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:	"Transilvania" University of Brasov
Doctoral School:	Interdisciplinary Doctoral School
Doctoral Domain:	Systems Engineering
The objective of the external evaluation:	**maintenance of accreditation**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	MOISESCU MIHNEA ALEXANDRU	Member - Teaching staff member RNE	
2.	TIHOMIR LATINOVIC	Member - International expert RNE-I	
3.	LOVASZ KARLA-ELISABETH	Member - PhD student evaluator RNE-S	

I. Introduction

External Evaluation Context

The current **internal evaluation report** for the **Systems Engineering** doctoral study domain was drafted in **2026** as part of the procedure for **maintaining accreditation**. This procedure follows the periodic external evaluation cycle required every five years by Romanian law.

The evaluation period specifically covered by the 2026 report is **2021–2025**. The request to initiate this external evaluation was approved by the Board of Directors of Transilvania University of Braşov (UNITBV) in February 2026. While the specific membership of the experts' panel for the Systems Engineering domain is not listed in these excerpts, the standard panel composition for such evaluations includes a **coordinator** (a professor and PhD supervisor from the National Register of Expert Evaluators), an **international expert**, and a **doctoral student**.

Transilvania University of Braşov (UNITBV)

- **Establishment and Evolution:** UNITBV is an accredited state higher education institution whose history began in **1948** with the establishment of the Braşov Institute of Forestry. Over seven decades, it has evolved from specialized institutes into a comprehensive university, receiving its current name in 1991.
- **Mission:** Its mission is to **produce and transfer knowledge** to society through initial university training (Bachelor's, Master's, Doctoral), advanced scientific research, development, innovation, technology transfer, and postgraduate programs.
- **Governance and Structure:** The university operates under the **UNITBV Charter** and is managed by a Rector, a Board of Directors, and a University Senate. It is a comprehensive institution comprising **18 faculties** and **31 research centers**. Doctoral studies are managed through the **Organizing Institution for Doctoral Studies (IOSUD-UNITBV)** and the **Interdisciplinary Doctoral School (SDI)**, established in its current form in 2010.
- **Study Programs:** In the 2025–2026 academic year, the university offered **98 undergraduate programs**, **85 master's programs**, and **24 doctoral programs**.
- **Evaluation Procedures:** UNITBV undergoes **periodic external evaluations** at the institutional level and for individual study programs by the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)**. It also maintains a Quality Management System certified under **ISO 9001:2008** standards.

Doctoral Study Domain: Systems Engineering

- **Establishment:** The right to organize doctoral studies in the field of **Systems Engineering** was granted to the institution through a series of Ministerial Orders, with the earliest mentioned being **O.M. no. 4890/1999**.
- **Evolution and Changes:** Since the last external quality evaluation in **2021**, there have been **no changes** in the team of doctoral supervisors for this field. Currently, the domain is supported by **three supervisors** (two tenured and one retired) and had **11 doctoral students** enrolled at various stages as of March 2026.
- **Status of Previous Recommendations:** The 2021 external evaluation resulted in the **maintenance of accreditation**. That report identified two performance indicators as "partially fulfilled," but a 2024 progress assessment concluded that the recommendations for these indicators had been **successfully implemented**.

- **Ongoing Challenges:** Current development directions focus on increasing **internationalization**, particularly by attracting more foreign doctoral students, establishing **co-supervision programs**, and including more **international experts** in guidance committees.

II. Methods used

The external evaluation process for doctoral study domains, such as **Systems Engineering (SE)** at Transilvania University of Brașov, involves a multi-layered analysis of documentation and direct engagement with institutional stakeholders.

Analysed Documents

The evaluation relies on a comprehensive set of documents provided by the institution and accessed through digital platforms:

- **Internal Evaluation Report (IER/REI):** The primary document is the internal evaluation report (e.g., the 2026 REI for Systems Engineering), which follows a structure defined by ARACIS.
- **Annexes to the Report:** The SE report includes five specific annexes:
  - **Annex 1:** A list of all doctoral students in the domain from 2021–2025.
  - **Annex 2:** CNATDCU files for PhD supervisors to verify they meet national standards.
  - **Annex 3:** CVs and publication lists for tenured teaching staff.
  - **Annex 4:** Lists of scientific papers and conference participations by students and supervisors.
  - **Annex 5:** Details on research grants and the involvement of doctoral students in project teams.
- **Regulations and Procedures:** Evaluators review the **UNITBV Charter**, the **SDI Regulations**, and a set of **nine specific instructions (IS-1 to IS-9)** that govern everything from supervisor affiliation to the final thesis defense.
- **Institutional Data and Platforms:** Data is cross-referenced using several internal IT tools, including the **electronic record-keeping system** for students (doctorat.unitbv.ro), the **eLearning platform** (integrated with **Turnitin** for similarity checks), and the **Academics platform** for research reporting.
- **Historical Reports:** Previous **external evaluation reports (2021)** and **progress assessment reports (2024)** are analysed to track the implementation of earlier recommendations.

On-Site Visit

The visit is designed to verify the reality of the facts presented in the written reports through physical inspection and debate.

- **Visited Locations:**
  - Venues for learning, teaching, and research activities.
  - The **Research and Development Institute (ICDT)**, which houses the majority of doctoral research infrastructure.
  - Specialized laboratories, such as the **L6 Laboratory** within the **Process Control Systems Research Center**.
  - The **Transilvania University Library**, including its digital access points for international databases.
- **Categories of Persons Involved in Debates:**

- **University Leadership:** Members of the Board of Directors and the University Senate.
- **Doctoral School Officials:** The Director of the Interdisciplinary Doctoral School (SDI) and members of the Council for Doctoral Studies (CSUD).
- **Academic Staff:** Doctoral supervisors/advisors and tenured teachers.
- **Students and Alumni:** Current doctoral students and graduates of the domain.
- **External Partners:** Employers of the graduates and other relevant socio-economic stakeholders.
- **Specialized Commissions:** Members of the **Ethics Commission** and the **Quality Assessment and Assurance Commission**.

Other Relevant Methods or Aspects

- **Hybrid Evaluation Formats:** Recent evaluations have utilized hybrid formats, including digital meetings via platforms like **Zoom** to facilitate international expert participation.
- **Systematic Feedback:** The university uses **questionnaires** to collect anonymous feedback from doctoral students regarding the performance of teaching staff and the overall quality of the study program.
- **Scientific Visibility Analysis:** A key method involves verifying the **international visibility** of the domain by reviewing supervisor profiles on platforms such as **Web of Science, Scopus, IEEE Xplore, and ORCID**.
- **Clerical Review:** Before a final decision, the expert panel sends a **draft External Evaluation Report** to the institution to allow for the correction of any clerical errors

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) organizes doctoral studies through the **Organizing Institution for Doctoral Studies (IOSUD-UNITBV)**. This entity is managed by the **Council for Doctoral Studies (CSUD)**, which is led by a director. The actual delivery of doctoral programs occurs through the **Interdisciplinary Doctoral School (SDI)**, which is integrated into the structure of the Vice-Rector's Office for scientific research and computerization. For focused management, each doctoral field, including **Systems Engineering**, has a dedicated **field coordinator** responsible for internal evaluations.

The management system operates based on a comprehensive set of periodically reviewed regulations and methodologies, which were updated in **2024 and 2026** to comply with **Higher Education Law no. 199/2023** and the **Framework Regulation on doctoral studies (OME no. 3020/2024)**. Key governing documents include:

- **Regulations on the organization and conduct of doctoral and postdoctoral studies** (last updated 30.09.2024).
- **Regulations of the Interdisciplinary Doctoral School (SDI)** (last updated 30.09.2024).
- **Methodology for admission to doctoral studies** (last updated 25.02.2026).
- **Methodology for obtaining the habilitation certificate** (last updated 29.05.2024).
- **Methodology for the periodic internal evaluation of doctoral fields and supervisors** (updated 24.07.2024).
- **Methodologies for the recognition of doctoral degrees and supervisor status obtained abroad** (updated 20.11.2024 and 25.02.2026).

Furthermore, specific processes within the doctoral school are regulated by a set of **nine specific instructions (IS-1 to IS-9)** that cover topics such as supervisor affiliation, doctoral internships, credit equivalence, and the public defense of theses. All these documents are publicly accessible on the UNITBV and SDI websites in dedicated sections for transparency.

Analysis of the State of Facts

The institution possesses the necessary organizational components and a management system that effectively supports doctoral training. The system is judged as **fully functional and legally compliant** because the internal regulatory framework is systematically reviewed and synchronized with both national legislative changes and the university's development strategy.

The existence of a dedicated field coordinator for Systems Engineering ensures that the specific needs of the domain are managed within the broader institutional framework. The fact that all major regulations were updated following the passage of the 2023 Higher Education Law demonstrates a proactive approach to maintaining compliance. Internal evaluations of the doctoral field are conducted annually, and their reports are reviewed by the SDI Council and CSUD, justifying the conclusion that the management system is effective and impact-oriented.

Aspects of Best Practice

- **Specific Instructions (IS-1 to IS-9):** The use of detailed, annexed instructions to govern specific, recurring processes—such as the similarity analysis for theses or the reallocation of state-funded places—ensures clarity and procedural consistency across all doctoral fields.
- **Institutional Transparency:** The university maintains a high level of transparency by publishing not just regulations, but also **internal evaluation reports** and specific methodologies on its public website.
- **Bilingual Accessibility:** Information required for international doctoral candidates is provided in both **Romanian and English**, facilitating internationalization efforts.

Recommendations

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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.

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

Presentation of the State of Facts

The responsibility for developing and updating regulations and methodologies regarding doctoral studies at Transilvania University of Braşov (UNITBV) lies with the **Council for Doctoral Studies (CSUD)**, which acts in consultation with the doctoral school. The process follows a transparent hierarchical path:

- **Approval Process:** Once adopted by the CSUD, documents are transmitted to the **University Board of Directors** and included as annexes to their decisions (HCA).
- **Transparency:** These decisions are published on the UNITBV website, making them accessible to doctoral supervisors and students.
- **Feedback Loops:** Stakeholders can submit proposals for amendments through their **Senate representatives** from their respective faculties. Final approval occurs in the **University Senate** after discussion in its scientific committee, where faculty representatives can offer further modifications.
- **Direct Engagement:** A notable example of direct involvement is the adoption of the initial **SDI Regulations** and specific instructions, which were submitted to a debate among all doctoral supervisors and adopted through a **universal, direct, secret, and equal vote**.
- **External Stakeholders:** The university maintains partnerships with private companies and public institutions to correlate activities with **labor market trends** and identify joint research topics. In the **Systems Engineering** field, the three doctoral supervisors maintain close collaborations with industry partners, involving doctoral students in projects relevant to the economic environment.

Analysis of the State of Facts

The institution effectively integrates the opinions of its community and external partners into its regulatory framework. The analysis confirms that faculty and department members have clear, multi-level channels (C-SDI, CSUD, Board of Directors, and Senate) through which they can influence methodologies and procedures.

The involvement of the **economic environment** is particularly strong in the Systems Engineering domain, where industrial partnerships directly inform research directions and curricula. The presence of representatives from the **business community and doctoral students** within the decision-making structures (CSUD and SDI Council) ensures that the needs of all primary stakeholders are considered during the legislative process.

Aspects that Constitute Best Practice Examples

- **Democratic Adoption:** Using a universal, secret, and equal vote for the adoption of the initial doctoral school regulations by supervisors sets a high standard for academic democracy.
- **Diverse Representation:** The inclusion of doctoral students and business community representatives alongside academic staff in the **CSUD and C-SDI** ensures a balanced perspective in governance.
- **Transparent Communication:** The use of **dedicated group email addresses** for supervisors and students, coupled with the systematic publication of all Board and Senate decisions on a public website, ensures high information traceability.

Recommendations

Feedback Formalization: Strengthen the formal mechanisms for documenting how specific stakeholder feedback was integrated into revised regulations to further enhance perceived transparency. Periodically use targeted questionnaires to specifically gather doctoral students' feedback on the state of laboratory maintenance and dormitory conditions to identify areas for rapid improvement. Transparency of Impact: Periodically publish summary reports for doctoral students (e.g., "You Said, We Did") documenting how student feedback has led to concrete changes in teaching methods or course content to increase engagement with the evaluation process.

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

Transilvania University of Braşov (UNITBV) possesses **legally owned spaces** dedicated to teaching, research, and administrative processes that support its doctoral programs. Specifically for the **Systems Engineering (SE)** doctoral field, the activities are conducted in several key locations:

- **The Research and Development Institute (ICDT):** A major hub with **11 buildings and 30 research centers** (including the Process Control Systems Research Center) that concentrate modern, high-tech research infrastructure.
- **Specialized Laboratories:** This includes the **L6 Laboratory** (Process Control Systems) and dedicated spaces within the **Department of Automation and Information Technology (ATI)**.
- **Student Services:** The university provides **13 student halls of residence** (over 4,000 places) and **two canteens/restaurants**. Foreign doctoral students are offered appropriate accommodation, and those with specific grants receive free access to these dormitories.
- **Library and Digital Resources:** The **Transilvania University Library** offers extensive physical collections and reading rooms. Doctoral students have **free access to international databases** (e.g., IEEE Xplore, Scopus, ScienceDirect) and specialized software like **MATLAB/Simulink** with full library access.
- **Accessibility:** To ensure a favorable environment for **disabled persons**, UNITBV implemented the project **"From Access to Success" (CNFIS-FDI-2024-F-0397)**, which focused on creating an inclusive academic environment through physical adaptations (ramps, elevators, adapted restrooms) and individualized support measures (assistive software).

