



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și domeniile de studii universitare de doctorat, după caz, cuprinse în anexele 1-16, care fac parte integrantă din prezenta hotărâre.

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

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

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

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



Art. 4. Prezenta hotărâre intră în vigoare la data de 27.08.2026.

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

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

Daniela Cristina GHIȚULICĂ

Director general

Carmen MIRIAN

Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU

Director Direcția Juridică, Cooperare, Comunicare și Formare

Consilier juridic

NR. 260/H/27.08.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

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

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

ANEXA NR. 7

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 7.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea din Craiova	
Școala(ile) doctorală(e)	Științe	
Domeniul de studii universitare de doctorat (DSUD)	Matematică	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Exacte și Științe ale Naturii (CPS_C1) din 17.08.2026, propunerea de decizie fiind consemnată în PV nr.4371/17.08.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr.4487/27.08.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: 0	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: 0 N: 0
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: 0	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: 0 N: 0
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: 0	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: 0 N: 0
Motivarea deciziei		
Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: 32 indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.		
Decizia	Menținerea acreditării	



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

Higher Education Institution/Education Provider Organization:	IOSUD, University of Craiova
Doctoral School:	Doctoral School of Sciences
Doctoral Domain:	Mathematics
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Mortici Cristinel	Expert evaluator	
2.	Welk Martin	International Expert	
3.	Chiper Alexandra	PhD Student Evaluator	

I. Introduction

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

This external evaluation report was prepared in the context of the periodic external evaluation of the doctoral field Mathematics within the Doctoral School of University of Craiova, carried out for the purpose of maintaining the accreditation of the doctoral field.

The site visit was conducted on 23–24 July 2026 at University of Craiova.

The external evaluation panel consisted of:

- Prof. dr. Cristinel MORTICI, “Valahia” University of Târgoviște – Panel Coordinator
- Prof. dr. Welk Martin, University of Applied Sciences Technology, Business and Design – International Expert
- Drd. Alexandra CHIPER, Ovidius University of Constanța– Student Representative

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

The University of Craiova is a public institution of higher education and scientific research, established in the mid-20th century as the fifth university in Romania — following, in chronological order, those in Iași, Bucharest, Cluj, and Timișoara. As an accredited public higher education institution, it stands as a foundational centre of learning, an essential pillar of the national educational system, and a prominent presence in contemporary society.

At present, the University comprises twelve faculties: Letters; Sciences; Orthodox Theology; Physical Education and Sports; Agronomy; Horticulture; Law; Social Sciences; Economics and Business Administration; Electrical Engineering; Mechanics; and Automation, Computers and Electronics. Alongside these, an autonomous unit — the Department for the Training of the Teaching Staff (DPPD) — also operates within the institution.

The University of Craiova functions as an Institution Organising Doctoral Studies (IOSUD) and hosts ten doctoral schools.

Its teaching and research activities are conducted on the principle of university autonomy — a form of self-governance exercised within the legal framework set out by the Constitution of Romania and Law no. 199/2023 on National Education. All internal regulations and decisions observe this framework, and every institutional activity aligns with the provisions of the University's Charter, approved by the Senate on 28 November 2023 and drafted in accordance with the University's institutional reform measures.

In line with the national regulations in force, the doctoral field of Mathematics was accredited in 2021, as part of the broader effort by the local academic community to accredit its doctoral study fields. According to the Evaluation Report drawn up by the ARACIS Evaluation Commission, of the 35 criteria set out in the Methodology for the external evaluation of doctoral fields, 32 were fully met at the time; the remaining 3 were partially met and became the subject of an interim evaluation carried out three years after the accreditation visit.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last

external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Doctoral School of Sciences was established within the University of Craiova by consolidating the doctoral fields of Chemistry, Physics, Informatics, and Mathematics into a single doctoral school, in accordance with the National Education Law no. 1/2011 and pursuant to G.O. no. 681/2011 on the Code of Doctoral Studies.

Doctoral studies in Mathematics at the University of Craiova date back to 1967, when Prof. Eugen Dobrescu, PhD, was appointed doctoral supervisor. Since that milestone, doctoral activity has developed steadily, with the number of supervisors rising substantially after 1989. Today, the field of Mathematics within the Doctoral School of Sciences remains one of the principal sources of high-performance scientific research at the University. The overarching mission of the doctoral programme in Mathematics is fully aligned with that of the University of Craiova — "education and scientific research," as set out in Article 14 of its Charter — namely to deliver education and foster research excellence, training highly qualified specialists in mathematics who are equipped to work in national and international companies and organisations, meeting the occupational standards required by employers in Romania and across the European Union.

At present, the Doctoral School of Sciences takes pride in its 21 doctoral supervisors, all with distinguished records in research and teaching. The Mathematics field is represented by seven supervisors: Assoc. Prof. Maria-Magdalena BOUREANU, PhD — Partial Differential Equations, Calculus of Variations, and Nonlinear Analysis; Prof. Andaluzia MATEI, PhD — Calculus of Variations, Applied Nonlinear Analysis, and Limit Problems in Mechanics; Prof. Sorin MICU, PhD — Partial Differential Equations, Control Theory, and Numerical Analysis; Prof. Mihai MIHĂILESCU, PhD — Partial Differential Equations and Calculus of Variations; Prof. Vicențiu RĂDULESCU, PhD — Partial Differential Equations, Calculus of Variations, and Nonlinear Analysis; Prof. Ionel ROVENȚA, PhD — Convex Analysis and Optimization, and Control Theory; and Prof. Cristian VLADIMIRESCU, PhD — Ordinary Differential Equations and Integral Equations.

The number of enrolled students and doctorates awarded fluctuated over time but has generally followed a downward trend. Over the past five years, eight doctoral theses have been defended. Given that only three full-time students are currently enrolled in doctoral studies in Mathematics, we anticipate a decline in the number of theses to be defended in the period ahead.

