-oriented project called Learning Incubator for Project-Based Teaching through Research, involving partner countries such as Turkey, Bulgaria, and Greece. The project includes a research component funded through the Erasmus programme
- ✓ [Recommendations](#)
- ✓ In accordance with the ULBS International Cooperation Strategy it is recommended to attract new international students.

The indicator is: fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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✓ **Presentation of the state of facts**

The research projects carried out at IOSUD-ULBS and, of course, within the Engineering and Management doctoral program scientific research activities are in accordance with ULBS strategic directions. Research activities are systematically integrated into the doctoral curriculum, contributing significantly to the acquisition of professional and transversal skills and to the achievement of the learning outcomes set out in the curriculum-IER pag.38

✓ **Analysis of the state of facts**

The content of research activity is regulated by the following documents:

- [Procedures and guidelines for integrating research results into the teaching process;](#)
- [ULBS research strategy, which includes objectives and priorities in the field of scientific research.](#)

In the Engineering and Management doctoral program, scientific research activities are integrated into the doctoral curriculum

This integration is reflected and documented in (IER pag.38-39):

- The course descriptions include references to learning strategies based on scientific investigation; Curricula and individual research programs;
- Research reports prepared by doctoral students;
- Scientific papers/articles publication

The indicator is: fulfilled

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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✓ **Presentation of the state of facts**

The scientific research activity is aligned with the doctoral study program in Engineering and Management and aims to strengthen the specific scientific field by generating relevant, innovative, and applicable knowledge. The research results are visible at national and international level.

✓ **Analysis of the state of facts**

The research results are reflected in:

- [Annual reports and strategic research plans of Engineering and the Doctoral School of Engineering Sciences and Mathematics;](#)
- the Faculty Scientific publications and articles in internationally indexed journals, produced by doctoral supervisors and doctoral students;
- International partnerships and collaborations in the field of scientific research;
- Research projects funded by national and international agencies;
- Participation in international conferences and symposiums, including the organization of scientific events;

✓ Among the most relevant scientific results visible at international level are scientific papers in indexed reviews or conferences. Some of students involved as author's or co-authors are : Olteanu Alexandru, Tîrlea Anca, ârsan Raluca, GaI Marius, Parvu, A., Milea (Parvu) A. IER pag.40

✓ Research projects that have been or are being carried out during the evaluation period and in which PhD supervisors and PhD students from the field of doctoral studies in Engineering and



Management are involved - Project 2021-1-RO01-KA220-HED-000031136. Learning Incubator for Project-based Teaching and Training through Research (LEARN.INC) <https://www.learn-inc.eu>
Project POCU/993/6/13/153310 "Development of advanced and applied research skills in STEAM + Health logic", between 10.06.2022 and 09.12.2023, project co-financed by the European Social Fund, <https://sites.euro.ubbcluj.ro/steam/>; Development of new and emerging technologies in the context of stimulating research excellence at ULBS (TEHNE), PFE-UEFISCDI, <https://grants.ulbsibiu.ro/tehne/ro/>. The research activity is sustained throughout the evaluation period.

The indicator is: fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts
- ✓ The IER report, on page 39, states that IOSUD-ULBS, through the Doctoral School of Engineering and Mathematics, aligns with ULBS's quality assurance policy and demonstrates the existence and functioning of quality assurance structures and mechanisms, such as : CEAC reports, SCEAC reports, Annual reports on activities at the IOSUD-ULBS level, inutes of Senate meetings in which actions regarding the quality of education were approved or analyzed
- ✓ The efficiency and applicability of the measures and procedures implemented to improve the quality of doctoral studies in the field of doctoral studies in Engineering and Management is also supported by: the evaluations and feedback of doctoral students (satisfaction questionnaires, need for mentoring), which will be made available to the ARACIS evaluation committee at the time of the visit; Research activity reporting (GRADIS) by doctoral students and doctoral supervisors, who are members of IOSUD-ULBS;
- ✓ Analysis of the state of facts
- ✓ The documents proofing the quality assurance and demonstrating the existence and functioning of quality assurance structures and mechanisms are:
 - [CEAC reports on the implementation of quality assurance measures](#)
 - [SCEAC annual report at the IOSUD-ULBS level;](#)
 - [Annual reports on activities at the IOSUD-ULBS level;](#)
 - [Annual reports of the Rector \(on the state of the university, including actions to improve quality\);](#)
 - [Annual operational plans;](#)
 - [Minutes of Senate meetings in which actions regarding the quality of education were approved or analyzed;](#)
- ✓ At the level of DSUD-IM, the mechanisms for periodic polling of the opinion of doctoral students existing at institutional level are applied, including the feedback from active doctoral students. The efficiency and applicability of the measures and procedures implemented to improve the quality of doctoral studies in the field of doctoral studies in Engineering and Management is also supported by [the evaluations and feedback of doctoral students \(satisfaction questionnaires, need for mentoring\)](#), which will be made available to the ARACIS evaluation committee at the time of the visit