Analysis of the State of Facts

The institution provides a robust material base that aligns with its mission to train level 8 (EQF) specialists. The research infrastructure is judged as **adequately equipped and sustainable** because it combines foundational equipment from the ICDT's establishment with continuous updates through research grants and industrial partnerships.

The inclusion of the **ATI Department's spaces and the ICDT's interdisciplinary centers** ensures that Systems Engineering students have both the specialized and broad environments required for advanced research. The legal ownership of these venues provides institutional stability, while the systematic maintenance by dedicated administrative departments ensures optimal working conditions for both staff and students. The proactive approach to disability access through dedicated institutional projects further justifies the fulfillment of this indicator.

Aspects that Constitute Best Practice Examples

- **The ICDT Hub:** Consolidating 30 research centers into a single high-tech institute fosters **interdisciplinary collaboration** and provides students with access to integrated lines of advanced equipment.
- **Digital Resource Access:** Providing **unlimited access to MATLAB/Simulink** and a wide range of international databases directly supports the specific technical needs of the Systems Engineering domain.
- **Proactive Inclusion:** The execution of dedicated projects like "From Access to Success" demonstrates a **systemic commitment to equity** rather than mere passive compliance with accessibility laws.

Recommendations

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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

Transilvania University of Braşov (UNITBV) ensures that all facilities and spaces intended for doctoral activities are properly maintained through a coordinated effort between **specialized administrative structures**, doctoral supervisors, and doctoral students. The university's administrative component includes dedicated departments and services specialized in **maintenance, safety and occupational health, and asset management**.

Specific infrastructure highlights include:

- **The Research and Development Institute (ICDT):** These spaces offer optimal conditions for all activities specific to doctoral research, with specialized laboratories maintained under the direct coordination of **laboratory managers**.
- **Transilvania University Library:** Bibliographic resources (physical and electronic) and study spaces located in the Transilvania University Hall are systematically maintained to ensure optimal study conditions.
- **Safety Compliance:** Practical activities in laboratories are carried out in strict compliance with existing **occupational safety regulations**. Both teaching staff and doctoral students receive regular training in these rules, including site-specific training for specialized laboratories.
- **Living Conditions:** Foreign doctoral students are provided with appropriate accommodation in **UNITBV student dormitories**. Notably, international graduates receiving doctoral grants are given free access to these facilities.

Analysis of the State of Facts

The institution provides a high-quality material environment that is judged as **optimal and sustainable**. The state of facts acknowledged from the documents confirms that the maintenance of assets is not merely reactive but is integrated into the university's management system through specialized departments.

The effective coordination between the central administration and individual laboratory managers within the ICDT ensures that high-tech research equipment remains functional and safe for advanced Systems Engineering research. Furthermore, the systematic application of safety training and the provision of quality housing for international students demonstrate a holistic approach to maintaining assets for both work and living. The favorable feedback from doctoral students regarding their study and research conditions supports the conclusion that the assets are managed effectively.

Aspects that Constitute Best Practice Examples

- **Decentralized Maintenance Coordination:** The use of **specific laboratory managers** to oversee the technical state of equipment within the ICD's 30 research centers ensures high-level specialized maintenance.
- **Integrated Safety and Technical Training:** Combining general institutional safety training with **specific laboratory inductions** for doctoral students minimizes risks to both personnel and sensitive movable assets.
- **Incentivized International Housing:** Providing **free dormitory access** for international scholarship holders ensures that living assets are used to directly support the university's internationalization and equity goals.

Recommendations

Infrastructure Modernization and Maintenance: Continue to prioritize investments in state-of-the-art research infrastructure and the digitization of educational resources to keep pace with the rapid technological changes in Systems Engineering. Strengthen preventive maintenance measures for specialized high-tech research equipment to ensure long-term sustainability and safety.

The indicator is: fulfilled.

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

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

Presentation of the State of Facts

The doctoral training in **Systems Engineering (SE)** at Transilvania University of Brașov (UNITBV) is supported by a specialized team of human resources including **doctoral supervisors**, tenured teaching staff for the **Advanced University Training Program (PPUA I)**, members of guidance committees, and a dedicated administrative team. As of early 2026, the SE domain is coordinated by **three supervisors**: two tenured (Prof. Constantin Suciu and Prof. Lucian Mihai Itu) and one retired associate (Prof. Florin Moldoveanu).

The qualifications and professional visibility of these staff members are documented through several key sources:

- **Scientific Visibility:** Supervisors maintain high international visibility, with profiles and publication metrics tracked through **Web of Science, Scopus, IEEE Xplore, and ORCID**.
- **National Standards:** The professional performance of supervisors is verified against the minimum standards of the **National Council for Attestation of University Degrees, Diplomas and Certificates (CNATDCU)**, with detailed files provided in **Annex 2** of the Internal Evaluation Report.
- **Teaching Staff Competence:** Tenured teachers for the PPUA I module possess advanced training and professional skills in engineering, as evidenced by their **CVs and scientific publication lists** included in **Annex 3**.

Analysis of the State of Facts

The human resources of the SE doctoral domain are judged as **suitable and highly qualified** for their assigned roles. The teaching staff for the advanced training program (PPUA-I) demonstrate proven expertise in engineering, ensuring that doctoral students receive a rigorous foundational education.

The doctoral supervisors coordinate research only in thematic areas where they have documented professional expertise, which is confirmed by their substantial scientific output and international awareness. For instance, Prof. Lucian Mihai Itu holds a significantly high Hirsch index (16 in WOS, 33 in Google Scholar) and serves on multiple international scientific committees. Furthermore, all supervisors meet the legal requirement of not exceeding the limit of eight doctoral students supervised simultaneously, which ensures adequate attention to each candidate.

Aspects that Constitute Best Practice Examples

- **Metric-Based Transparency:** The university provides direct links to the **Academics profiles and international databases** for every supervisor, allowing for real-time verification of their scientific impact and professional standing.
- **Succession Planning:** The domain has proactively identified younger teaching staff (e.g., Assoc. Prof. Alina Itu and Anamaria Vizitiu) who have the potential to obtain **habilitation** in the near future, ensuring the long-term growth and sustainability of the supervisor base.
- **Administrative Integration:** The SDI administrative team (including three secretaries and a director) provides structured support for the entire doctoral lifecycle, from admission to the final thesis defense.

Recommendations

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The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) treats the personal and professional development of its teaching and administrative staff as a **fundamental pillar** for maintaining high standards in education and research. This commitment is formalized in the **University Charter**, which emphasizes skill enhancement through continuing education programs, participation in research projects, and international collaborations.

Key development programs and mechanisms include:

- **International Mobility:** Staff have access to **Erasmus+** for teaching and training mobilities abroad. Furthermore, the **UNITA Alliance** offers teachers opportunities to develop partnerships within a consortium of 12 universities from seven European countries.
- **Internal Performance Incentives:** The university maintains internal programs to **stimulate and reward performance** in scientific research (e.g., HCA 29/09.09.2025).
- **Institutional Workshops:** UNITBV regularly organizes specialized workshops on subjects such as **writing project proposals**, publishing in ISI-listed journals, and pedagogical aspects of diversity and inclusion. These are communicated via institutional email to ensure broad reach.
- **Domain-Specific Development:** For the **Systems Engineering** field, professional growth has occurred primarily through participation in **partnership-based research projects** with domestic and international organizations.

Analysis of the State of Facts

The institution provides a structured environment that actively supports staff growth. The integration of professional progress into the university's hierarchical and decision-making structure demonstrates that development is an **operational priority**, not just a stated goal.

In the Systems Engineering domain, the reliance on research projects for professional development ensures that staff are continually engaged with **cutting-edge technological trends** and international peer networks. While the university identifies a need to increase the number of doctoral coordinators, its proactive support for younger teaching staff (such as Assoc. Prof. Alina Itu and Assoc. Prof. Anamaria Vizitiu) to obtain habilitation through these development programs indicates a **functional and forward-looking system**.

Aspects of Best Practice

- **UNITA Alliance Integration:** Leveraging a stable European university alliance provides staff with a diverse and permanent platform for **cross-border professional exchange**.
- **Performance-Based Rewards:** The existence of a formal institutional system to reward scientific excellence provides a clear and transparent incentive for continuous professional improvement.
- **Targeted Skill Workshops:** Providing institutional training on technical academic skills, such as **ISI-journal writing**, directly addresses the specific professional needs of research-focused doctoral staff.

Recommendations

Professional development: Periodically use targeted surveys to gather staff input, ensuring that professional development offerings remain aligned with the rapidly changing needs of Systems Engineering.

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
Transilvania University of Brașov (UNITBV) carries out the recruitment of its teaching and research staff through a **competitive process** for both indefinite and fixed-term positions. The transparency of these procedures is ensured by posting all job advertisements on the **university's public website**.
The recruitment process for tenured and associate staff is strictly aligned with the **Higher Education Law No. 199/2023** and adheres to the university's internal regulations and procedures. A key step in this process is the validation of competition results by the **UNITBV Senate** before a candidate can officially enter their position.
For the specific role of doctoral coordinators, candidates are typically recruited from among teaching staff who have obtained their **habilitation certificate**. The affiliation of these qualified individuals with the **Interdisciplinary Doctoral School (SDI)** is governed by **Instruction IS-1-1**, while **Instruction IS-1-2** provides the framework for the withdrawal of such affiliation. All recruitment and affiliation processes are conducted in full compliance with **personal data protection** and academic ethics regulations.
Analysis of the State of Facts
The recruitment procedures for the **Systems Engineering (SE)** domain are judged as **fully compliant and transparent**. The integration of national legislative requirements into the university's internal regulatory framework ensures that staff selection is based on merit and professional competence.
The analysis confirms that the use of a public electronic platform for job advertisements provides equal access to information for all potential candidates. Although there have been **no changes** in the team of three doctoral supervisors for Systems Engineering since the last evaluation in 2021, the existing institutional mechanisms for recruitment and affiliation remain functional and ready to support growth. The recent international recognition of the university with the **"HR Excellence in Research Award"** further validates the institution's commitment to fair and transparent recruitment principles.
Aspects that Constitute Best Practice Examples

- **Senate Validation:** The requirement for the **University Senate** to validate all competitive recruitment results serves as a robust institutional safeguard for fairness and academic standards.
- **Specific Affiliation Instructions:** The use of clearly defined, annexed instructions (**IS-1-1 and IS-1-2**) for the affiliation and disaffiliation of doctoral supervisors ensures procedural consistency across all 24 doctoral fields.
- **HR Excellence Certification:** Implementing the 40 principles of the **European Code of Conduct for the Recruitment of Researchers** demonstrates a high-level commitment to international best practices in human resources management.

Recommendations
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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
The digitization of institutional processes at Transilvania University of Brașov (UNITBV) is guided by a formal **Digital Transformation Strategy**, ensuring that administrative and educational services are compatible with the standards of the **European Higher Education Area**. The university has developed a

comprehensive IT infrastructure that supports the members of its community through several specialized platforms:

- **Intranet Platform (https://intranet.unitbv.ro):** Includes a section dedicated to the doctoral school containing schedules, subjects, specific instructions, and templates for doctoral study contracts.
- **eLearning Platform (https://elearning.unitbv.ro):** Provides teaching content for doctoral subjects and serves as the gateway for **Turnitin** similarity checks.
- **Dedicated Doctoral Platform (http://doctorat.unitbv.ro):** This online system modernization streamlines the tracking of doctoral students from the admission phase through their entire progress (supervisory committees, results, status changes) until the final public defense of the thesis.
- **Academics Platform (https://academics.unitbv.ro):** Facilitates easy reporting and management of research results via the **FRACS** form and assists in generating files for **CNATDCU** national standards tracking.
- **Institutional Repository (https://repository.unitbv.ro):** An open-access archive for doctoral theses, scientific articles, and other research results.
- **Support Services:** The university provides institutional email, cloud storage (drive.unitbv.ro), an internship portal, an Erasmus mobility portal, and an IT ticketing system for technical support.
- **Connectivity:** All research venues, including the Research and Development Institute (ICDT), provide high-speed internet through the **Eduroam** and UNITBV Campus Wi-Fi networks.

Analysis of the State of Facts

The institution has demonstrated a **high level of digital maturity** by integrating IT tools into almost every facet of the doctoral lifecycle. The management system is judged as **effective and student-centered** because the digitization efforts specifically aim to simplify administration and improve service quality.

The use of the dedicated electronic platform (doctorat.unitbv.ro) is a critical component; by providing **password-based tiered access** for the SDI secretariat, supervisors, and students, the university ensures both data security and transparency. Students can independently verify their academic status, grades, and credits, which reduces the administrative workload on the SDI secretariat and minimizes clerical errors. Furthermore, the integration of specialized research reporting tools (Academics platform) and similarity analysis software (Turnitin) into the standard workflow justifies the conclusion that the organizational component uses IT tools effectively to maintain quality and transparency.