II. Methods used

The external evaluation was based on the analysis of the following documents and sources of information:

- The Internal Evaluation Report prepared by the Doctoral School of Sciences and its annexes;
- The Progress Report submitted following the interim evaluation conducted in 2025 and the evaluation panel recommendations;
- The Institutional Regulations on Doctoral Studies, the Regulations of the Doctoral School of Sciences, and other relevant institutional regulations;
- The University Charter and the organizational structure of IOSUD-UCv;
- Documentation regarding the doctoral supervisors, doctoral students, research projects, scientific output, international cooperation, and quality assurance procedures;
- Information and publicly available documents published on the websites of the Doctoral School of Sciences (<https://stiinte.ucv.ro/>) and IOSUD-UCv (www.ucv.ro);
- Supporting documents related to the activity of the Doctoral School;

- Information collected during meetings with the university management, the IOSUD management, the Doctoral School management, doctoral supervisors, doctoral students, graduates, employers, and administrative staff;
- Observations made during the site visit, including the inspection of the research and educational facilities made available to doctoral students.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral Study Domain of Mathematics operates within the Doctoral School of Sciences, IOSUD – University of Craiova, under a clearly defined institutional governance framework. Its activity is regulated through institutional regulations, methodologies and operational procedures that are periodically reviewed in accordance with the national legal framework. The organisational structure, responsibilities and decision-making mechanisms are clearly established and consistently implemented.

The university promotes transparency and access to public information; academic integrity is guaranteed by the Code of Ethics, and the quality of education is monitored by a Quality Management Department (through CEAC and the Quality Council), in accordance with European standards. As an institution offering doctoral programs, the university hosts 10 doctoral schools and 24 accredited doctoral fields. Institutional management is the responsibility of the Council for Doctoral Studies (CSUD)—comprising a president appointed through a public competition and seven elected members—while each doctoral school is led by a director and a council elected by doctoral advisors and doctoral students, in accordance with the procedures established by the Senate.

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

The arguments presented confirm the existence, at the University of Craiova, of a solid and coherent institutional framework, with efficiently organized management structures at both the institutional level and the doctoral school level. Responsibilities are clearly distributed among the IOSUD leadership, the CSUD, the administrative structures, and the team of the Doctoral School of Sciences, ensuring transparency and consistency in decision-making throughout the doctoral process. The regulations and methodologies governing the activities of IOSUD–UCv are periodically updated in accordance with legislation and the

requirements of the European Higher Education Area, and in the field of Mathematics, academic governance mechanisms function effectively.

✓ Aspects that constitute best practice examples

Periodic revision of institutional regulations.

Coherent governance structure integrating IOSUD, the Doctoral School and the doctoral domain.

✓ Recommendations

None

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator
I.P.A.1.2.1

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

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

The University of Craiova demonstrates a consistent commitment to involving stakeholders in the development and updating of methodologies, regulations, and procedures. This participatory approach ensures the transparency, relevance, and efficiency of institutional processes: members of the academic community, along with doctoral students, employers, and institutional partners, contribute to improving the regulations in place, promoting collaboration and constructive feedback. The university's strategic plan directly aims to foster openness toward the economic and sociocultural environment, an orientation reflected in the work of the Quality Management Department.

At the level of the Doctoral School of Sciences, the documents requiring broad consultation with doctoral advisors include the Doctoral School Regulations, admission requirements, thesis writing guidelines, learning outcomes, and curriculum plans - all of which are drafted in consultation with all members. Course descriptions and their outlines, which make up the Advanced University Training Programs, are typically discussed among doctoral advisors in the same field.

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

The University of Craiova promotes a culture of full transparency, providing all stakeholders with open access to up-to-date regulations and procedures through its official platform (www.ucv.ro). This constant flow of information is supported by a participatory decision-making process, in which the expertise of faculty and administrative staff is combined with the voices of doctoral students, who are directly represented in governing bodies such as the Senate and the CSUD. This institutional effort is reinforced through regular consultation with doctoral advisors, the alumni community, and support structures, shaping a collaborative framework that ensures quality and aligns the objectives of the evaluated field with the university's mission of excellence in education, research, and innovation.

✓ Aspects that constitute best practice examples

Participation of multiple stakeholder categories in institutional governance.

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

✓ Recommendations

None

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The institution's facilities are substantial and functionally well-balanced. It comprises a central building, 6 university campuses, 11 student dormitories, over 156 lecture and seminar halls, 352 laboratories, a central library and 14 branch libraries, 40 reading rooms, 4 educational and experimental resorts, and a university club - all of which belong to the university. Administration is the responsibility of the Technical Department within the General Administrative Directorate, which manages the facilities for teaching, housing, dining, and study. The university also owns three research centers and an infrastructure for applied sciences (INCESA), where many doctoral students conduct their research.

As they are affiliated with the faculties, the doctoral schools benefit from all their facilities. Thus, the Doctoral School of Sciences utilizes the resources of the Faculty of Sciences: offices, lecture and seminar rooms, laboratories, libraries, and research facilities housed within the Center for Nonlinear Analysis and Applications (CNAA) and the Center for Interdisciplinary Research in Sciences (C2CIS). The facilities meet the standards for quality education and are accessible to people with disabilities; supporting students with disabilities and/or special educational needs is a collective responsibility, to which the DPPD, the Center for Career Counseling and Guidance (CCOC), and student volunteers from all levels of study contribute.

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

IOSUD-UCv provides modern facilities that bring doctoral, research, and administrative activities in line with European quality standards. The technical and digital infrastructure of the laboratories and research centers enables the integration of theoretical and experimental aspects, offering optimal working conditions for faculty and doctoral students. Thus, ongoing investments in digitization and accessibility foster a high-performing environment dedicated to interdisciplinary research and academic excellence in the evaluated field. In discussions with doctoral students, they mentioned that they are satisfied with the university's facilities and the access to resources it provides.

✓ Aspects that constitute best practice examples

Research infrastructure supported by CNAA.

✓ Recommendations

None

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the University of Craiova, both movable and immovable assets are managed by specialized staff who monitor and conduct an annual inventory of the assets under their responsibility. The University applies institutional procedures for the maintenance and continuous improvement of its educational and research infrastructure. Material resources are regularly updated and managed to ensure appropriate conditions for learning, research and academic activities.