and the Research activity reporting (GRADIS) by doctoral students and [doctoral supervisors](#), who are members of IOSUD-ULBS

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement
 The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ [Presentation of the state of facts](#)
- ✓ In IOSUD-ULBS the opinions of members of the academic community, but also of a large segment of stakeholders - doctoral students, doctoral supervisors, doctors, employers, institutional partners- are integrated into the process of implementing procedures through consultations and debates at the level of the university Senate, the Board of Directors, as well as at the level of the CSUD and the Doctoral School Councils. All decisions are published on the website to ensure a transparent decision-making process. -IER pag.42.
- ✓ IOSUD-ULBS demonstrates the active involvement of stakeholders through a series of documents reflecting consultation and consideration of their opinions.
- ✓ [Analysis of the state of facts](#)
- ✓ The ARACIS Commission saw it firsthand Reports on measuring satisfaction and the need for mentoring (questionnaires, surveys, focus groups),
- ✓ The procedures are being discussed through consultations and debates at the level of the university Senate, the Board of Directors, as well as at the level of the CSUD and the Doctoral School Councils. All decisions are published on the website to ensure a transparent decision-making process.
 - The procedures takes into naccount:
 - [CEAC and SCEAC regulations.](#)
 - [ULBS Board Regulations.](#)
 - [Code of Rights and Obligations of ULBS Students.](#)
 - Consultations and debates at the level of the [university Senate, the Board of Directors, as well as at the level of the CSUD and the Doctoral School Council](#)
- ✓ Strategic documents and regulations revised at the IOSUD-ULBS level: [The multi-annual strategic plan](#); Operational plans for the last 5 years; [ULBS Strategy 2025-2034](#); [ULBS Charter](#); [Regulations for the organization and conduct of doctoral studies](#)

The indicator is: fulfilled

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

Standard S.C.2.2. Operation
 Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ [Presentation of the state of facts](#)
- ✓ The ULBS Ethics Committee operates in accordance with the regulations approved by the ULBS Senate, acting independently of any other unit or individual within the university, in accordance with the provisions of national law. In ULBS exist a [Research Ethics Subcommittee](#). It monitors the

implementation of research ethics policies, has a four-year mandate, and acts independently of any other structure or person within the higher education institution, in accordance with scientific research ethics regulations. - IER pag.43

✓ Analysis of the state of facts

The ARACIS Commission identified documents on the basis The ULBS Ethics Committee operates:

- [The regulations governing the operation of the University Ethics Committee;](#)
- [The decision of the University Senate in which the regulations were approved;](#)
- [The Code of University Ethics and Professional Conduct;](#)
- [The annual reports of the University Ethics Committee;](#)
- [The decisions and rulings issued by the Ethics Committee;](#)
- [Documents attesting to the independence of the Ethics Committee;](#)
- [ULBS strategy for preventing and combating plagiarism;](#)

- ✓ The ULBS Ethics Committee operates on the basis of National legislation on academic ethics: [Higher Education Law No. 199/2023](#)
[Framework Regulation on the organization and functioning of academic ethics committees.](#)

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

According to IER, page 43, ULBS ensures the quality of education in doctoral study programs by periodic monitoring based on the measurement of research results and the feedback received from students;

✓ Analysis of the state of facts

Decision of the University Senat:

- [Senate Decision – Regulations governing the functioning of the Quality Assessment and Assurance Committee \(CEAC\);](#)
- [Senate Decision – Regulations of the technical-administrative and support structures involved in quality assurance.](#)

IOSUD-ULBS has procedures approved in accordance with the legislation. These procedures regulate the initiation, monitoring, and review of study programs. These are applied and periodically reviewed based on institutional regulations:

- [Regulations and procedures for initiating, monitoring, and reviewing study programs and fields of study;](#)
- [The operating regulations of the Quality Assessment and Assurance Committee \(CEAC\);](#)
- [Regulations of the technical-administrative and support structures involved in quality assurance](#)

The indicator is: fulfilled

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

- ✓ In the process of implementing procedures for initiating, monitoring, and periodically reviewing programs and fields of study, members of the academic community of the Doctoral School of Engineering Sciences and Mathematics, the Faculty of Engineering, and other stakeholders are actively involved-IER pag.44
- ✓ The commissions for evaluation and quality assurance (CEAC) at the faculty level envisage the involvement of teachers, students and all persons with responsibilities in the field of quality.
- ✓ **Analysis of the state of facts**
At ULBS, the following procedures apply:
 - [Regulations and procedures for initiating, monitoring, and reviewing programs and fields of study;](#)
 - [Regulations governing the functioning of the Quality Assessment and Assurance Committee \(CEAC\);](#)
 - [Regulations of the technical-administrative and support structures involved in quality assurance.](#)
 - ✓ Students have representatives in management structures (Faculty Councils, Senate, Boards of Directors, Quality Commissions). Also there are procedures as [Procedure for evaluating student satisfaction with the ULBS environment](#)
 - ✓ The involvement of doctoral supervisors and doctoral students is supported by [The ULBS doctoral student guide](#)
 - ✓ The participation of external stakeholders in the doctoral program and in the procedure implementation process. is reflected in:
 - [The academic guidance and integrity committees;](#)
 - [Committees for the defense of doctoral theses;](#)
 - [Guest lectures for doctoral students;](#)
 - [Courses organized for doctoral students;](#)

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**
 - ✓ At ULBS the degree of satisfaction and mentoring needs of doctoral students takes place annually and is done by collecting feedback using Google Forms. -IER pag44.
 - ✓ The results are centralized and analyzed by the Subcommittee for Evaluation and Quality Assurance at the IOSUD-ULBS level. The results are summarized in the annual reports on the activity of IOSUD-ULBS. b) Future directions for action-IER pag 44-45

Analysis of the state of facts

- ✓ [The questionnaire for the feedback in the Google Forms](#) is distributed through Classroom, created specifically for doctoral students. This questionnaire has 24 questions, questions relevant to determining the satisfaction of doctoral students and the evaluation of teachers.
- ✓ The results are centralized and analyzed by the [Subcommittee for Evaluation and Quality Assurance at the IOSUD-ULBS](#) level, and are summarized in the [annual reports on the activity of IOSUD-ULBS.](#)

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

At the level of doctoral study programs, the activity of doctoral students is closely monitored, with an increased focus on the completion of doctoral studies. Internal database used to collect relevant information (data on academic performance, professional integration, student satisfaction): Sets of indicators defined by ULBS for quality assurance (correlated with the mission and strategic objectives): Annual operational plans Data collection and analysis are documented

✓ Analysis of the state of facts

- ✓ IOSUD-ULBS has implemented a rigorous data collection and analysis system, in accordance with:

[The Quality Assurance Regulation](#) and [CEAC methodology](#)

- ✓ Internal database used to collect relevant information (data on academic performance, professional integration, student satisfaction) is presented in [Clear institutional procedures using internal databases](#);
- ✓ Anyone interested can submit feedback and comments on the posted theses, which the doctoral student will then incorporate into their doctoral thesis. After completing the necessary steps and [publicly defending their doctoral theses](#), they are uploaded to the <https://rei.gov.ro/index.php> platform for validation by CNATDCU
- ✓ [Clear institutional procedures](#) using internal databases; Internal database used to collect relevant information (data on academic performance, professional integration, student satisfaction): Sets of indicators defined by ULBS for quality assurance (correlated with the mission and strategic objectives): [Annual operational plans](#)

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

- ✓ ULBS ensure public and transparent access to information on all aspects of the doctoral study activity (didactic, administrative, institutional, etc.) on the IOSUD

✓ Analysis of the state of facts

- ✓ Transparency on the Rector level, [the rector's report](#);
- ✓ Transparency concerning the regulations, public competitions, rights and obligations
 - [Positions open for competition](#);
 - [Methodologies, regulations, procedures; student rights and obligations](#);
 - [Decisions](#);
- ✓ Regulations on institutional transparency and procedures for publishing public information:
 - [Official website of ULBS \(including the section on transparency and accessibility of public information\)](#);