Aspects that Constitute Best Practice Examples

- **Tiered-Access Tracking Platform:** The three-level access system for the doctoral tracking platform allows students to own their academic data while providing supervisors with a real-time overview of their students' progress.
- **Integrated Similarity Detection:** Standardizing Turnitin access through the eLearning platform ensures that academic integrity is built directly into the digital educational environment.
- **Institutional Repository:** Providing an open-access platform specifically for the university's scientific output ensures the **international visibility** of doctoral research results.
- **Unified Academics Reporting:** The Academics platform reduces the administrative burden on researchers by providing a single point for reporting results for both internal annual evaluations and external national certifications.

Recommendations

Accessibility Enhancements: Further diversify educational support services by developing additional digital mechanisms for curricular and digital adaptation, specifically tailored for students with special educational needs. The organizational component should ensure that doctoral students have access to student card benefits.

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.

Presentation of the State of Facts

Doctoral studies at Transilvania University of Brașov (UNITBV) are organized as the third cycle of university studies, specifically designed to enable students to obtain a **level 8 qualification** in the European Qualifications Framework (EQF). The **Systems Engineering** doctoral program follows a curriculum structured around expected learning outcomes and is organized using **transferable study credits (ECTS)**.

The program structure includes:

- **Advanced University Training Program (PPUA):** Lasting one year (two semesters), it combines teaching activities and individual study, with **60 credits** allocated (30 per semester).
- **Scientific Research Program (PCS):** Spanning the subsequent three years, focused on individual research and the preparation of research reports.
- **Total Credits:** The program requires a total of **240 ECTS credits**.
- **Learning Experiences:** The program encompasses a wide range of experiences, including doctoral-level courses, research seminars, specialized laboratories, individual mentoring, mobility internships, and conference participation.
- **Outcome Definition:** Learning outcomes are explicitly defined in terms of **knowledge, skills/abilities, responsibility, and autonomy**, which are aligned with national standards (CNC Level 8) and correlated with **ESCO occupational standards**.

Analysis of the State of Facts

The study program is judged as **fully compliant and well-structured** because it offers a clear, integrated path from foundational knowledge to advanced independent research. The use of the ECTS system ensures that the doctoral workload is quantifiable and compatible with the European Higher Education Area, facilitating international mobility and recognition.

The curriculum is effectively balanced; the first year (PPUA) provides the necessary theoretical and transversal skills, while the subsequent years (PCS) allow for the deep, original research required for an EQF level 8 qualification. The inclusion of the **Individual Training Program (PID)** is a critical component, as it allows the training to be tailored to the specific scientific trajectory of each student under the guidance of a supervisor and a guidance committee. The effectiveness of this structure is confirmed by the scientific output of the students, including publications in high-impact journals and presentations at international conferences.

Aspects of Best Practice

- **ESCO Alignment:** Explicitly correlating expected learning outcomes with the **European Classification of Occupations (ESCO)** ensures that the qualification remains relevant to the evolving needs of the international labor market.

[*] 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.

- **Customizable Educational Paths:** Providing packages of **optional and elective subjects** in the first year allows for significant flexibility, ensuring the training program supports the specific requirements of the doctoral student's research topic.
- **Comprehensive Transversal Training:** Integrating mandatory modules on **Ethics, Academic Integrity, and Research Methodology** ensures that graduates possess a broad range of professional competencies beyond their technical specialization.

Recommendations

Curricular adaptation and technological synchronization: Periodically review and update learning outcomes and course content to ensure they remain synchronized with the rapid pace of technological change in Systems Engineering.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) defines the expected learning outcomes for the **Systems Engineering** doctoral domain in terms of **knowledge, skills/abilities, responsibility, and autonomy**. These outcomes are established through the specific domain curriculum at the **IOSUD-UNITBV** level.

The curriculum design ensures that these outcomes are explicitly correlated with the professional and transversal competences required by the **Framework Regulation on Doctoral Studies (O.M. 3020/2024)**. Furthermore, the learning outcomes are aligned with **Level 8 of the National Qualifications Framework (CNC)** and are formally correlated with **ESCO (European Skills, Competences, Qualifications and Occupations) occupational standards**. The domain mission is focused on training research specialists capable of responding to the diverse demands of both the national and international labor markets, specifically targeting careers in academic research, industrial research, and university teaching.

Analysis of the State of Facts

The institution ensures that the study program remains relevant by closely correlating domain-specific competencies and learning outcomes with the advanced research infrastructure of the **Process Control Systems Research Center**. The judgment that the indicator is fulfilled is justified because the training program is not designed in isolation; it is informed by the actual topics of interest and research contracts held by doctoral supervisors (detailed in **Annex 5** of the IER).

The alignment with ESCO provides a "common language" that bridges the gap between high-level academic training and the practical requirements of the international labor market, allowing employers to better understand the suitablity of graduates for high-level specialized roles. By mapping outcomes to CNC Level 8, the program guarantees that graduates possess the high degree of autonomy and scientific rigor required for an EQF level 8 qualification.

Aspects that Constitute Best Practice Examples

- **ESCO Integration:** The explicit correlation of doctoral learning outcomes with the **European Classification of Occupations (ESCO)** is a significant best practice, as it enhances the **international transparency** and employability of graduates across the European Higher Education Area.

- **Contract-Driven Competencies:** Aligning targeted skills with the specific requirements of **active research contracts** ensures that the training is grounded in current technological challenges and industrial needs.
- **Comprehensive Outcome Definition:** Moving beyond mere technical knowledge to include **responsibility and autonomy** aligns the program with the modern "learning outcomes" approach, which focuses on what a graduate can actually *do* upon completion.

Recommendations

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The indicator is: fulfilled.

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

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

Presentation of the State of Facts

Doctoral studies at Transilvania University of Brașov (UNITBV) are designed around the principles of **student-centered learning**, focusing on the specific development needs and original research trajectories of doctoral students. The **Advanced University Training Program (PPUA)** and the **Scientific Research Program (PCS)** provide a structured yet flexible path:

- **Curriculum Structure:** The first semester includes general engineering subjects, while the second semester transitions to **specialized subjects** proposed by doctoral supervisors specifically to support the student's unique research topic.
- **Teaching Strategies:** The training process utilizes methods that promote **autonomy and innovation**, such as peer-review seminars, critical debates on specialized literature, advanced modeling and simulation, and the use of state-of-the-art research infrastructure.
- **Academic Partnership:** The educational process is viewed as an academic partnership where each student benefits from **personalized guidance** provided by a supervisor and a dedicated guidance committee.
- **Resources and Assessment:** Students have access to international databases (Scopus, Web of Science) and collaboration platforms like Microsoft 365. Assessment is based on research progress, including the defense of research papers, presentations at international conferences, and publication in high-impact journals.

Analysis of the State of Facts

The institution effectively implements student-centered principles by allowing for a **high degree of personalization** in the educational path. The transition from general subjects to tailored specialized subjects in the second semester ensures that the training remains relevant to the student's specific research goals.

The effectiveness of this approach is confirmed by the scientific output of the doctoral students, who have successfully capitalized on their specialized papers through the **publication of scientific articles**. By emphasizing the student's original contribution and autonomy in the annual assessment process, the program aligns with **EQF level 8 standards**. Furthermore, the involvement of guidance committees with proven expertise in the students' research topics ensures that the guidance provided is both rigorous and relevant.

Aspects that Constitute Best Practice Examples

- **Individualized Subject Proposals:** Allowing doctoral supervisors to propose specialized subjects in the second semester that are directly oriented toward each student's research topic ensures **maximum curricular relevance**.
- **Research-Integrated Assessment:** Using the results of specialized research papers as a basis for both academic credit and international publication demonstrates a seamless integration of **learning and scientific dissemination**.
- **Peer-Review Seminars:** Incorporating peer-review and critical debates into the teaching strategy fosters the **critical thinking and innovation** required for advanced research.

Recommendations

-

The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Braşov (UNITBV) and its **Interdisciplinary Doctoral School (SDI)** provide a comprehensive framework to ensure that doctoral students have access to various academic mobility programs. These opportunities are communicated through the university's public website and are supported by several institutional mechanisms:

- **Erasmus+ Program:** Doctoral students can access Erasmus+ mobilities for both study and placement/research internships abroad.
- **UNITA Alliance:** As a member of the UNITA Alliance (a consortium of 12 universities from seven European countries), UNITBV offers students a structured framework for international cooperation, funding for mobility, and participation in joint research projects.
- **Internal Financial Incentives:** The university maintains specific programs to support research dissemination and mobility:
  - **"ISI WoS / Clarivate Analytics Premiums":** Students who publish articles in WOS journals receive 4,000 RON (cumulative per unit), which can be used for conference participation.
  - **"Conferences with ISI WoS/Clarivate Analytics indexed volume":** A dedicated allocation of 1,000 RON per year is provided for participating in national conferences with ISI/WOS-indexed proceedings.
- **Doctoral Grants:** IOSUD-UNITBV allocates funds directly from doctoral grants to cover students' travel and participation costs for scientific conferences.
- **Research Projects:** In the **Systems Engineering (SE)** domain, mobility and international dissemination are heavily supported through the research grants and partnerships maintained by the three doctoral supervisors.

Analysis of the State of Facts

The institution is judged to have **fully ensured** the availability of mobility opportunities. While the internal evaluation report notes that doctoral students in the **Systems Engineering** domain did not specifically request mobilities through the **Erasmus+ program** during the 2021–2025 period, they were highly active in other forms of internationalization.

The analysis of the scientific output (Annex 4) confirms that SE students successfully utilized other organizational opportunities—specifically **funding from research projects**—to publish in international journals and participate in conferences. The lack of Erasmus+ uptake is recognized as a field-specific weakness in terms of "international visibility" but does not negate the fact that the **organizational component has established and funded the necessary channels** for mobility. The existence of the UNITA Alliance and the internal premium system further proves that the university proactively creates diverse paths for international engagement.

Aspects that Constitute Best Practice Examples

- **Integrated UNITA Alliance Membership:** Leveraging a dedicated European university alliance provides doctoral students with a permanent and stable platform for **cross-border academic exchange** beyond standard Erasmus programs.
- **Performance-Linked Funding:** The "ISI WoS Premiums" system is a notable best practice, as it creates a direct link between **scientific excellence** and the financial means to pursue further professional development and mobility.
- **Personalized Career Support:** The Career Counseling and Guidance Center (CCOC) and the International Relations Center provide individualized support to help students navigate these opportunities and adapt their academic paths to international standards.

Recommendations

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The indicator is: fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

Presentation of the State of Facts

Transilvania University of Braşov (UNITBV) has established a comprehensive framework to ensure equal opportunities for doctoral students, aligning with the **Code of Student Rights and Obligations** and the **Regulations for the Organization and Functioning of Doctoral Studies**. This commitment is operationalized through several key mechanisms:

- **Inclusive Admission:** The admission methodology ensures a transparent, skill-based selection process that includes dedicated budgeted places for **disadvantaged groups** and Romanians from abroad.
- **Financial Support:** The university provides a variety of funding options, including state-funded scholarships, UNITBV-funded scholarships, and awards for high-impact publications or patents to support inclusion and excellence.
- **Personalized Academic Guidance:** Unlike earlier study cycles, doctoral training is highly individualized, with supervisors and guidance committees providing ongoing, tailored advice to match each student's potential and research aspirations.
- **Accessibility for Vulnerable Groups:** Specific facilities are offered for candidates with disabilities, including the possibility of **online specialized exams** and exemptions from registration fees for those facing poverty or health challenges.
- **Gender and Ethics Commitment:** The university has adopted a **Gender Equality Plan (PEG)** and emphasizes ethics and integrity to ensure a fair environment regarding access to laboratories, databases, and grants.

Analysis of the State of Facts

The institution effectively provides fair opportunities by integrating flexibility into the very structure of the doctoral program. This is evidenced by the ability of doctoral students to choose from packages of **optional and elective subjects** in their first semester, proposed by supervisors and the SDI to suit the student's specific learning style and research topic.

The judgment that this indicator is fulfilled is further supported by the proactive monitoring of inclusion; research infrastructure and digital resources are systematically adapted to ensure unrestricted access for all students. Although no foreign students were enrolled in the Systems Engineering domain between 2021 and 2025, the institutional framework already includes robust support systems—such as specialized scholarships and free dormitory access—to facilitate their future integration. The existence

of the **"From Access to Success"** project also demonstrates a concrete institutional effort to create an accessible academic environment for those with special needs.

Aspects that Constitute Best Practice Examples

- **Personalized Support Model:** The shift from generalized academic support to a **personalized mentoring model** ensures that guidance is precisely aligned with the student's unique scientific trajectory.
- **Targeted Fee Exemptions:** Providing automatic **registration fee exemptions** for candidates at social or educational risk removes a significant barrier to entry for talented but vulnerable individuals.
- **Formal Gender Equality Plan:** Implementing a dedicated PEG demonstrates a high-level institutional commitment to eliminating systemic biases in academic and research project management.

Recommendations

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The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

Presentation of the State of Facts

Transilvania University of Braşov (UNITBV) provides a comprehensive teaching and research infrastructure across its **18 faculties**, which includes lecture halls, specialized laboratories, workshops, individual and group study spaces, and recreational facilities. A central component of this infrastructure is the **Research and Development Institute (ICDT)**, a 14,850-square-meter facility hosting **31 research centers** that support the majority of doctoral-level activities. For living and social needs, the university maintains **two canteens** and **13 student halls of residence** offering over 4,000 places.

Learning and documentation resources are provided through the **Transilvania University Library**, which offers rich physical collections (books, magazines, patents, and STAS standards) and reading rooms. Digital access is a priority, with permanent and mobile access to prestigious international databases such as **Web of Science, Scopus, IEEE Xplore, and ScienceDirect** provided through the ANELIS Plus program.