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

The university manages its physical infrastructure efficiently and responsibly, with a focus on the maintenance, modernization, and sustainable use of facilities and equipment. Resource management is carried out in accordance with internal regulations (including strategic and operational plans) and is supplemented by periodic feedback from doctoral students, which confirms the adequacy of conditions for study, research, and university life. Discussions with university representatives revealed that the university is committed to the continuous improvement of its infrastructure.

- ✓ Aspects that constitute best practice examples

Continuous investment in institutional infrastructure.

- ✓ Recommendations

None

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

For the recruitment of teaching and research staff, whether for indefinite or fixed-term positions, the University of Craiova organizes public competitions to fill vacant positions, based on its own procedures and methodologies, in accordance with the national regulatory framework. According to the Regulations on the Organization and Operation of Doctoral and Postdoctoral Studies, the affiliation of a doctoral advisor with a doctoral school requires meeting the minimum criteria set by the school and the relevant institutional requirements. In the case of the Doctoral School of Sciences—and, by extension, the field of

Mathematics—the mandatory national minimum criteria for obtaining the habilitation certificate, valid in the year the affiliation application is submitted, apply.

The Doctoral Study Domain of Mathematics benefits from qualified doctoral supervisors who fulfil the national eligibility standards. Their scientific activity is reflected in a substantial number of publications in internationally indexed journals, research projects and participation in scientific collaborations.

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

The faculty members involved in the doctoral programs in the evaluated field possess the qualifications, scientific competencies, and professional experience necessary to teach courses and supervise research, in accordance with current national standards. Their expertise provides an appropriate academic environment for doctoral supervision and contributes directly to the research achievements of doctoral students.

- ✓ Aspects that constitute best practice examples

High international scientific productivity.

Active involvement of doctoral students in research publications.

- ✓ Recommendations

None

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Since the last accreditation of its doctoral programs in 2021, the University of Craiova has carried out numerous projects funded by national and European sources dedicated to human resource development. In 2022, the project “New Horizons in the Digital Age” focused on developing skills in advanced digital fields, with the participation of 490 of the university’s own faculty members. Through the “Research Performance” project, aimed at doctoral and postdoctoral students from three partner universities, support mechanisms were created to help them complete their studies and enter the job market. Furthermore, the university serves as a hub within the Romanian National Quantum Communication Infrastructure consortium—the national version of the Digital Europe Program—which aims to develop the infrastructure and train qualified personnel for the implementation of quantum computing technologies.

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

The University supports the professional development of its academic staff through participation in research projects, scientific events, international collaborations and mobility programmes. Institutional policies encourage continuous academic development and international visibility. Professional development opportunities are diverse and effectively support the continuous improvement of academic competences. The institutional strategy is consistent with the objective of strengthening research excellence.

- ✓ Aspects that constitute best practice examples

Institutional support for international mobility.

Participation in European academic networks.

✓ Recommendations

None

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

Teaching and research staff are hired based on institutionally established recruitment criteria that are specific to each field and comply with the national regulatory framework. The university ensures the transparency of the process by publishing the methodology and job postings on its dedicated recruitment website.

The status of doctoral advisor is acquired after obtaining the habilitation certificate, based on the IOSUD–UCv methodology. Those who have obtained this right in a scientific field may apply for affiliation with a doctoral school, in accordance with IOSUD's internal procedure, which establishes clear criteria regarding scientific activity, academic performance, and involvement in doctoral training. For accredited fields, the university recognizes the status of doctoral advisor for specialists who hold this status in EU member states, the European Economic Area, or the Swiss Confederation. For the evaluated field, affiliation is available to candidates who meet the mandatory minimum requirements set forth in the school's regulations.

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

Recruitment and appointment procedures for academic staff are regulated through transparent institutional regulations consistent with national legislation. Selection criteria, competition procedures and appointment decisions are publicly available and uniformly applied. The recruitment process is transparent, predictable and compliant with the applicable legal framework, ensuring equal opportunities and the selection of qualified academic personnel.

✓ Aspects that constitute best practice examples

Transparent recruitment procedures.

Public availability of institutional regulations.

✓ Recommendations

Ensure equal opportunities by centralizing the publication of all vacant positions on the university's website.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Over the past years the University of Craiova has undergone a true digital transformation, both in terms of infrastructure and IT tools. The university provides the academic community with a high-speed internet network throughout its facilities, accessible to staff and students via their institutional accounts. In 2021, the acquisition of the Google suite for the entire academic community transformed the institutional account into a pass granting access to all available digital resources. To support those in STEM fields, the university also acquired the institutional MATLAB package, along with the academic MS Office suite made available to everyone.

Digitization also targeted educational resources: on the one hand, full-text, bibliographic, and bibliometric databases were acquired, and on the other hand, internal databases containing lecture and seminar notes were created, accessible to students via their institutional accounts and designed to ensure transparency regarding course content and expected outcomes, including for the indirect beneficiaries of education. Finally, digitization has facilitated interaction within the academic community—among its members and with administrative services: through their institutional accounts, students can evaluate faculty members, obtain documents, access their own academic records, or pay various fees. Starting in 2021, registration for the admissions process for all programs and forms of study is conducted online.

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

The institution uses IT tools to manage enrollment, award scholarships, arrange student housing, provide access to bibliographic databases, and facilitate student evaluations of faculty members. Doctoral students and faculty thus benefit from rapid access to information and resources, which enhances the academic experience and reflects the university's ongoing commitment to improving access to education and providing efficient administrative services through information technology.

In accordance with its development strategy, the University of Craiova will undertake a comprehensive digital transformation at all levels, with the goal of becoming a "DATA-DRIVEN UNIVERSITY" by 2027. This digital ecosystem, dedicated to high-performance education and research, will stimulate innovation and entrepreneurship, strengthening the university's status as a hub of excellence and supporting achievement throughout the entire community.

- ✓ Aspects that constitute best practice examples

Integrated digital administrative environment.

Systematic use of plagiarism detection software.

Electronic access to research resources.