- [ULBS annual activity report, which includes information on the institution's achievements, strategic and financial plans](#)
- ✓ [Internal and external audit reports](#) (if relevant to the transparency of activities)

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
<ul style="list-style-type: none"> ✓ Presentation of the state of facts <ul style="list-style-type: none"> ✓ Transparency in decision-making processes regarding the field of doctoral studies in Engineering and Management is ensured through the official website of IOSUD-ULBS and the page dedicated to CSUD and doctoral schools. IER pag.46 ✓ Analysis of the state of facts <ul style="list-style-type: none"> - Decisions of the Senate and other relevant governing bodies (regarding the approval of information publication strategies); - Published financial documents (annual budget, expenditures, sources of funding); - Institutional regulations and procedures governing access to information of public interest - CSUD decisions. 	

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.
<ul style="list-style-type: none"> ✓ Presentation of the state of facts ✓ ULBS organizes the external evaluation at all degrees of education, of bachelor's, master's and doctoral study programs, periodically, every 5 years, according to the regulations. This activities are inn accordance with the approval of the University Senate. The process is carried out according to the planning of activities, The external evaluation is carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). ✓ The external quality assessment by ARACIS of the doctoral study program in Engineering and Management at the "Lucian Blaga" University of Sibiu in 2021 was completed with the award of accreditation maintenance, according to ARACIS Council Decision no. 74 of 09/30/2021. As a result of the report prepared by the members of the team of expert evaluators, all 35 performance indicators were met. The expert evaluation committee made a series of recommendations, which were subsequently included in the Action Plan adopted by the ULBS Senate and implemented. ✓ Analysis of the state of facts ✓ As a result, according to the External Progress Evaluation Report, in the case of the doctoral study program in Engineering and Management at IOSUD-Lucian Blaga University of Sibiu, "the recommendations have been partially implemented." IER pag.49 ✓ The procedures are carried out on the basis of a set of relevant documents: ✓ The procedures and regulations of ARACIS or other agencies for the external evaluation of education quality; ✓ The institutional self-assessment report prepared by IOSUD-ULBS in preparation for the external evaluation process; ✓ Self-assessment reports for the field of doctoral studies in Engineering and Management; 	

- ✓ [Action plans and corrective measures implemented based on the recommendations of external evaluations;](#)

The indicator is: fulfilled

IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ Doctoral programs at IOSUD ULBS are clearly and consistently aligned with national and European research priorities, and the institution has extensive experience in organizing doctoral programs in the fields of engineering and management ✓ The university and research partners offers various forms of support for research activities, including financial support and material support for doctoral students to attend international conferences, research related study visits, summer/winter schools, and the publication of articles ✓ PhD advisors at IOSUB ULBS, particularly those from DSUD-IM, have national and international recognition ✓ Doctoral students and their advisors could publish their research results in university journals indexed in various databases ✓ Integration of IOSUD-ULBS into the European 	<p>INTERNAL FACTORS</p> 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ The lack of international joint programs specifically supervision (co-tutelle) of doctoral students ✓ The high dropout rate among doctoral students ✓ The small number of international students enrolled in doctoral programs ✓ Limited number of long-term ERASMUS mobility stages for doctoral research ✓ Failure, now, to recruit doctoral advisors from abroad, affiliated with the doctoral program in Engineering and Management
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Alliance FORTHEM		
SWOT analysis		
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ The wide range of opportunities for collaboration through international research programs and ERASMUS+ mobility programs ✓ The rapid development of platforms that use artificial intelligence; ✓ An opportunity for doctoral students to meet and interact within the university's doctoral program ✓ High demand for specialists to carry out research programs (doctoral students or PhDs) and/or to enhance competitiveness in the business sector; 	 EXTERNAL FACTORS	<p>Threats:</p> <ul style="list-style-type: none"> ✓ The decline in the number of candidates, driven by demographic trends, emigration, birth rates, or a preference for doctoral studies in other European countries ✓ A potential decrease in public funding allocated to research and doctoral education.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	considered in the process of adopting and revising methodologies, regulations and implementation procedures.		
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
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	Attracting new doctoral supervisors to perform the activities pertaining to the evaluated study programme and to increase the number of habilitations from the own human resources
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Regularly updating the curriculum and course descriptions-the DSUD-IM program - considering the recommendations of stakeholders (graduates, doctoral advisors, doctoral students, inclusive the companies) in order to adapt to changing labor market demands.
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	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	It is recommended to strengthen collaboration with European universities by signing cooperation agreements and facilitating opportunities for ULBS students to undertake doctoral internships at partner universities.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
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	The number of interim research reports in each doctoral student's individual training program should be increased from three (plus thesis presentation) to at least four reports (plus thesis presentation).
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	In accordance with the ULBS International Cooperation Strategy it is recommended to attract international students.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	outcomes envisaged through the study programme.		
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data 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	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