Student support services are highly specialized:

- **Career Counseling and Guidance Center (CCOC):** Offers mentoring, career guidance, and studies on the alignment between curricula and professional needs.
- **International Relations Center and Erasmus+ Office:** Provide operational support for international internships and mobilities.
- **eLearning Platform:** Used institutional-wide for communication, documentation, and as a core tool in the teaching-learning-assessment process.
- **Accessibility for Disabilities:** The university has implemented physical adaptations (ramps, elevators, adapted restrooms) and individualized support measures, including assistive software and equipment. This is further supported by the institutional project **"From Access to Success" (CNFIS-FDI-2024-F-0397)**, which specifically focuses on creating an inclusive academic environment.

Analysis of the State of Facts

The institution is judged to have **fully ensured** access to adequate resources and services. The infrastructure is suitable for the EQF level 8 qualification, as evidenced by the high concentration of advanced equipment within the ICDT and the specialized research centers. The integration of the **eLearning platform** and the provision of full access to technical software like **MATLAB/Simulink** directly support the specific needs of the **Systems Engineering** domain.
The university demonstrates a proactive rather than reactive approach to accessibility. By combining physical infrastructure adaptations with individualized educational support and dedicated projects like "From Access to Success," UNITBV ensures that students with special educational needs or disabilities have fair and personalized access to the learning process. Furthermore, the existence of integrated counseling services through the CCOC confirms that support extends beyond academic resources to include professional and personal development.

Aspects that Constitute Best Practice Examples

- **Integrated Research Hub (ICDT):** Consolidating research infrastructure into a single, large-scale institute fosters an interdisciplinary environment essential for doctoral innovation.
- **Comprehensive Digital Access:** Providing permanent, mobile, and IP-based access to a wide array of international scientific databases ensures that doctoral research is grounded in the latest global findings.
- **Systemic Inclusion Efforts:** The execution of targeted projects like **"From Access to Success"** involving creative students to identify accessibility solutions demonstrates a high-level commitment to equity and diversity.

Recommendations

-

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator 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

At Transilvania University of Brașov (UNITBV), the objectives and **learning outcomes** for the **Systems Engineering** doctoral domain are explicitly defined in terms of **knowledge, skills, and attitudes**. These outcomes are formally integrated into the curriculum and the specific course descriptions for the **Advanced University Training Program (PPUA-I)**, all of which are published on the **Interdisciplinary Doctoral School (SDI) website** for public access.
To ensure clarity at the individual level, every student has an **Individual Training Program (PID)** that provides a transparent roadmap of their educational and scientific trajectory throughout the doctoral cycle. The progress towards these outcomes is systematically monitored through:

- **Periodic Evaluations:** Conducted by the doctoral supervisor and the guidance committee.
- **Annual Activity Reports:** Submitted by students to document their research progress.
- **Performance-Based Grant Reallocation:** Starting in the 2025–2026 academic year, a new evaluation process in September assesses the first three years of study to reallocate state-funded grants based on clear performance criteria, as defined in a dedicated institutional methodology.

Analysis of the State of Facts

The definition and description of learning outcomes are judged as **highly effective and standards-compliant**. The analysis of the documentation confirms that competencies are structured for each discipline in strict accordance with **ARACIS standards** and the requirements for **Level 8 of the National Qualifications Framework (CNC)**.

A key strength of the system is its **external alignment**; learning outcomes are not only correlated with the professional and transversal competencies required by **O.M. 3020/2024** but are also mapped to **ESCO (European Skills, Competences, Qualifications and Occupations) occupational standards**. This ensures that the expectations of both students and teachers are synchronized with the practical needs of the **Systems Engineering** labor market. The evaluation mechanisms are clearly defined and purpose-built to drive scientific performance, providing students with structured feedback that supports the achievement of an EQF level 8 qualification.

Aspects that Constitute Best Practice Examples

- **Standardized Alignment (CNC & ESCO):** Systematically correlating learning outcomes with both national (CNC) and international (ESCO) standards ensures the **transparency and portability** of the doctoral qualification across the European Higher Education Area.
- **Individualized Roadmaps (PID):** The use of the **Individual Training Program** acts as a personalized contract between the student and the institution, ensuring that expectations regarding subject content and research milestones are clearly understood from the outset.
- **Performance-Linked Funding:** The methodology for **reallocating state-funded grants** based on academic and research performance acts as a powerful incentive for students to meet and exceed stated learning outcomes.

Recommendations

Access to information relevant to the study program: The Doctoral School should publish all course syllabi for optional disciplines within the Advanced University Training Program including learning outcomes and specific competencies to be acquired, course content and thematic structure, teaching and learning methodologies, assessment and grading criteria as well as the relevant bibliography.

The indicator is: fulfilled.

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

Presentation of the State of Facts

At Transilvania University of Brașov (UNITBV), the verification of learning outcomes for doctoral students in **Systems Engineering** is systematically integrated into the **Individual Training Program (PID)**. This verification occurs through several mandatory stages throughout the doctoral cycle:

- **Advanced University Training (Year 1):** In the first semester, students complete training courses worth **30 credits**, which are evaluated through exams or colloquia according to the Doctoral School's curriculum. In the second semester, the PID includes **three specialized exams** tailored to the student's research topic, each worth 10 credits, which are completed via written and/or oral assessment.
- **Scientific Research Program (Years 2–4):** During this phase, students are required to submit **three specialized research reports**. These reports are typically evaluated through a formal presentation before the student's guidance committee, resulting in a recorded grade.
- **Study Completion:** The final stage of doctoral training includes two critical verification milestones: the **preliminary defense** and the **pre-defense** of the doctoral thesis. These procedures are governed by **Instruction IS-8** on the completion and defense of doctoral theses.
- **Regulatory Framework:** All examinations and research paper evaluations are conducted in strict accordance with **Instruction IS-5** regarding the conduct of doctoral activities. Results (marks or grades) are officially recorded in minutes registered at the Doctoral School.

Analysis of the State of Facts

The institution has established a rigorous and transparent system for checking the achievement of learning outcomes. The verification process is judged as **highly effective** because it is not a standardized "one-size-fits-all" approach; rather, the Individual Doctoral Program is developed in close correlation with each student's specific research topic.

The transition from foundational courses to specialized exams and then to original research reports ensures that the student's progress is monitored continuously from both a theoretical and an applied perspective. The inclusion of external members in guidance committees, often participating via **dedicated online conference platforms**, adds an objective layer of peer review to the process. Furthermore, the multi-stage thesis defense process (preliminary and pre-defense) acts as a high-level quality control mechanism, providing students with critical feedback to refine their final scientific contribution before the public defense. This structured evaluation cycle ensures that the Level 8 (EQF) qualification requirements are met.

Aspects that Constitute Best Practice Examples

- **Tailored Specialized Exams:** Allowing doctoral supervisors to establish three specialized exams in the second semester ensures that the verification of learning outcomes is **directly relevant** to the student's specific scientific trajectory.
- **Hybrid Committee Participation:** The systematic use of online platforms to facilitate the participation of **external committee members** in the defense of research papers ensures rigorous oversight regardless of geographical constraints.
- **Structured Thesis Refinement:** The two-stage preliminary presentation process (preliminary defense and pre-defense) serves as a **developmental evaluation tool**, providing actionable suggestions that improve the quality of the final doctoral work.

Recommendations

Digital traceability and optimize feedback loops: Implement more targeted information campaigns within the Systems Engineering field to increase the participation rate of doctoral students in teacher and program evaluation questionnaires. Continue to streamline and formalize the feedback stages of preliminary defenses to ensure students receive the most actionable scientific guidance possible. Extending the dedicated electronic platform (doctorat.unitbv.ro) for recording and communicating exam results to ensure full transparency for both students and supervisors.

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

Presentation of the State of Facts

At IOSUD-UNITBV, admission to doctoral studies in the **Systems Engineering** domain is based on a transparent, competitive selection process governed by an **admission methodology** developed and updated annually for each session. This methodology follows a rigorous internal approval path: it is proposed by the Council of the Interdisciplinary Doctoral School (C-SDI), endorsed by the Council for Doctoral Studies (CSUD) and the Board of Directors, and finally approved by the **University Senate**. For the most recent session (September 2026), the methodology was approved on February 25, 2026. The methodology is comprehensive and includes:

- **Candidate requirements:** Registration conditions, necessary documents, and the admission calendar.
- **Competition format:** A specialized exam with tests specific to the Systems Engineering field.
- **Evaluation criteria:** The grading system, calculation of the admission average, and specific criteria for ranking candidates and awarding state-funded places or scholarships.
- **Logistical support:** The entire admission process is supported by a dedicated **online application platform** (https://apps.unitbv.ro/inscrieri/public/index.php).

Public access to information is ensured by publishing the number of available places (budgeted vs. fee-paying) and the specific research topics proposed by doctoral supervisors on the SDI website.

Analysis of the State of Facts

The institution effectively applies its admission procedures, ensuring that the selection of doctoral candidates is based on merit and scientific potential. The analysis of facts confirms that the doctoral research topics proposed by supervisors are closely aligned with their specific **research expertise**, and any necessary preconditions for these topics are clearly communicated to potential candidates in both **Romanian and English**.

The systematic annual review of the methodology ensures that the process remains compliant with national legislation and the university's development strategy. Data tracking the evolution of candidates between 2021 and 2025 (Table B.7.1-1) demonstrates that the institutional framework is functional and capable of managing various forms of admission. The use of a centralized online application platform further simplifies the process for candidates while maintaining high standards of administrative efficiency and data traceability, justifying the judgment that this indicator is fully met.

Aspects that Constitute Best Practice Examples

- **Bilingual Information Transparency:** Publishing research topics and admission requirements in both Romanian and English directly supports the university's **internationalization goals**.
- **Integrated Digital Logistics:** The use of a specialized online application portal for doctoral enrollment reduces administrative barriers and ensures a uniform experience for all candidates.
- **Topic-Supervisor Alignment:** Requiring supervisors to propose research topics annually based on their proven expertise ensures that new doctoral students are integrated into **active and well-supported research directions**.

Recommendations

-

The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) has established a comprehensive framework to ensure that admission to doctoral studies, including the **Systems Engineering (SE)** domain, adheres to the principles of fairness, transparency, and equal opportunity. This commitment is supported by several institutional mechanisms and specific support measures:

- **Inclusive Admission Policies:** The admission methodology ensures a transparent selection process based exclusively on candidates' skills and research potential, without discriminatory restrictions.
- **Support for Vulnerable Groups:** The university methodology includes dedicated budgeted places for **disadvantaged groups** and Romanians from abroad. Furthermore, candidates at risk of being unable to meet daily living needs due to illness, disability, or poverty are **exempted from the registration fee** based on a statement of responsibility.
- **Facilities for Disabilities:** Support measures for candidates with disabilities or special educational needs are clearly publicized on the dedicated admission platform. These include the legal possibility to organize the **specialized exam online** when physical presence is not possible.
- **Systemic Inclusion Initiatives:** The university has implemented a **Gender Equality Plan (PEG)** to support a non-discriminatory academic environment. Additionally, the institutional project **"From Access to Success" (CNFIS-FDI-2024-F-0397)** specifically focused on creating an accessible and inclusive environment through both physical adaptations and individualized support measures.

- **International Support:** For future international candidates, the university offers facilities such as specialized scholarships (e.g., Transilvania Academica Scholarship), dormitory accommodation, and tuition coverage.

Analysis of the State of Facts

The institution effectively ensures fairness and equal opportunity by codifying support measures directly into its governing methodologies. The selection criteria for the specialized admission exam are **clear and objective**, focusing on research ability and motivation, which ensures that merit remains the primary factor for entry.

The judgment that this indicator is fulfilled is justified by the university's proactive rather than reactive approach to inclusion. By combining structural measures (budgeted places for disadvantaged groups) with individual financial relief (fee exemptions) and logistical flexibility (online exams), UNITBV removes multiple barriers to entry for vulnerable candidates. Although no international students were enrolled in the Systems Engineering field during the 2021–2025 period, the **institutional framework is fully prepared** with robust support systems—including free dormitory access and specialized grants—to facilitate their future integration. The success of the "From Access to Success" project further demonstrates a concrete, ongoing effort to modernize the academic environment for all students.

Aspects that Constitute Best Practice Examples

- **Targeted Fee Exemptions:** Providing automatic registration fee exemptions for candidates facing social or educational risk is a significant best practice that removes immediate financial barriers to higher education.
- **Logistical Flexibility for Inclusion:** Formally including the option for online specialized exams in the admission methodology ensures that candidates with physical disabilities have an equal opportunity to compete.
- **"From Access to Success" Project:** Using a dedicated institutional project to identify and implement accessibility solutions demonstrates a high-level commitment to systemic equity rather than simple legal compliance.

Recommendations

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The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) and the **Organizing Institution for Doctoral Studies (IOSUD-UNITBV)** have established a comprehensive set of rules governing the organization, conduct, and completion of doctoral studies. The Interdisciplinary Doctoral School (SDI) applies these regulations to manage every stage of a student's professional path, from enrollment to graduation.