- ✓ Recommendations

Organize update sessions on the use of new digital functionalities for administrative staff.

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the University of Craiova, the doctoral programs in Mathematics are scientific doctorates, aimed at training highly qualified professionals for higher education and advanced research. They are designed and conducted in accordance with current Romanian legislation and internal regulations, guided by the research topics proposed by the doctoral advisors and accepted by the students following the admissions competition. Their purpose is to acquire the professional and transferable skills stipulated by the national regulatory framework (Ministerial Order 3020/2024).

The curriculum comprises a teaching component (advanced university-level training) and a research component, both in the same field, carried out over 8 semesters, each worth 60 transferable credits. The teaching component lasts one semester and includes four courses - two electives, selected by the doctoral advisor in accordance with the research topic, and two required courses: Academic Ethics and Integrity and Scientific Research Methodology - while the research related to the topic is conducted over seven semesters. Each activity is accompanied by explicitly stated expected outcomes, which, taken together, define the targeted competencies. The plan also includes the mandatory minimum criteria for obtaining a Ph.D. in Mathematics (Ministerial Order 3018/2025), and at the Doctoral School level, there is a set of standards for thesis preparation, aligned with the working documents of the CNATDCU committees and valid until the Specific National Standards come into effect.

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

The doctoral curriculum is organised in accordance with national regulations and institutional procedures. It combines advanced training with independent scientific research and is designed to support the acquisition of doctoral-level competences through compulsory and optional activities, individual research and doctoral supervision. Course descriptions support this approach by integrating learning, teaching, practical training, research, and assessment experiences, which collectively lead to the acquisition of the professional, scientific, and cross-disciplinary competencies necessary for training future specialists in the field.

- ✓ Aspects that constitute best practice examples

Balanced integration of coursework and research.

Flexible curriculum supporting individual research paths.

- ✓ Recommendations

Periodically review the curriculum to reflect emerging research directions and interdisciplinary developments.

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

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

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

Learning outcomes aim to ensure the professional and transferable competencies defined by the national regulatory framework. In the field of Mathematics, they are implemented through the activities of doctoral programmes and detailed in the curricula and course descriptions of advanced university-level courses. These courses are logically structured in accordance with the requirements of the ARACIS methodology regarding the definition of competencies, ensuring compatibility with the European Skills, Competences and Occupations (ESCO) requirements. Alignment between the curriculum and labour market demands is achieved through student-centred learning outcomes combining theoretical knowledge, practical skills, critical thinking and professional autonomy, contributing to competitive education at a European level. The scientific nature of these programmes offers graduates the prospect of a career in higher education or scientific research.

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

The doctoral programme promotes the acquisition of advanced research competences through doctoral supervision, scientific publications, conference participation and the preparation of the doctoral thesis. Doctoral students are actively involved in research activities alongside their supervisors. The course descriptions serve as guides for doctoral students and undergo an approval process at doctoral school level. The programmes in the evaluated field clearly highlight the skills, knowledge, professional autonomy and capacity for independent research acquired by doctoral students through the course descriptions and the curriculum, in accordance with ARACIS standards and the requirements of the European Qualifications Framework (EQF - Level 8). Doctoral students can express their opinions on the curriculum via the teaching evaluation questionnaire.

- ✓ Aspects that constitute best practice examples

Early involvement of doctoral students in research teams.

- ✓ Recommendations

None

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

The programme is organised around a research topic that the student undertakes after admission. This learning and training process begins with an advanced university preparation programme consisting of four

courses. Two of these are specialised courses proposed by the doctoral advisor and focused on the doctoral topic, thus addressing the student's specific training needs. The other two are mandatory and are designed to develop transferable skills. These courses also adopt a student-centred approach, in both teaching activities and the final assessment phase.

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

The evaluated doctoral programme ensures the implementation of student-centred learning principles in all three fundamental components of the educational process - learning, teaching and assessment - through its curricular content, i.e. the curriculum and course descriptions. Teaching and research activities are designed to encourage active participation, autonomy and critical reflection among doctoral students, thereby fostering the development of the necessary competencies. Students can consistently express their opinions and level of satisfaction through evaluation questionnaires administered for all courses each semester; the results are analysed at doctoral school level to ensure continuous improvement of the teaching and learning process.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

None

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The University of Craiova draws on Erasmus+ mobility to support international exchanges for staff and students, including doctoral candidates. Since 2024/2025 it has also taken part in the ACROSS consortium, which links eleven European universities and includes a doctoral component aimed at expanding co-supervision programmes. Additional opportunities come through the university's foreign lecturers' offices and cultural centres — Eugen Ionesco, DAAD and Fulbright schemes — as well as initiatives targeting STEM fields. Regionally, doctoral supervisors and students in Mathematics collaborate with the French Embassy's Cooperation and Cultural Action Service, the "Școala Normală Superioară" Foundation, the University of Bucharest and the Institute of Mathematics of the Romanian Academy, having contributed to the first ten editions of the Regional French-Romanian Summer School on Applied Mathematics.

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

During the evaluation period, the institution provided doctoral students in Mathematics with the opportunity to participate in academic mobility programmes. The relevant department was involved in this process, providing transparent information and financial and logistical support to help students navigate the selection and implementation stages of the mobility programme. Students also received financial support for publication fees in WoS-indexed international journals and conferences, thereby increasing the scientific visibility and international impact of the field. Participation in research internships, training courses and international events fostered the development of intercultural, managerial and applied research skills, supporting the integration of doctoral students into European scientific networks.

- ✓ Aspects that constitute best practice examples
Institutional support for international mobility

- ✓ Recommendations
None

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

As a fundamental ethical principle, equity is a value that the University of Craiova consistently fosters among its students, faculty and support staff. This value is set out in the University of Craiova Charter (Art. 16) and the Code of Ethics and Professional Conduct (Art. 3) and is one of the core values of the academic community. Based on this premise, academic programmes are designed to guarantee equal opportunities, from admission through to the completion of studies, including the structure and diversity of educational content. In the doctoral programme, where research is individualised, advanced academic training plans reflect each doctoral student's personality, potential, and aspirations.