- ✓ In the institutional evaluation carried out by ARACIS in 2021, Lucian Blaga University of Sibiu obtained the highest rating: "[High degree of confidence](#)" and maintained its accreditation for the organization of doctoral programs, in accordance with OME 5498/2021, supplemented by OME 6067/2022 on the organization of doctoral schools.
- ✓ The external evaluation committee, approved by the ARACIS Council by Decision No. HC nr. 70/H/05.03.2026 (accepted by IS) participated from May 6–8, 2026, at the “Lucian Blaga” University of Sibiu, in the external quality assurance process for the procedure to obtain maintenance accreditation (MAC) for the Doctoral Study Program in Engineering and Management (DSUD-IM)
- ✓ Based on the IER, documents analyzed information and Annexes – (FV_Accreditation standards_Engineering and management, Report measuring satisfaction and need for mentoring), the ARACIS external evaluation commission found that the DSUD-IM staff - doctoral supervisors meet the legal requirements for occupying the positions provided in the state of the teaching and research activities (PPA and PCS)
- ✓ All the activities for DSUD-IM are supported by administrative and technical staff
- ✓ The PhD program in Engineering and Management (DSUD-IM), organized within is designed in accordance with the expected learning outcomes; The program is organized on the basis of ECTS and includes learning, research and assessment activities leading to the EQF level 8 university qualification;
- ✓ The ARACIS commission retained the following information: at October 1, 2025, the situation at the [Doctoral School of Engineering and Mathematical Sciences at ULBS](#) is as follows: There are 22 doctoral supervisors and 78 doctoral students, but at DSUD-IM there are 3 doctoral supervisors and 18 doctoral students. All doctoral advisors meet the qualification criteria in accordance with current standards
- ✓ The PhD program in Engineering and Management (DSUD-IM), is designed in accordance with the expected learning outcomes; The program is organized on the basis of ECTS and includes learning, research and assessment activities leading to the EQF level 8 university qualification;
- ✓ The research centers/laboratories are equipped with modern infrastructure, including research stations, which is suitable for conducting advanced research and training experts within DSUD-IM;
- ✓ During the visit, discussions were held with laboratory supervisors to clarify certain issues regarding the use of research infrastructure by doctoral students. The institution also presented research projects carried out by some of its graduates.
- ✓ During the visit, some observations and recommendations were made:
 - To diversify funding for doctoral studies through industrial fellowships, European grants, and partnerships with the private sector

- Recruiting new doctoral advisors, especially from abroad
- Attracting international doctoral students with research capabilities and increasing their retention within the teaching and research staff
- Continued support for academic mobility and internationalization through exchange programs, international joint supervision, research internships, and short-term mobility programs
- When it comes to Erasmus mobility programs, short-term internships (for example, one week) are more frequently and successfully undertaken. In contrast, long-term internships are more difficult to secure, often due to the professional obligations of doctoral students.
- Improving research infrastructure by maintaining access to databases, equipping laboratories, and identifying modern analytical and research tools
- Promoting interdisciplinarity through synergy between research centers and IOSUD laboratories ULBS
- Strengthening ethics and integrity by organizing specialized courses focused on the ethical use of AI

Propose and substantiate a decision.

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

maintaining accreditation (MAC)

VII. Annexes

- FV_Accreditation standards_Engineering and management
 - Report measuring satisfaction and need for mentoring,
- Required attachments
- As1- I.P.A.3.1.1 _Confirmation of Compliance with Accreditation Standards 2026
 - As2- I.P.A.3.1.2 _Professional Development Activities
 - As3- I.P.B.3.2.1_PhD Student Participation Reports
 - As4-I.P.A.3.1.1 _Appendix_Data Sheets_Minimum Standards-2016
 - As5- IngManag-percentage-of-students-withdrawn
 - As6-PhD- sample file

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