Key regulatory documents include:

- **Core Regulations:** The "Regulations on the organization and conduct of doctoral and postdoctoral studies" and the specific "Doctoral school instructions".
- **Specific Instructions (IS):** The SDI utilizes a targeted set of instructions to manage critical professional transitions:
  - **IS 4:** Credit equivalence and recognition.
  - **IS 5:** Conduct of doctoral activity.
  - **IS 6:** Procedures for interruption, extension, and reduction of the doctoral internship.
  - **IS 7:** Structure and content of the Advanced University Training Program (PPUA).
  - **IS 9:** Reallocation of state-funded budgeted places.
  - **IS 8:** Standards for the completion and public defense of the doctoral thesis.

- **Performance Monitoring:** The "Methodology for the evaluation of doctoral students' activity" is used to reallocate grants based on academic and research performance.
- **Recognition of External Activity:** Methodologies are in place for the recognition of study periods abroad and practices carried out within **Erasmus+ mobility**.
- **Support Services:** Students have access to career counseling, advice, and learning assistance through the **Career Counseling and Guidance Center (CCOC)**.

Analysis of the State of Facts

The institution is judged to have **fully applied** the regulations concerning professional activity. The analysis of the Systems Engineering domain confirms that every stage of preparation is systematically supported by methodologies defined at the institutional level and executed by the SDI secretariat, teaching staff, and doctoral supervisors.

The existence of granular instructions (IS-4 through IS-9) ensures that administrative processes—such as extending an internship or recognizing credits earned elsewhere—are handled with **procedural consistency and transparency**. While the internal evaluation report for Systems Engineering notes that students did not request mobilities through the Erasmus+ program during the analyzed period, the **organizational framework and administrative support** from the International Relations Center were fully available to facilitate such requests. The application of the grant reallocation methodology further demonstrates that the institution actively uses its regulations to drive and reward professional progress.

Aspects that Constitute Best Practice Examples

- **Granular Instruction System (IS-4 to IS-9):** The use of specific, annexed instructions to govern complex transitions (like grant reallocation or internship extensions) provides a high level of **administrative clarity** for both students and staff.
- **Merit-Based Grant Reallocation:** Implementing a formal methodology (IS-9) to periodically assess first-to-third-year students for the reallocation of state-funded places acts as a transparent **incentive for professional excellence**.
- **Integrated Professional Counseling:** Providing doctoral students with direct access to the **Career Counseling and Guidance Center (CCOC)** ensures that professional development is supported by specialized experts beyond the academic supervisor.

Recommendations

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The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) implements a coherent institutional internationalization policy through its **Strategic Plan for 2024–2029**, which aims to strengthen academic and scientific cooperation globally. The university has established **721 cooperation agreements** (including framework agreements, ERASMUS+, and CEEPUS) with partner institutions across **92 countries**. This strategy has led to an 80% increase in full-time international students over the last five years.

Key internationalization mechanisms include:

- **Erasmus+ Program:** Facilitates mobility for both students and teaching staff.
- **UNITA Alliance:** UNITBV is a member of this consortium of **12 universities across 7 European countries**, providing a structured framework and funding for mobility and joint research projects.

- **Internal Financial Support:** The university provides specific incentives such as **"ISI WoS / Clarivate Analytics Premiums"** (4,000 RON) for high-impact publications, which can be used for conference participation, and a dedicated allocation for WOS-indexed conference proceedings.
- **Specialized Scholarships:** Programs like **"Doctoral Grants for UNITBV International Graduates"** and the **"Transilvania Academica Scholarship"** support the recruitment and integration of international doctoral students.
- **Visiting Experts:** The **"Transilvania Fellowship for Visiting Professors"** program funds the invitation of international experts to deliver lectures and participate in research.

In the **Systems Engineering (SE)** domain, internationalization is driven by doctoral supervisors through partnerships within **research grants** and constant participation in international scientific events. Research results are internationalized through **collaborative publications with foreign authors**.

Analysis of the State of Facts

The institution has demonstrated a strong commitment to internationalization, judged as **fully functional and strategic**. The existence of a university-wide Internationalization Strategy, coupled with participation in prestige-enhancing initiatives like the **UNITA Alliance**, ensures that the organizational component provides robust support for mobility and collaboration.

For the Systems Engineering domain, the analysis confirms that while students have not specifically requested mobilities through the **Erasmus+ program** during the 2021–2025 period, they have been highly active in international scientific dissemination using **project-based funding**. The international visibility of the SE supervisors is documented through their high-impact metrics and roles in international scientific committees. The fact that UNITBV received the **"HR Excellence in Research Award"** in 2023 further validates that its procedures align with international standards for researcher mobility and recruitment.

Aspects of Best Practice

- **UNITA Alliance Integration:** Leveraging a stable European university alliance provides a permanent platform for **cross-border academic exchange** and joint project development.
- **Performance-Linked Mobility Funding:** The internal system of rewarding WOS publications with funds that can be used for international conferences creates a direct link between **scientific excellence and international mobility**.
- **Bilingual Information Transparency:** Providing doctoral information and support services in **both Romanian and English** facilitates the recruitment and integration of international candidates.

Recommendations

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The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Presentation of the State of Facts

At Transilvania University of Brașov (UNITBV), doctoral training in the **Systems Engineering** field is primarily driven by scientific investigation, which forms the core of the educational process. The program is structured to ensure that research results are directly used to achieve advanced learning outcomes:

- **Curricular Integration:** The first-semester teaching activities are closely linked to the student's research needs. The **Individual Training Program (PID)** includes specialized subjects tailored to the specific research orientation of the student's topic.

- **Research Milestones:** The PID requires the completion of **three specialized research papers** based on the results of the student's scientific investigation.
- **Dissemination Channels:** Research results are capitalized through publications in specialized journals, conference proceedings, and presentations. The **Interdisciplinary Doctoral School (SDI)** facilitates this by organizing the annual **DOCO conference** specifically for doctoral students to disseminate their results.
- **Supporting Evidence:** According to Annex 4 of the Internal Evaluation Report, doctoral students in this field have published **20 articles in WOS-indexed journals** (14 as first authors) and **5 articles in WOS-indexed international conference proceedings** (all as first authors).

Analysis of the State of Facts

The institution effectively integrates research results into the learning process. The educational path is **research-oriented from its early stages**, focusing on developing both theoretical and practical skills necessary for high-level specialized roles.

The judgment that this indicator is fulfilled is justified by the intensive component of dissemination; doctoral supervisors actively guide students to publish in prestigious **IEEE and WOS-indexed venues**, which ensures that the results are of a standard that meets or exceeds **minimum national requirements** for obtaining a doctoral degree. The high rate of first-author publications by doctoral students serves as concrete evidence that research activity is being successfully capitalized upon to meet the targeted Level 8 (EQF) learning outcomes.

Aspects that Constitute Best Practice Examples

- **Integration of Research Papers into PID:** Using the three specialized research papers required by the curriculum as direct foundations for international scientific publications ensures a seamless link between **learning and professional dissemination**.
- **Targeted High-Impact Publishing:** The policy of encouraging and supporting publications specifically in **IEEE and WOS-indexed** journals and conferences ensures maximum international visibility and academic rigor.
- **Institutional Dissemination Platforms:** Hosting the annual **DOCO conference** provides a structured, supportive environment for students to practice their presentation and dissemination skills before a specialized audience.

Recommendations

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The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Braşov (UNITBV) has demonstrated significant national and international visibility, rising from 12th place in the 2019 national meta-ranking to **5th place in 2024**, which represents the most substantial growth among Romanian universities. In the **Systems Engineering (SE)** doctoral field, this visibility and capitalization of research results are documented through several institutional and domain-specific activities:

- **Scientific Output (2021–2025):** Doctoral students in the SE field have published **20 articles in Web of Science (WOS) indexed journals** (14 as first authors) and **5 articles in WOS-indexed international conference proceedings** (all as first authors).

- **Supervisor Visibility:** Doctoral supervisors maintain high international profiles; notably, Prof. Lucian Mihai Itu has a **Hirsch index of 16 in Web of Science and 33 in Google Scholar**, and serves on scientific committees for prestigious journals such as *Frontiers in Physiology* and *Applied Sciences*.
- **Financial Incentives:** The university provides specific support programs, including **"ISI WoS / Clarivate Analytics Premiums"** (4,000 RON per unit), which can be used for conference participation, and a dedicated 1,000 RON allocation for WOS-indexed conference proceedings.
- **Institutional Dissemination:** The Interdisciplinary Doctoral School (SDI) organizes the **annual DOCO conference**, providing a dedicated platform for doctoral students to present and disseminate their investigative results.
- **Project Capitalization:** Research is supported by active grants where doctoral students are integrated into project teams, ensuring the results are applied within funded, collaborative contexts.

Analysis of the State of Facts

The institution effectively ensures that research results are visible and exploited in an adequate manner. The domain's strategy focuses on the advanced development of scientific and academic skills, prioritizing dissemination through high-impact **IEEE and WOS-indexed venues**. The high rate of first-author publications by doctoral students indicates that the research produced is of a standard that contributes original knowledge to the global scientific community and meets or exceeds the **minimum national standards** for the doctoral degree.

The judgment that this indicator is fulfilled is further supported by the active international roles held by supervisors, which facilitate the integration of students into global academic networks. Furthermore, the university's receipt of the **"HR Excellence in Research Award"** in 2023 validates that its research management and capitalization procedures align with international best practices for researcher recruitment and support. While the SE domain recognizes a need to increase student participation in Erasmus+ mobilities, the capitalization of research through project-based funding and high-impact publishing remains robust.

Aspects that Constitute Best Practice Examples

- **Performance-Linked Funding:** The internal system of rewarding WOS-indexed publications with funds specifically earmarked for further scientific dissemination directly links **research quality to international mobility**.
- **High-Impact Mentorship:** Supervisors actively guide students toward prestigious **IEEE and WOS-indexed journals**, ensuring they avoid predatory publications and maximize the international visibility of their work.
- **Integrated Project Teams:** Involving doctoral students directly in the teams of **active research grants** allows for the immediate capitalization of results within applied, industrial, and academic partnerships.

Recommendations

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The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) maintains a robust **Internal Quality Assurance System (SIAC)** that encompasses institutional strategies, action plans, and specific regulations. The overarching **Quality Assurance Strategy for 2024–2029** is designed to strengthen the culture of quality across all teaching, research, and administrative processes.
Key components of this system include:

- **Procedural Transparency:** Quality assurance procedures are developed by the **Quality Assurance Office**, approved by the Board of Directors, and disseminated to the academic community through the Vice-Rector for Internationalization and Quality Assessment.
- **SDI Specific Instructions:** At the level of the Interdisciplinary Doctoral School (SDI), quality management is operationalized through a dedicated set of **nine specific instructions (IS-1 to IS-9)** annexed to the SDI Regulations. These instructions regulate critical processes:
  - **Affiliation/Disaffiliation:** IS-1/1 and IS-1/2.
  - **Doctoral Internship:** IS-2 to IS-7 and IS-9, covering activities, credit recognition, and grant reallocation.
  - **Thesis Defense:** IS-8, which standardizes the completion and public defense process.
- **Ethical Framework:** The **Code of Ethics and Academic Conduct** is strictly applied by an independent University Ethics Committee to ensure integrity in research and education.

Analysis of the State of Facts
The institution is judged to have **consistently applied** its quality procedures, with a clear impact on the Systems Engineering program. The state of facts confirms that IOSUD-UNITBV does not rely on static rules; instead, it has created an institutional framework where management structures, quality committees, and teaching staff are systematically involved in internal evaluations.
The impact of these procedures is evident in the structured management of the doctoral lifecycle. By utilizing **granular instructions** (the IS series), the SDI ensures that complex transitions—such as the reallocation of state-funded places or the recognition of international credits—are handled with procedural consistency. The systematic collection of feedback through annual doctoral student consultations and graduate surveys (PS8.2-02) further proves that the organizational component uses data-driven insights to improve service quality. The fact that no ethical complaints have been recorded in the Systems Engineering field during the analyzed period supports the effectiveness of the integrated ethical training and Turnitin similarity monitoring.
Aspects that Constitute Best Practice Examples

- **Granular "IS" Instruction System:** Supplementing broad regulations with **specific, annexed instructions (IS-1 to IS-9)** for distinct processes provides a high level of administrative clarity and prevents procedural ambiguity.
- **Decentralized Coordination:** Appointing a **field coordinator** for Systems Engineering ensures that university-wide quality policies are translated into domain-specific actions and reports.
- **Performance-Linked Grant Reallocation:** The implementation of **Instruction IS-9** to reallocate state-funded grants based on academic and research performance acts as a concrete tool for driving educational quality.

Recommendations
Effectiveness Monitoring: Implement periodic reviews specifically designed to monitor the long-term effectiveness of these quality procedures in improving graduate outcomes.
The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

Presentation of the State of Facts

Transilvania University of Braşov (UNITBV) and its **Interdisciplinary Doctoral School (SDI)** have established formal mechanisms to ensure that the opinions of the academic community and external stakeholders are integrated into institutional procedures. This involvement is evidenced through several structured activities:

- **Decision-Making Representation:** The Council for Doctoral Studies (CSUD) and the SDI Council (C-SDI) include representatives from **teaching staff, doctoral supervisors, doctoral students**, and the **business community**.
- **Procedural Consultations:** The development and revision of regulations and methodologies regarding doctoral studies are carried out by the CSUD in consultation with the doctoral school. Initial versions of key SDI regulations and specific instructions were submitted for debate and adopted through a vote by all doctoral supervisors.
- **Graduate Feedback:** The university applies **Specific Procedure PS8.2-02** ("Communication with Graduates") to consult doctoral students on their entire internship experience upon graduation. Between 2021 and 2025, **173 doctoral students** provided feedback via this mechanism.
- **Educational Evaluation:** Doctoral students evaluate the **Advanced University Training Program (PPUA I)** annually through an anonymous online mechanism covering teaching performance, curriculum relevance, and organizational quality.
- **Digital Integration:** The new **Academics platform** (https://academics.unitbv.ro/) facilitates the systematic collection of research activity data (FRACS) and professional metrics from both supervisors and students.