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

Institutional regulations ensure equal treatment, non-discrimination and transparent academic procedures throughout doctoral studies. Support mechanisms are available for doctoral students according to institutional policies. The organisational framework provides equitable learning conditions and transparent academic procedures. No evidence of discriminatory practices was identified during the evaluation.

- ✓ Aspects that constitute best practice examples

Transparent academic regulations.
Equal access to doctoral education.

- ✓ Recommendations

None

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

In optimizing the teaching-learning-assessment process, the University of Craiova makes use of a wide range of resources, which are also available to doctoral students. In the field of mathematics, the facilities are managed by the Department of Mathematics, which also oversees the bachelor's and master's programs in this field. Of relevance to the field under evaluation is the CNAA (Center for Nonlinear Analysis and Applications) research center of excellence, where scientific seminars led by renowned researchers on topics of interest to doctoral students are held regularly. Access to scientific literature is essential for high-performing doctoral programs: through its membership in the ANELIS Plus national consortium, the university provides the academic community - both on campus and remotely - with access to numerous bibliographic, bibliometric, and full-text databases via the institutional email account.

The institution also has a university library with an extensive collection of specialized literature from abroad, which is expanded annually, as well as reading rooms equipped with modern audio-visual facilities. For doctoral students from outside the local area, the university provides housing and meals through a network of recently renovated or newly built dormitories and dining halls located on all campuses, and operates a health clinic that offers students free medical services in several specialties.

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

The available resources adequately support doctoral education and research activities. Access to international scientific literature contributes significantly to research quality. Doctoral students have access to research infrastructure, library services, electronic databases, specialised software and institutional digital platforms supporting research and learning activities.

- ✓ Aspects that constitute best practice examples

Comprehensive access to international scientific databases.
Modern digital learning environment.

- ✓ Recommendations

None

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral programs in the evaluated field are scientific doctorates, which aim to train highly qualified professionals for higher education and scientific research, equipped with a set of professional and transferable skills clearly defined by the national regulatory framework, in line with the European framework. Guided by doctoral research topics, these programs are implemented based on a curriculum comprising a teaching component (advanced university training, one semester) and a research component (seven semesters). Competencies are acquired gradually by achieving a set of learning outcomes established for each activity in the curriculum - essential tools both for the doctoral advisor and the advisory committee in assessing progress, and for the doctoral student in continuous self-assessment.

Learning outcomes are communicated to the doctoral student through the curriculum (which includes them as an appendix), through the course descriptions for advanced university-level training, and through a specific matrix that correlates doctoral activities with expected outcomes. Through their feedback, doctoral students can evaluate the curriculum and faculty members - a mechanism that continuously adapts the training process to their needs and enhances the quality of education, while also ensuring the transparency and consistency of the programs, as well as a shared understanding of the training objectives and standards.

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

The intended learning outcomes are clearly defined through the doctoral curriculum, the doctoral training programme and the research objectives established jointly by doctoral supervisors and doctoral students. They are consistent with the qualification requirements for doctoral studies and support the development of advanced scientific competences.

The learning outcomes are coherent, measurable and aligned with the objectives of doctoral education. They effectively integrate scientific knowledge, research methodology and transferable competences required for independent research.

- ✓ Aspects that constitute best practice examples

Clear definition of research competences.

Strong alignment between curriculum, supervision and doctoral research.

- ✓ Recommendations

Regularly review learning outcomes to reflect developments in research methodologies and interdisciplinary scientific practice.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Both the activities in the advanced university training component and those in the research component are assessed through methods such as exams, tests or presentations. Courses in the advanced training component conclude with exams graded on a scale of 1 to 10, requiring a minimum grade of 7. Research activities are assessed through colloquia (research reports) and tests, with grades expressed as 'unsatisfactory', 'satisfactory', 'good', and 'very good', with 'satisfactory' being the minimum threshold.

Semester 8 concludes with the defence of the dissertation before the Supervision and Academic Integrity Committee — an activity worth 30 ECTS credits and a mandatory prerequisite for the public defence. According to Annex I of the Regulations on the Organisation and Conduct of Doctoral Programmes, the preliminary stages include, among other things, submitting the dissertation to the IOSUD-UCv Secretariat and conducting a similarity check using an application recognised by the Ministry of Education.

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

The assessment framework is comprehensive and appropriately reflects the research-oriented nature of doctoral education. Continuous monitoring enables timely academic guidance and supports successful completion of doctoral studies. Achievement of learning outcomes is assessed continuously through

coursework, research activities, scientific publications, conference participation, annual progress evaluations and the public defence of the doctoral thesis

✓ Aspects that constitute best practice examples

Continuous monitoring of doctoral progress.

Integration of scientific publications into doctoral evaluation.

✓ Recommendations

None

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

The University of Craiova organizes annual admissions for all accredited or provisionally authorized programs, across all levels of study, based on its own methodology, which complies with the national regulatory framework in effect at the time of the admissions session. For the 2025–2026 academic year, admissions were conducted in accordance with the University's own Regulations for Admissions to Bachelor's, Master's, and Doctoral Programs for 2025–2026, with the procedure comprising online registration of applicants, the admissions process itself, and enrollment—all in accordance with the principle of transparency and regulations regarding the protection of personal data. Admission to these programs is based on research topics, which, along with the required minimum reading list, are made public at least six months before the competition.

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

Admission to doctoral studies is organised according to transparent institutional regulations and national legislation. Admission procedures, eligibility criteria and evaluation methods are publicly available and consistently applied. The admission process is transparent, competitive and ensures the selection of candidates with appropriate academic qualifications and research potential.

✓ Aspects that constitute best practice examples

Public admission procedures.

Transparent selection criteria.

✓ Recommendations

None

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

Fairness and equal opportunity at all levels of the academic community are a fundamental principle of the University of Craiova, as stipulated in the University Charter. Admission to doctoral programs in the evaluated field is open - without discrimination and under conditions of fairness - to all candidates, whether Romanian or foreign, who meet the minimum mandatory requirements set forth in the University's Admission Regulations for the 2025–2026 academic year. Over the past five years, the university has carried out projects funded by national and European sources aimed at increasing the success rate of students from vulnerable groups.