Analysis of the State of Facts

The institution is judged to have **successfully integrated stakeholder opinions** into its procedural lifecycle. The analysis confirms that feedback is not merely collected but acts as a basis for the **continuous improvement** of academic and administrative processes.

The judgment of fulfillment is justified by the **diversity of stakeholders involved** and the transparency of the consultation process. By including business representatives in governing structures, the SDI ensures that doctoral training remains synchronized with the socio-economic environment. Furthermore, providing consultation tools in both **Romanian and English** ensures that the views of international students are adequately captured. Within the **Systems Engineering** domain, while the number of completed questionnaires was relatively small between 2021 and 2025, the feedback provided was **consistently positive**, and the field coordinator maintains active contact with supervisors to ensure they are informed of SDI and CSUD decision-making processes.

Aspects that Constitute Best Practice Examples

- **Integrated Stakeholder Representation:** Formally including members of the **business community** in the governing councils (CSUD and C-SDI) ensures a direct link between high-level doctoral research and practical industrial needs.
- **Bilingual Feedback Mechanisms:** Maintaining student opinion surveys in a **fully bilingual format** demonstrates a commitment to inclusive internationalization and ensures international students can influence program development.
- **Structured Alumni Tracking:** Utilizing a dedicated procedure (**PS8.2-02**) for communication with graduates allows the university to refine its doctoral programs based on the retrospective professional experiences of its alumni.

Recommendations

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The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) has established a **University Ethics Committee (CEU)** as a deliberative structure without legal personality, designed to be **independent in the exercise of its duties** from any other structure or person within the university. The committee's operation is governed by:

- **The Code of University Ethics and Professional Conduct**, which is an integral part of the **University Charter**.
- **Specific Regulations** for the organization and functioning of the committee, which are formally **approved by the University Senate**.

The CEU is responsible for ensuring compliance with ethical norms by analyzing complaints and sanctioning breaches in accordance with national legislation. Decisions are formulated as resolutions based on detailed case reports prepared by analysis committees. Transparency is maintained by presenting these decisions to the University Board of Directors and the Senate and by publishing an **annual summary report of activities** on the university's website.

At the level of the Interdisciplinary Doctoral School (SDI), ethical standards are integrated directly into the curriculum through the mandatory subject **"Ethics and Integrity in Academic Research"**. Furthermore, all doctoral students and supervisors have free, unlimited access to **Turnitin similarity analysis software**, and a similarity check is a mandatory stage in the completion of all doctoral theses.

Analysis of the State of Facts

The institution is judged to have **fully met the requirements** of this indicator. The CEU operates with a clear mandate of independence, ensuring that ethical oversight is not subject to administrative or academic pressure from within the IOSUD. The analysis of the **Systems Engineering** domain confirms that no students or doctoral supervisors have been the subject of any ethics complaints during the analyzed period, which suggests a healthy ethical culture supported by the university's proactive measures.

The judgment of fulfillment is further justified by the **proactive integration of technology and education**. Rather than acting solely as a disciplinary body, the university uses the CEU framework to inform and train students, while providing tools like Turnitin to prevent fraud before it occurs. The 2021 external evaluation confirmed the functional nature of the commission and its ability to handle actual cases, demonstrating that it is an **active and effective institutional safeguard**.

Aspects that Constitute Best Practice Examples

- **Institutional Independence:** The formal definition of the CEU as an independent deliberative structure within the University Charter provides it with the necessary autonomy to perform its duties without interference.
- **Mandatory Ethics Curriculum:** Requiring doctoral students to complete specialized training in academic integrity ensures that ethical principles are a foundational part of their research skills.
- **Universal Similarity Monitoring:** Providing free, unlimited access to similarity detection software for the entire academic community fosters a culture of self-regulation and transparency.

Recommendations

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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

Transilvania University of Brașov (UNITBV) manages its doctoral study domains through a structured regulatory framework led by the **Regulations on the organization and conduct of doctoral and postdoctoral studies**. To ensure domain-specific oversight, each field, including **Systems Engineering (SE)**, is managed by a **field coordinator**—a doctoral supervisor responsible for management and the preparation of internal evaluation reports.

The **Organizing Institution for Doctoral Studies (IOSUD-UNITBV)** has implemented several specialized quality assessment mechanisms that monitor the doctoral mission, curriculum, research output of supervisors and students, and material resources. These processes are governed by three primary methodologies:

- **Methodology for the periodic internal evaluation of doctoral fields:** Last updated in 2024.
- **Methodology for the periodic internal evaluation of doctoral supervisors' activity:** Last updated in 2024.
- **Methodology for evaluating doctoral students' activity:** Developed in 2025 specifically to govern the reallocation of state-funded grants based on academic and research performance.

Analysis of the State of Facts

The institution is judged to **consistently and effectively apply** its quality assurance procedures. The analysis confirms that these processes are grounded in principles of **transparency and impartiality**, with evaluation timetables and criteria being communicated to all supervisors and students. The **Council for Doctoral Studies (CSUD)** serves as the central monitoring body to ensure that all internal evaluation procedures are strictly followed.

The impact of these procedures is evidenced by the systematic use of data-driven insights to improve educational quality. Internal evaluation reports are not only analyzed and approved by the **C-SDI and CSUD** but are also made public on the SDI website to maintain institutional transparency. Furthermore, the integration of advanced reporting tools like the **Academics platform** facilitates the systematic collection of research data (FRACS), ensuring that the quality assurance process is supported by accurate and up-to-date information. The successful transition of recommendations from the 2021 evaluation into implemented practices further proves the functional impact of these procedures.

Aspects that Constitute Best Practice Examples

- **Dedicated Field Coordinators:** Appointing a specific coordinator for the Systems Engineering field ensures that institutional quality policies are translated into domain-specific actions and accurate reporting.
- **Performance-Linked Grant Reallocation:** Utilizing a formal methodology (implemented in 2025) to reallocate state-funded places based on research output acts as a powerful and transparent tool for driving educational quality.
- **High Public Transparency:** Posting all internal evaluation reports, methodologies, and specific instructions on the public SDI website ensures that all stakeholders have equal access to quality-related information.

Recommendations

Effectiveness Monitoring: Implement periodic reviews specifically designed to monitor the long-term effectiveness of these quality procedures in improving graduate outcomes.

The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) and the **Interdisciplinary Doctoral School (SDI)** have established a formal framework for involving internal and external stakeholders in the implementation of quality assurance procedures. This involvement is codified in the governing methodologies and is evidenced by the following facts:

- **Mixed Representation in Decision-Making:** The **Council for Doctoral Studies (CSUD)** and the **SDI Council (C-SDI)** are composed of diverse stakeholder groups, including teaching staff, doctoral supervisors, representatives of the **business community**, and doctoral students.
- **Internal Evaluation Teams:** The teams responsible for the internal evaluation of study programs and doctoral fields include both teaching staff and students. There is also a provision for representatives of **employers or graduates** to participate in these evaluation processes.
- **Annual Domain Evaluations:** Each doctoral field, including **Systems Engineering (SE)**, undergoes an annual internal evaluation based on indicators defined in the *Internal Evaluation Methodology for Doctoral Fields*, with results documented in a self-evaluation report.
- **Procedural Consultations:** Major regulations, such as the initial version of the *SDI Regulations* and its package of specific instructions, were submitted for debate and adopted through a **universal, direct, and secret vote** by all doctoral supervisors.
- **Stakeholder Feedback Loops:** The university utilizes **Specific Procedure PS8.2-02** ("Communication with Graduates") to gather retrospective feedback on the doctoral experience; between 2021 and 2025, 173 graduates participated in this process. In the SE domain, the field coordinator maintains active contact with supervisors to ensure they are informed of and involved in CSUD and SDI decision-making.

Analysis of the State of Facts

The institution is judged to have **fully met** the requirements for stakeholder involvement. The management system is effective because it does not treat quality assurance as a purely administrative task; instead, it integrates feedback from the people most affected by the procedures.

The judgment of fulfillment is justified by the fact that stakeholder involvement occurs at both the **strategic level** (representation in councils) and the **operational level** (participation in evaluation teams and graduate surveys). In the Systems Engineering field, the close links with the economic and academic environments are reinforced by doctoral students who are employed in related industries, providing a bridge for real-world professional needs to influence the training program. The practice of allowing doctoral supervisors to vote directly on the school's regulations ensures high levels of institutional "buy-in" and procedural transparency.

Aspects that Constitute Best Practice Examples

- **Democratic Adoption of Regulations:** The use of a universal secret vote by doctoral supervisors to adopt the SDI Regulations and specific instructions (IS series) is a significant best practice for ensuring **institutional consensus**.
- **Integrated Industrial Oversight:** Formally including representatives from the **business community** in the CSUD and C-SDI ensures that the doctoral mission remains synchronized with the needs of the high-tech labor market.
- **Dual-Language Consultation:** Providing feedback tools and surveys in both **Romanian and English** ensures that international students are not excluded from the quality improvement process.

Recommendations

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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

Transilvania University of Braşov (UNITBV) and its **Interdisciplinary Doctoral School (SDI)** have implemented a structured mechanism for collecting and analyzing student feedback regarding the **Advanced University Training Program (PPUA I)** since 2017. This process is governed by **Instruction IS-7** and utilizes a dedicated online, anonymous platform.

Key elements of this evaluation process include:

- **Evaluation Frequency and Format:** Consultations are carried out **annually and online**; since 2022, the questionnaires have been provided in both **Romanian and English** to support international students.
- **Evaluation Criteria:** The process assesses teaching performance through three specific criteria:
  - **C1:** Quantitative assessment of the module content, relevance of skills, **teacher performance**, time budget, and assessment methods (scale of 1-5).
  - **C2:** Overall assessment of module usefulness (scale of 1-10).
  - **C3:** Qualitative recommendations for replacing or introducing new subjects.
- **Participation Data:** Across the IOSUD, participation has remained steady with 31 respondents in 2022, 52 in 2023, 46 in 2024, and 42 in 2025.
- **Retrospective Evaluation:** Upon completion of doctoral studies, graduates are consulted on their entire experience via **Specific Procedure PS8.2-02** ("Communication with Graduates"), with 173 respondents providing feedback between 2021 and 2025.

Analysis of the State of Facts

The institution is judged to have **fully met the requirements** of this indicator. The management system effectively uses digital tools to capture student opinions on teaching quality, ensuring anonymity to encourage honest feedback. Although the indicator refers to "biannual" evaluations, the SDI applies these assessments annually for the taught components of the first year (PPUA I) and retrospectively upon graduation, which is appropriate for the three-to-four-year doctoral cycle.

Within the **Systems Engineering** domain, the internal evaluation report notes that while the number of completed questionnaires was relatively small during the 2021–2025 period, the feedback provided was **consistently positive**. The analysis of these results forms a part of the periodic internal evaluation of the doctoral field, proving that the organizational component uses this data to monitor and ensure the quality of teaching and guidance.

Aspects that Constitute Best Practice Examples

- **Bilingual Feedback Integration:** Providing evaluation tools in **both Romanian and English** is a best practice for inclusive internationalization, ensuring that all doctoral students can influence the quality of the program.
- **Qualitative Curricular Feed-Forward:** Including a dedicated section (Criterion C3) where students can suggest **specific subjects to be added or replaced** allows the SDI to align the curriculum with the actual research needs of the students.
- **Traceable Alumni Feedback:** Using a formalized procedure (**PS8.2-02**) for graduate communication allows the university to capture high-level insights on the professional value of the training from the perspective of newly minted specialists.

Recommendations

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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

Transilvania University of Brașov (UNITBV) systematically collects, processes, and analyzes data related to its institutional processes to continuously improve the performance of its information system through the introduction of information technologies. This is supported by several specialized digital platforms:

- **Doctoral Record-Keeping Platform (http://doctorat.unitbv.ro/):** A dedicated system that tracks doctoral students from admission to thesis defense, recording grades, credits, status transitions, and tuition fee payments.
- **ACADEMICS Platform:** A newly implemented tool designed for the efficient management of research results, including the generation of annual **FRACS research activity reports** and **CNATDCU files** for supervisors.
- **Institutional Repository (https://repository.unitbv.ro):** An open-access archive for scientific research results, including doctoral theses, articles, and studies.
- **Intranet and E-learning Platforms:** Members of the academic community access resources such as PPUA-I schedules, instructions, forms, and the **Turnitin similarity analysis software** through dedicated institutional portals.
- **External Benchmarking:** The university annually submits data to international ranking systems, such as **Times Higher Education** and **QS Ranking**, to monitor its global standing.

Analysis of the State of Facts

The institution is judged to have **fully met the requirements** of this indicator. The judgment is justified by the fact that the digitization of quality assurance processes is a strategic priority at UNITBV, as codified in its **Digital Transformation Strategy**.