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

The admission framework complies with national legislation and promotes equal access to doctoral education. The procedures contribute to an inclusive academic environment. The admission exam for doctoral programs in the evaluated field is conducted in accordance with the Regulations of the Doctoral School of Sciences and consists of two tests: a language proficiency test (eliminary) and an oral exam focused on the doctoral research proposal. Candidates are evaluated and ranked by field based on three parameters: the quality of the research proposal (weighting 0.5), the level of professional training (0.4), and scientific experience (0.1), to which two tie-breaking criteria are added, applicable only in the event of tied scores.

- ✓ Aspects that constitute best practice examples

Equal opportunity policy.

Transparent admission procedures.

- ✓ Recommendations

None

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the University of Craiova, students' academic activities are governed by specific regulations, supplemented by the Code of Student Rights and Obligations. For doctoral students, rights and obligations are regulated by the national legal framework and, at the local level, by the Doctoral Studies Agreement and the Regulations on the Organization and Conduct of Doctoral Studies. Each doctoral program focuses on a research topic and is structured around a curriculum consisting of teaching and research activities centered on the doctoral student, accompanied by quantified expected learning outcomes, with a view to academic recognition through transferable credits. The Regulations of the Doctoral School of Sciences also include a section dedicated to the procedure for recognizing activities undertaken by doctoral students outside their own study plan.



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

The University applies clear regulations governing doctoral students' academic progression, annual evaluations, interruption of studies, thesis completion and graduation. Student records are managed through institutional administrative procedures. The regulations provide a transparent framework for monitoring doctoral progress and ensuring consistent application of academic requirements throughout the study period.

- ✓ Aspects that constitute best practice examples

Clearly regulated monitoring of doctoral progress.

Transparent administrative procedures.

- ✓ Recommendations

None

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

The Doctoral Study Domain actively participates in international cooperation through Erasmus+, the ACROSS Alliance, research partnerships, international scientific seminars and mobility opportunities for doctoral students and academic staff.

Within the context of the European Higher Education Area, the university capitalizes on the opportunities offered by the Erasmus+ program, facilitating international exchanges for faculty and students - including doctoral candidates - and supports mobility through language preparation courses tailored to the destination countries. A major strategic direction is participation in the ACROSS consortium, which, starting in the 2024/2025 academic year, has initiated educational and research collaborations among the eleven European partner universities, including a component dedicated to expanding joint doctoral programs. Through foreign lecturerships and cultural centers, additional mobility and research opportunities are offered, including those in the field of Mathematics - among them, the Eugen Ionesco scholarships, DAAD programs, and Fulbright scholarships - supplemented by initiatives specifically targeted at students in STEM fields. The staff of the Doctoral School of Sciences in the field of Mathematics also benefits from mobility and collaboration tools; a relevant example is the activity of the CNAA (Center for Nonlinear Analysis and Applications) research center of excellence, where scientific seminars are regularly held by internationally renowned researchers on topics relevant to the evaluated field.

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

International cooperation represents a significant strength of the doctoral programme. Existing partnerships contribute to increased scientific visibility and provide opportunities for academic exchange and collaborative research.

✓ Aspects that constitute best practice examples

Participation in the ACROSS European University Alliance.

Regular international seminars organised within CNAA.

Diverse mobility opportunities for doctoral students.

✓ Recommendations

Further increase the number of joint doctoral supervision agreements with international partner universities.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Scientific research is fully integrated into doctoral education. Doctoral students participate in research projects, publish scientific papers, present their results at conferences and conduct research under the guidance of experienced doctoral supervisors.

The study programs in the evaluated field are doctoral programs, aimed at training highly qualified professionals for higher education and scientific research. Consequently, since the curricula are structured with a ratio of 1/8 teaching component (advanced university-level training) to 7/8 research component, the targeted competencies are achieved to a significant extent through learning outcomes derived from research activities. Over the course of the seven semesters of research, twelve specific activities are planned, determined by the doctoral advisor in accordance with the student's research topic and background: literature review in the field of the topic, development of the research methodology (theoretical, computational, and/or experimental), its application and the generation of scientific results, the analysis of their validity and originality, as well as the preparation of papers intended for presentation at relevant conferences or for publication in ISI-ranked or BDI-indexed journals.

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

The Doctoral School has created an ecosystem in which research is not a separate activity, but rather the driving force of the learning process. The integration of doctoral students into active research projects and the use of critical analysis methods ensure not only the acquisition of theoretical competencies, but also the development of practical skills required of a high-level researcher.

✓ Aspects that constitute best practice examples

Strong publication culture.

Active participation of doctoral students in scientific conferences.

Integration within established research groups.

✓ Recommendations

None

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The entire academic community of the Doctoral School of Sciences - Mathematics Division - comprising doctoral advisors and doctoral students, carries out activities and produces scientific results with national and international visibility, which are appropriately capitalized upon.

Ph.D. advisors and Ph.D. students also participated in numerous relevant international scientific events (conferences, workshops, and specialized schools), some of which were organized or supported by leading experts in the field themselves, in their capacity as members of scientific committees. They have regularly taught courses and delivered lectures for doctoral students at summer schools organized in the region. The visibility and quality of their scientific results have been decisive factors in their inclusion in international collaborations and scientific committees, as well as in doctoral committees, habilitation committees, and selection committees for teaching and research positions.

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

The scientific results achieved within the doctoral domain are visible through publications in internationally indexed journals, conference contributions, research projects and sustained scientific activity of doctoral supervisors and doctoral students.

The research output demonstrates strong scientific visibility and confirms the capacity of the doctoral domain to contribute to the advancement of Mathematics at national and international levels.

- ✓ Aspects that constitute best practice examples

High international publication output.

Active dissemination of research results.

- ✓ Recommendations

None

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral Study Domain operates within the University's internal quality assurance system, based on documented procedures for planning, monitoring and periodic evaluation. Internal quality assurance activities are coordinated at institutional and doctoral school level and are integrated into the University's governance framework.