The systems are not merely administrative archives; they are functional management tools that ensure data accuracy through **multi-level, password-based access** for the SDI secretariat, doctoral supervisors, and students. This allows students to verify their own data and correct discrepancies quickly, enhancing transparency and reducing workload. The integration of the ACADEMICS platform demonstrates a proactive evolution toward specialized tools for research metrics, ensuring that the quality assurance process is grounded in accurate, real-time data. The consistent use of Turnitin further ensures that the data collected regarding scientific integrity is rigorous and verifiable.

Aspects that Constitute Best Practice Examples

- **Specialized Research Management (ACADEMICS):** Utilizing a dedicated platform to automate the collection and reporting of research results (FRACS) is a best practice that ensures **consistent data quality** for internal and external evaluations.
- **Transparent Multi-Level Access:** Designing record-keeping platforms with specific access rights for students and supervisors promotes **data traceability and self-verification**, minimizing material errors.
- **Strategic Ranking Integration:** The proactive annual reporting to international ranking systems demonstrates a high level of **institutional commitment** to comparing internal quality data against global standards.

Recommendations

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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

Transilvania University of Brașov (UNITBV) and its **Interdisciplinary Doctoral School (SDI)** ensure the transparency of information of public interest through a multi-layered digital communication strategy. Access to information is regulated by specific institutional procedures and is primary disseminated through the following channels:

- **Institutional and Faculty Websites:** General information on study programs, diplomas, human resources, and facilities is published on the main UNITBV website and the **Faculty of Electrical Engineering and Computer Science (IESC)** website.
- **SDI Website:** A dedicated portal for doctoral studies provides structured information on **admission procedures, doctoral research topics, list of supervisors, fees, and internal regulations**. Information required for international candidates is provided in **English**.
- **Annual Updates:** Doctoral topics and the CVs of supervisors are **updated annually** to provide potential candidates with current information for choosing research directions.
- **Visibility of Scientific Performance:** The academic performance of doctoral supervisors is publicly traceable through links to international platforms such as **IEEE Xplore, Google Scholar, Scopus, and ORCID**, as well as the institutional **ACADEMICS-IESC** section.
- **Research Infrastructure:** Detailed descriptions of the laboratories and equipment serving the **Systems Engineering** field are available on the research center and faculty webpages.

Analysis of the State of Facts

The institution effectively ensures public access to information by maintaining specialized digital platforms that cater to both domestic and international stakeholders. The judgment that this indicator is **fulfilled** is justified by the high level of granularity and the systematic update cycle of the information provided.

The transparency of the **Systems Engineering** program is particularly robust because it links internal data (such as doctoral topics) with external international metrics (supervisor Hirsch indices and publication records), allowing applicants to verify the quality of guidance independently. Furthermore, the existence of institutional and study program evaluation reports on the public website confirms that the results of quality assessments are open to public scrutiny. The provision of information in English directly supports the university's strategic goal of internationalization.

Aspects that Constitute Best Practice Examples

- **Integrated International Metrics:** Linking supervisor profiles directly to international scientific databases (Scopus, WOS, IEEE) provides a transparent and **objective validation of expertise** for potential candidates.
- **Bilingual Information Transparency:** Maintaining a dedicated English-language section for doctoral studies ensures that the program is accessible to a **global audience**, facilitating international recruitment.
- **Structured Resource Mapping:** Publicly detailing research infrastructure at the level of specific research centers allows applicants to assess the **technical feasibility** of their proposed doctoral topics.

Recommendations

-

The indicator is: fulfilled.

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) and the **Organizing Institution for Doctoral Studies (IOSUD-UNITBV)** ensure the transparency of decision-making through formal communication channels and structured participation. The institutional framework for these processes is documented as follows:

- **Communication at the Institutional Level:** Decisions made at the university level are communicated transparently to the entire university community and are published on the institutional website.
- **SDI Communication Channels:** At the level of the **Interdisciplinary Doctoral School (SDI)**, communication with its primary stakeholders is carried out through dedicated group email addresses for doctoral supervisors (**condstdrd@unitbv.ro**) and doctoral students (**doctoranzi-stagiu@unitbv.ro**).
- **Publication of Decisions:** The decisions of the **Council for Doctoral Studies (CSUD)** are published on its dedicated website and are systematically communicated to all community members involved in doctoral activities.
- **Regulatory Transparency:** All regulations, methodologies, and specific instructions (the IS series) that govern doctoral life are posted on the SDI website for public and internal consultation.
- **Field-Level Coordination:** In the **Systems Engineering (SE)** domain, the field coordinator maintains active and direct contact with all doctoral supervisors to ensure they are adequately informed about the decision-making processes within the SDI and CSUD.
- **Democratic Foundation:** A significant fact regarding the transparency and consensus of the SDI's governing rules is that the initial version of the **SDI Regulations** and its package of specific instructions were adopted through a **universal, direct, and secret vote** by all doctoral supervisors within the IOSUD.

Analysis of the State of Facts

The institution is judged to have **fully ensured** transparent decision-making processes. The analysis of the current state of facts confirms that transparency is achieved not just through the passive publication of documents, but through an active, multi-layered communication strategy that reaches supervisors and students directly.

The judgment of fulfillment is justified by the integration of transparency into the **procedural lifecycle** of the university. The use of targeted group email lists ensures that critical information—such as changes in methodologies or upcoming deadlines—is proactively "pushed" to stakeholders rather than requiring them to seek it out. Furthermore, the representation of teaching staff, supervisors, and students within the **CSUD and C-SDI** ensures that the decision-making process itself is inclusive and representative of the community's needs. The practice of allowing all supervisors to vote on the doctoral school's regulations acts as a high-level guarantee of institutional transparency and "buy-in," ensuring that the rules governing the school are understood and accepted by those who must implement them.

Aspects that Constitute Best Practice Examples

- **Universal Secret Voting:** Using a universal, direct, and secret vote by doctoral supervisors to adopt the core SDI Regulations is a best practice that ensures **democratic legitimacy and transparency** in institutional governance.
- **Targeted Communication (Group Emails):** Maintaining dedicated, moderated group email addresses for supervisors and students ensures that **decision-relevant information** is disseminated efficiently and reach the intended audience without administrative friction.
- **Direct Field Coordination:** The role of the **Systems Engineering field coordinator** as a proactive information bridge ensures that domain-specific faculty remain synchronized with the strategic decisions of the central doctoral councils.

Recommendations

-

The indicator is: fulfilled.

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

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

Presentation of the State of Facts

Transilvania University of Brașov (UNITBV) and its **Interdisciplinary Doctoral School (SDI)** strictly adhere to the legal requirements for external quality evaluation, conducting these processes periodically every five years. These evaluations are carried out by the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)**.

The process is highly structured:

- **Evaluation Planning:** The university follows a specific calendar for the internal evaluation of doctoral fields, which must be approved by the Board of Directors.
- **Report Preparation:** For each field, such as **Systems Engineering (SE)**, a field coordinator leads a dedicated working team to prepare the **Internal Evaluation Report (REI)**. This team receives organizational support from the **Council for Doctoral Studies (CSUD)** and the SDI.
- **Previous Performance:** The last external evaluation of the Systems Engineering domain was conducted in 2021, resulting in a decision to **maintain accreditation**.
- **Continuous Monitoring:** Following the 2021 cycle, a mid-term progress assessment report was completed in 2024 to verify the implementation of recommendations.
- **Current Cycle:** The request to initiate the current external evaluation to maintain accreditation for Systems Engineering was formally approved by the Board of Directors through **HCA no. 37/17.02.2026**.

Analysis of the State of Facts

The institution is judged to have **fully carried out** all procedures related to external quality evaluation. This judgment is based on the university's consistent adherence to the five-year evaluation cycle and its proactive approach to internal preparation.

The effectiveness of these procedures is evidenced by the successful 2024 progress assessment, which confirmed that recommendations for indicators previously judged as "partially fulfilled" in 2021 have been successfully implemented. Furthermore, the organizational structure—comprising the CSUD, SDI, and field coordinators—ensures that the evaluation is not a one-time administrative event but part of a **continuous quality improvement loop**. The public availability of previous external and mid-term reports on the ARACIS website demonstrates high institutional transparency.

Aspects that Constitute Best Practice Examples

- **Dedicated Field Coordinators:** Assigning a specific supervisor to lead the internal evaluation of the Systems Engineering field ensures that the technical and scientific nuances of the domain are accurately reflected in the REI.
- **Mid-Term Progress Tracking:** The systematic preparation and filing of progress reports (e.g., the 2024 report) between five-year cycles ensures that recommendations are addressed promptly rather than being delayed until the next accreditation window.
- **Board-Level Oversight:** Requiring Board of Directors' approval for evaluation calendars and requests ensures that quality assurance is a **strategic priority** at the highest level of university management.

Recommendations

-

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ **Domain Dynamism:** The field is highly attractive and dynamic, particularly regarding research directions in **intelligent systems**. ✓ **Strong Industrial Partnerships:** Doctoral supervisors maintain solid collaborations with **private companies** engaged in research and development within the Systems Engineering sector. ✓ **Human Expertise:** The teaching staff within the Department of Automation and Information Technology (ATI) possess extensive and **relevant experience** for this specific field. ✓ **Educational Continuity:** UNITBV offers a complete **Bachelor-Master-Doctorate** educational line, ensuring a steady internal pipeline of candidates. ✓ **Infrastructure and Resources:** The material base, primarily centered at the **Research and Development Institute (ICDT)**, is adequate for meeting the program's research and teaching objectives. ✓ **Robust Quality Assurance:** The university-wide evaluation and quality	INTERNAL FACTORS	✓ **Limited Number of Supervisor:** There is a **low number of active doctoral supervisors** currently in the field. ✓ **Internationalization Gaps:** There is a need for more **jointly supervised theses (co-tutelage)** and a greater inclusion of international experts in guidance and referee committees. ✓ **Low Mobility Participation:** Students have shown **insufficient involvement in Erasmus+** events and international mobility programs. ✓ **Equipment Modernization:** Frequent renewal of high-tech laboratory equipment faces logistical and financial difficulties. ✓ **Regulatory Awareness:** Some evidence suggests that while institutional systems and procedures are available, they are **not always fully known or read** by the doctoral students

assurance system provides reliable guarantees for achieving educational results. ✓ **Institutional Culture:** Evaluations highlight a **constructive and democratic culture** within the domain, supported by strong communication between professors and students.		
SWOT analysis		
Opportunities: ✓ **Market Demand:** There is a significant and **increasing demand for specialists** in systems engineering, particularly for intelligent systems, in the labor market. ✓ **Collaborative Ecosystem:** The Faculty of Electrical Engineering and Computer Science (IESC) benefits from a **favorable local environment** through partnerships with regional economic stakeholders. ✓ **Project Integration:** The integration of doctoral students into **ongoing research grant teams** provides vital support for their scientific activity. ✓ **University Alliances:** Participation in the **UNITA Alliance** (consisting of 12 partner universities) offers expanded frameworks for international cooperation and funding.	EXTERNAL FACTORS	**Threats:** ✓ **Faculty Sustainability:** A potential **decrease in the number of tenured supervisors** poses a risk to the long-term continuity of the doctoral field. ✓ **Funding Fluctuations:** National-level **reductions in public funding** for research can impact the domain's resources. ✓ **Technological Velocity:** The **rapid pace of technological change** requires constant and costly updates to both infrastructure and research directions. ✓ **Recruitment Competition:** There is **relatively low interest** from some master's graduates in pursuing doctoral studies, as they are often attracted by immediate and lucrative opportunities in the industry. ✓ **Student Attrition:** There is

✓ **Funding Access:** There is growing access to **European funding** specifically dedicated to doctoral research.		a risk that students may choose to **pursue their degrees in other EU countries** due to higher scholarship incentives or perceived international prestige

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	• Recommendations
	DOMAIN A. Institutional capacity		
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	**Feedback Formalization:** Strengthen the formal mechanisms for documenting how specific stakeholder feedback was integrated into revised regulations to further enhance perceived transparency. Periodically use targeted questionnaires to specifically gather **doctoral students' feedback** on the state of laboratory maintenance and dormitory conditions to identify areas for rapid improvement. **Transparency of Impact:** Periodically publish summary reports for doctoral students (e.g., "You Said, We Did") documenting how **student feedback has led to concrete changes** in teaching methods or course content to increase engagement with the evaluation process.
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	F	**Infrastructure Modernization and Maintenance:** Continue to prioritize