The Department of Quality Management operates under the Vice Rector's Office for Academic Programs and Quality Assurance; its mission, as defined in the University Charter, is to organize and monitor the process of periodic evaluation and quality assurance in education. Its operating rules and procedures are outlined in the Quality Manual. The university also has a University Ethics Committee, composed of six faculty members without administrative roles and two student representatives, whose activities are governed by its own regulations, with standards of conduct set forth in the institution's Code of Ethics and Professional Conduct.

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

The quality assurance system is coherent and effectively implemented. Regular monitoring and evaluation support continuous improvement and ensure compliance with national quality assurance requirements.

- ✓ Aspects that constitute best practice examples

Integrated institutional quality assurance system.

Periodic internal evaluation procedures.

- ✓ Recommendations

None

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

In the case of the evaluated doctoral program, the involvement of the academic community (doctoral students, faculty, partner institutions, and relevant national academic communities) in improving the quality of teaching and research takes place on several levels. Doctoral students are surveyed annually regarding the quality of the teaching process, including student-faculty interaction and alignment with their expectations. Faculty members and doctoral advisors are consulted annually regarding the content of the programs and the syllabi for required and elective courses in advanced university education. Meetings of the Consortium of Romanian Mathematics Faculties are also held annually, providing an opportunity to discuss administrative issues related to the organization of doctoral studies; in recent years, the ACROSS consortium has facilitated, through its regular meetings, the sharing and adoption of best practices in the organization and conduct of doctoral programs in the field.

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

Academic staff, doctoral students and relevant stakeholders participate in quality assurance activities through institutional consultation mechanisms, evaluations and periodic reviews of regulations and procedures. Stakeholder involvement contributes to transparency and supports continuous enhancement



of doctoral education. Consultation mechanisms appear functional and appropriately embedded within institutional governance.

✓ Aspects that constitute best practice examples

Active stakeholder participation.

Regular consultation during quality assurance processes.

✓ Recommendations

None

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The University Ethics Committee carries out its activities in accordance with the methodologies, regulations, and codes approved by the Senate's specialized committees and officially adopted at its plenary sessions. In particular, the work of the Committee on Academic Ethics and Integrity is governed by the Regulations on Organization and Operation, and the standards of conduct are set forth in the Code of Ethics and Professional Conduct. This set of methodologies and regulations is continuously harmonized with the national regulatory framework within the institution's decision-making body, at the initiative of the University Ethics Committee. Within the Commission, there is a subcommittee dedicated to research ethics, which oversees the implementation of ethics policies in accordance with specific regulations.

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

The University has established regulations, procedures and institutional structures dedicated to academic ethics and integrity. Plagiarism prevention, ethics training and similarity verification are integrated into doctoral education and thesis evaluation. The institutional framework adequately promotes academic integrity. Preventive measures and clearly defined procedures contribute to maintaining high ethical standards throughout doctoral studies. At the meeting with the members of the ethics committee, it was noted that, during the period under review, there were no cases of violations of the code of ethics within the Mathematics doctoral program.

✓ Aspects that constitute best practice examples

Systematic plagiarism detection.

Institutional commitment to research integrity.

✓ Recommendations

None

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Quality Assessment and Assurance Committee at the University of Craiova uses its own regulations as a working tool, which establish the general rules, content, and procedures for the initiation, approval, monitoring, and periodic evaluation processes.

At the faculty level, the study program committees implement an internal monitoring system and, in collaboration with the Quality Assessment and Assurance Committee, establish concrete measures to optimize the educational process. At the same time, the Quality Management Department periodically updates the set of criteria, indicators, and tools related to quality assurance, in accordance with national standards and best practices in the field and based on the results obtained from the annual monitoring or evaluation of the programs.

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

Continuous improvement is embedded in institutional practice. The documented implementation of recommendations demonstrates an effective quality culture focused on enhancement rather than formal compliance.

✓ Aspects that constitute best practice examples

Systematic implementation of previous evaluation recommendations.

Continuous monitoring of improvement measures.

✓ Recommendations

None

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The university demonstrates a firm commitment to ensuring the quality of education through the systematic implementation and application of procedures for the initiation, monitoring, and periodic review of programs and fields of study. These processes involve the active participation of members of the academic community and educational partners - a participatory approach that allows for the continuous adaptation of procedures to changes in the academic environment and contributes to increasing their relevance, efficiency, and transparency within the institution.

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

The quality assurance process benefits from broad institutional participation, supporting transparency and shared responsibility for quality enhancement. Members of the academic community participate in the implementation of quality assurance procedures through institutional committees, periodic evaluations and consultative activities.

- ✓ Aspects that constitute best practice examples

Inclusive quality assurance processes.

Shared institutional responsibility.

- ✓ Recommendations

None

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

The Mathematics Doctoral Domain treats doctoral students' feedback as an essential mechanism for monitoring and continuously improving the quality of the educational process. Evaluation is conducted through dedicated questionnaires that encourage students to identify strengths and areas in need of improvement, informing the adaptation of teaching methodologies to the specific demands of doctoral research. The data collected are centralized and analysed, providing an evidence base for subsequent managerial decisions.

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

The University collects and analyses student feedback regarding teaching activities through established evaluation procedures. The results contribute to academic quality improvement and institutional decision-making. Student evaluations are systematically integrated into the quality assurance process and provide useful evidence for continuous enhancement of educational activities.

- ✓ Aspects that constitute best practice examples

Periodic student evaluations.

Use of evaluation results in quality improvement.

- ✓ Recommendations

None

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

The digitization process at the University of Craiova is evident at all levels - teaching, research, and administration. In the area of teaching, digitization began with the creation of teaching and learning platforms, institutional email accounts for the entire academic community, and databases dedicated to the educational process.

Regarding ensuring the quality of scientific research, the institution has created databases dedicated to research, development, and innovation; individual scientific output; research infrastructure; and specialized services. The databases containing individual scientific results are updated annually and used in staff evaluations, reflecting the institution's ongoing commitment to quality assurance. At the doctoral level, the collection, processing, and analysis of data regarding institutional activities and their quality are carried out systematically through a dedicated IT platform.