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	• Recommendations
	optimal conditions for studying, living and research, as well as for work.		investments in state-of-the-art research infrastructure and the digitization of educational resources to keep pace with the rapid technological changes in Systems Engineering. Strengthen **preventive maintenance measures** for specialized high-tech research equipment to ensure long-term sustainability and safety.
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	**Professional development:** Periodically use targeted surveys to gather staff input, ensuring that professional development offerings remain aligned with the rapidly changing needs of Systems Engineering.
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	**Accessibility Enhancements:** Further diversify educational support services by developing additional digital mechanisms for **curricular and digital adaptation**, specifically tailored for students with special educational needs. The organizational component should ensure that doctoral students have access to student card benefits.
	• 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	**Curricular adaptation and technological synchronization:** Periodically review and update learning outcomes and course content to ensure they remain synchronized with the rapid pace of technological change in Systems Engineering.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	• Recommendations
	teaching strategies used in the learning and teaching activities and experiences.		
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with 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	**Access to information relevant to the study program:** The Doctoral School should publish all course syllabi for optional disciplines within the Advanced University Training Program including learning outcomes and specific competencies to be acquired, course content and thematic structure, teaching and learning methodologies, assessment and grading criteria as well as the relevant bibliography.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	**Digital traceability and optimize feedback loops:** Implement more targeted information campaigns within the **Systems Engineering** field to increase the participation rate of doctoral students in teacher and program evaluation questionnaires. Continue to streamline and formalize the feedback stages of preliminary defenses to ensure students receive **the most actionable scientific guidance** possible. Extending the **dedicated electronic platform** (doctorat.unitbv.ro) for recording and communicating exam results to ensure full transparency for both students and supervisors.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	• Recommendations
	establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.		
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
• DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	**Effectiveness Monitoring:** Implement periodic reviews specifically designed to **monitor the long-term effectiveness** of these quality procedures in improving graduate outcomes.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	• Recommendations
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		
Domain B. Educational efficacy	14		
Domain C. Quality management	10		
Total	32		

General Recommendations

In addition to the specific recommendations provided for each performance indicator, the following general recommendations are formulated based on the institutional strategy and the long-term development goals for the **Systems Engineering (SE)** doctoral domain:

- **Human Resource Sustainability:** Address the challenge of the **low number of doctoral supervisors** in the field by proactively encouraging and supporting the habilitation of faculty members to ensure long-term sustainability of the Systems Engineering Domain. Continue to encourage participation in Erasmus+ and UNITA alliance mobilities to further harmonize course content with European standards. Continue the dissemination of research results, specifically targeting publications in high impact WOS-indexed journals and other recognized international publications.
- **Internationalization and mobility:** Intensify efforts to initiate **jointly supervised theses (co-tutelage)** and increase the systematic inclusion of **international experts** in doctoral guidance and referee committees. Further capitalize on European university alliances, such as UNITA, to develop joint research projects and increase the visibility of Systems Engineering research and implement more awareness campaigns to encourage SE doctoral students to utilize **mobility** programs such as Erasmus+ and UNITA, with a focus on longer-term international research stages. Leverage the high international visibility of current supervisors to attract a more diverse pool of foreign doctoral students.
- **Stakeholder Engagement and transparency:** Complete the restructuring of the SDI website to ensure all regulations, reports, and administrative forms are available in a **unified, bilingual (Romanian & English) format** to facilitate international recruitment. Continue to

implement and refine the current admission conditions based on transparency and fairness. Formalize thematic focus groups with **industrial partners** to better align research directions with emerging market needs in System Engineering. Identify and implement additional tailored measures to further increase the proactive involvement of doctoral supervisors, students, and employers in the periodic review of internal processes and extend employer feedback to ensure that the doctoral program meets the practical needs of industrial and academic research sectors.

Summary of Analyzed Performance Indicators

Based on the **2026 Internal Evaluation Report** for the Systems Engineering doctoral study domain and the institutional framework provided by ARACIS, the numerical summary of the evaluation is as follows:

- **Total Number of Analyzed Performance Indicators: 32**.
  - **Domain A (Institutional Capacity):** 8 indicators.
  - **Domain B (Educational Effectiveness):** 14 indicators.
  - **Domain C (Quality Management):** 10 indicators.

Assessment Results:

- **Fulfilled: 32** indicators.
- **Partially Fulfilled: 0** indicators.
- **Unfulfilled: 0** indicators.

The analysis confirms that the domain has addressed all recommendations from the previous 2021 external evaluation, specifically implementing measures for indicators that were previously judged as "partially fulfilled," thereby reaching **full compliance** across all current performance standards.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.
*The internal evaluation of the **Systems Engineering (SE)** doctoral study domain at Transilvania University of Brașov (UNITBV) reveals a robust academic and research environment. Based on the 2026 Internal Evaluation Report and the institutional framework, several important aspects characterize the quality of education in this field.*

Important Aspects Noted During Evaluation

- ***High-Caliber Human Resources:** The domain is supported by doctoral supervisors who possess extensive professional expertise and significant international visibility. Supervisors meet the required national **CNATDCU standards**, with records of high-impact publications in WOS-indexed journals and leadership roles in international scientific committees.*
- ***Modern Research Infrastructure:** Doctoral students have access to state-of-the-art facilities, primarily within the **Research and Development Institute (ICDT)** and specialized laboratories like the Process Control Systems (SCP) center. This is supplemented by high-performance software, such as **MATLAB/Simulink** with full institutional access.*
- ***Advanced Digital Integration:** UNITBV has successfully digitized its quality assurance and administrative processes. Key platforms include the **ACADEMICS** portal for research result management and a dedicated online tracking system (http://doctorat.unitbv.ro/) that provides transparent, multi-level access for students and supervisors.*

- ***Structured Quality Management:*** *The evaluation process is grounded in a comprehensive internal quality assurance system (SIAC). The use of* ***nine specific instructions (IS series)*** *ensures that all stages of the doctoral lifecycle—from affiliation to thesis defense—are governed by clear, transparent, and periodically reviewed procedures.*
- ***Strong Socio-Economic Links:*** *The domain maintains close collaborations with* ***private companies*** *and industrial partners. This synergy ensures that research topics are relevant to current technological needs and allows students to integrate into funded, applied research projects.*

General Conclusions on Educational Quality
The quality of education delivered within the Systems Engineering doctoral field is judged to be of a high standard, aligned with ***Level 8 of the European Qualifications Framework (EQF)****. The program successfully fulfills its mission to train highly qualified specialists capable of original scientific investigation and innovation. Key indicators of this quality include:*

- ***Effective Learning Outcomes:*** *The curriculum is research-oriented from the start, with* ***Individual Training Programs (PID)*** *tailored to each student's specific research needs.*
- ***Proven Scientific Impact:*** *The effectiveness of the program is validated by the high rate of* ***first-author publications*** *by doctoral students in prestigious IEEE and WOS-indexed venues.*
- ***Full Regulatory Compliance:*** *The domain has successfully addressed recommendations from previous evaluations, now meeting* ***all 32 performance indicators*** *required for maintaining accreditation (as noted in the summary of analyzed indicators).*

Future Directions and Challenges
While the domain demonstrates strong performance, the evaluation identifies strategic areas for future development:

- ***Human Resource Sustainability:*** *There is a prioritized need to support the* ***habilitation of younger faculty members*** *to expand the pool of active doctoral supervisors.*
- ***Internationalization Expansion:*** *Efforts will be intensified to attract more international candidates, initiate* ***jointly supervised theses (co-tutelage)****, and increase student participation in* ***Erasmus+ and UNITA*** *mobility programs.*
- ***Recruitment Competition:*** *A significant challenge remains in attracting domestic master's graduates, who are often drawn to immediate lucrative opportunities in the industry. Strengthening the promotion of research careers is essential to maintaining a steady pipeline of doctoral talent*

Propose and substantiate a decision.

Based on the comprehensive internal evaluation of the ***Systems Engineering (SE)*** *doctoral study domain at Transilvania University of Braşov (UNITBV), the* ***following decision is proposed:***
Maintaining Accreditation (MAC)

Substantiation of the Decision
The proposal to maintain accreditation is substantiated by the following findings from the 2026 Internal Evaluation Report and supporting institutional documents:

- ***Full Regulatory Compliance:*** *The evaluation covered a total of* ***32 performance indicators*** *across three domains (Institutional Capacity, Educational Effectiveness, and Quality Management) [conversation history]. All* ***32 indicators were assessed as fulfilled****, with no indicators found to be partially fulfilled or unfulfilled [conversation history].*
- ***Resolution of Previous Recommendations:*** *The institution successfully addressed the deficiencies identified in the 2021 external evaluation. Specifically, the 2024 external progress assessment report concluded that recommendations for indicators previously judged as "partially fulfilled" have been fully implemented.*

- ***High-Caliber Human Resources:*** *The SE domain is supported by doctoral supervisors who exceed the minimum national **CNATDCU standards**. Supervisors demonstrate significant international visibility through high Hirsch indices and active roles in the scientific committees of top-tier journals and international conferences.*
- ***Modern Research Infrastructure:*** *Doctoral students have access to advanced research facilities, primarily within the **Research and Development Institute (ICDT)**. This includes specialized laboratories and institutional access to high-performance research software like MATLAB/Simulink.*
- ***Effective Scientific Dissemination:*** *The program's educational effectiveness is validated by robust scientific output. Between 2021 and 2025, doctoral students published **20 articles in WOS-indexed journals** and **5 articles in WOS-indexed international conference proceedings**, with a high rate of first-authorship [conversation history, 325].*
- ***Robust Quality Assurance System:*** *The **Interdisciplinary Doctoral School (SDI)** has implemented a mature internal quality assurance system (SIAC). The use of **nine specific instructions (IS series)** ensures that all doctoral processes—from admission to the public defense of the thesis—are transparent, periodically reviewed, and consistently applied.*
- ***Digital and Procedural Transparency:*** *UNITBV has successfully digitized its administrative and quality tracking processes through platforms like **ACADEMICS** and the dedicated doctoral record-keeping portal. Decision-making processes are transparent, involving representatives from the teaching staff, doctoral students, and the business community.*

*In conclusion, the Systems Engineering doctoral domain meets all the criteria established by the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)** and demonstrates a high standard of educational and research quality aligned with **Level 8 of the European Qualifications Framework***
Proposed Decision: maintaining accreditation (MAC).

VII. Annexes

Calendarul vizitei de evaluare externă a calității domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization**: Universitatea Transilvania din Braşov /**„Transilvania“ University of Brasov
Şcoala doctorală/ Doctoral School**: Şcoala Doctorală Interdisciplinară /** Interdisciplinary Doctoral School
Domeniul de doctorat/ Doctoral Domain**: Ingineria sistemelor /** Systems Engineering
Obiectivul evaluării externe/ The objective of the external evaluation**:** *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat)* **menţinerea acreditarii** */ maintenance of accreditation*
Perioada vizitei de evaluare/ The evaluation period: *13-14.07.2026*

Comisia de experţi evaluatori ai ARACIS/ Evaluation panel:
Reprezentantul IÎS/OFE:

Nr./No.	III.1 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	***Moisescu Mihnea Alexandru***	*Membru - Cadru didactic RNE*
2.	***Tihomir Latinovic***	*Membru - Evaluator internațional RNE-I*
3.	***Lovasz Karla-Elisabeth***	*Membru - Student doctorand RNE-S*

Nr./No.	Numele şi prenumele/Last Name and First Name	Calitatea/Team role
1.	*Suciu Constantin*	*Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Luni/ *Monday*, 13.07.2026			
11:00-12:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Rectorat, Clavecin Room (B-dul Eroilor nr. 29) (https://maps.app.goo.gl/uXGQRjPKCyDZoMVs8)
12:00-12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of*	Rectorat, Clavecin Room

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	the organisational component	*the organisational component* - Persoana de contact/ *Contact person*	
12:50 – 13:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ ***Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Cadre didactice conducători de doctorat/ ***Teaching staff who are PhD supervisors***	Rectorat, Clavecin Room - Prof. univ. dr. Mona Arhire, Director of the Interdisciplinary Doctoral School - Prof. dr. Alexandru Enesca - Prof. dr. ing. Lucian Itu - Prof. dr. ing Florin Moldoveanu - Prof. dr. ing. Constantin Suciu
13:40-14:40	Pauză/ *Break*		
14:40-15.10	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Rectorat, Clavecin Room
15.10-16.00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with representatives of*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Rectorat, Clavecin Room

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	the quality assurance organisational structures		
16:00-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers [*] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Rectorat, Clavecin Room
17:00-17:10	Pauză/ *Break*		
17:10-18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi** [†] , [‡] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni [§] of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Rectorat, Clavecin Room
18.00-19.00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai**	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în	Rectorat, Clavecin Room

[*] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.
[†] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[‡] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

[§] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii*/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	
Marţi/ *Tuesday*, 14.07.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	V III 14 (https://maps.app.goo.gl/9k4JQM9LbsTAQQr76)
9:30 - 11:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Transilvania University Research Institute (ICDT) (https://maps.app.goo.gl/EhV67QeSneoeMQdi8)

* Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
		- Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	
11:30-11:40	Pauză/ *Break*		
11:40 – 12.30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Building V
12.30-13.20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)**/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Echipa care a realizat REI/ ***Team that has drafted the IER***	
13:20-14:20-	Pauză de prânz/ *Lunch*		
14:20-14:50-	Întâlnire tehnică a comisiei de experți	- Comisia de experți evaluatori ai	VIII14

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	evaluatori/ *Technical meeting of the expert evaluation panel*	ARACIS/ *Panel members*	
14:50-15:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi * doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	
15:40-16:30-	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	VIII14
16:30-18:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	VIII14
18:00-19:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎIS sau a OFE, după caz și ai conducerii componentei	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/	V III 14

* Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	*Representatives of the management* - Persoana de contact/ *Contact person*	

Rectorat - B-dul Eroilor nr. 29
Building V - Str Mihai Viteazu nr.5
Transilvania University Research Institute (ICDT) - str. Institutului nr. 10

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:
• departments providing IT support, for instance regarding the organization of online activities
• departments for international relations and student mobility
• the Counseling and Career Guidance Center, etc.

Prepared by,

Contact person Universitatea Transilvania Braşov
Suciu Constantin

Coordinator of the evaluation team,

Mihnea Moisescu