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

The institution has moved beyond manual data collection by implementing an integrated information system that ensures data integrity and availability in line with modern standards. Consolidating the results in the annual report ensures the traceability of managerial decisions and enables long-term comparative evaluation.

- ✓ Aspects that constitute best practice examples

Systematic collection of quality assurance data.

- ✓ Recommendations

None

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

The Doctoral Domain of Mathematics uses its official website, <http://stiinte.ucv.ro/doctorat/>, as the primary platform for disseminating information of public interest. Serving as a centralized repository, it covers the entire doctoral student lifecycle - from admission and the academic pathway (curricula, regulations) to thesis defence and postdoctoral development. Transparency is ensured through the regular publication of annual reports and statistical data, supporting open and accessible communication with all relevant stakeholders.

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

Public information is accessible, relevant and contributes to institutional transparency. The published documentation adequately supports prospective and current doctoral students. The University publishes relevant information regarding doctoral education, regulations, admission procedures, academic activities and quality assurance through official institutional channels.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

Increasing accessibility by launching the website in an internationally used language, such as English.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Decision-making transparency within the Doctoral School of Science is ensured through its integration into the institutional information framework of UCv and through internal consultation mechanisms. Decisions and regulatory documents are publicly accessible on the institutional portal (<http://stiinte.ucv.ro/doctorat/>), covering the entire spectrum of academic life, from the legal framework (the University Charter and the Code of Ethics) to the operational methodologies governing admission, assessment, and the completion of doctoral studies.

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

Institutional decision-making processes are governed by transparent regulations and documented procedures. Decisions affecting doctoral education are communicated through official institutional structures. The governance framework supports transparent decision-making and institutional accountability. The evidence confirms consistent implementation of established procedures.

- ✓ Aspects that constitute best practice examples

Transparent institutional governance.

Clearly documented decision-making procedures.

- ✓ Recommendations

None

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

The Doctoral School of Science ensures the systematic implementation of external quality assurance processes through dedicated administrative support provided to the Quality Evaluation and Assurance Commission (CEAC). This support facilitates the planning and coordination of evaluation activities, as well as the preparation of the documentation required for external reviews. The consistency and effectiveness of the quality assurance system are reflected in the successful completion of successive external evaluation procedures:

- Institutional evaluation: The University of Craiova (UCv) underwent an external institutional evaluation in 2022, resulting in the ARACIS Institutional Evaluation Report.
 - Doctoral field evaluation: The Doctoral Study Field of Computer Science was externally evaluated in 2021.
 - Monitoring and follow-up: The 2024 progress report provides evidence of the continuous monitoring of quality assurance activities and the implementation of recommendations arising from previous external evaluations, demonstrating the School's commitment to continuous quality improvement.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The University actively participates in external quality assurance procedures and has implemented the recommendations resulting from previous ARACIS evaluations of the Doctoral Study Domain of Mathematics. The evidence indicates continuous monitoring of compliance with quality standards.

The systematic implementation of previous recommendations demonstrates institutional commitment to continuous quality enhancement. The doctoral domain has achieved a mature quality assurance culture that supports long-term development.

- ✓ Aspects that constitute best practice examples

Full implementation of previous external evaluation recommendations.

Continuous preparation for external quality assurance processes.

- ✓ Recommendations

None

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Well-established doctoral tradition in Mathematics. ✓ Highly qualified doctoral supervisors with strong international scientific visibility. ✓ Excellent research productivity reflected in publications and scientific projects. ✓ Modern research infrastructure and access to	INTERNAL FACTORS ↑	✓ Relatively small number of doctoral students. ✓ Limited financial resources dedicated to international mobility. ✓ Limited number of international co-supervised doctoral theses. ✓ Recruitment of doctoral candidates remains challenging in the current demographic context.

international scientific databases. ✓ Active participation in international academic networks and research collaborations. ✓ Effective internal quality assurance system with demonstrated implementation of previous ARACIS recommendations.		
SWOT analysis		
Opportunities: ✓ Expansion of European University Alliances (ACROSS). ✓ Increased participation in Horizon Europe and other international research programmes. ✓ Development of interdisciplinary doctoral research. ✓ Expansion of digital research infrastructure and international cooperation.	 EXTERNAL FACTORS	Threats: ✓ Demographic decline affecting doctoral enrolment. ✓ Increasing international competition for talented doctoral candidates. ✓ Uncertainty regarding future public funding for higher education and research. ✓ Brain drain of young researchers towards larger European research centres.

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

Overall assessment

Following the analysis of the documentary evidence, discussions conducted during the evaluation visit and verification of the institutional practices, the evaluation panel concludes that the Doctoral Study Domain of Mathematics fulfils the ARACIS standards and performance indicators applicable to the maintenance of accreditation. The institutional governance, research environment, doctoral supervision, educational process and quality assurance mechanisms are effective and provide an appropriate framework for high-quality doctoral education.

The recommendations formulated throughout this report are enhancement-oriented and aim to further strengthen the international visibility, sustainability and attractiveness of the doctoral programme. No significant deficiencies affecting compliance with the accreditation standards were identified.

General recommendations

The evaluation panel recommends that the Doctoral School should:

1. Continue strengthening international research collaborations and joint doctoral supervision.
2. Increase doctoral student participation in international mobility programmes.
3. Maintain institutional support for publication in high-impact international journals.
4. Continue investing in digital research infrastructure and open science practices.
5. Strengthen doctoral recruitment through increased international visibility and interdisciplinary research opportunities.
6. Continue systematic monitoring of graduates' professional careers and stakeholder feedback.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Ensure equal opportunities by centralizing the publication of all vacant positions on the university's website.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Organize update sessions on the use of new digital functionalities for administrative staff.
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	Periodically review the curriculum to reflect emerging research directions and interdisciplinary developments.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with 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	Regularly review learning outcomes to reflect developments in research methodologies and interdisciplinary scientific practice.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
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	Further increase the number of joint doctoral supervision agreements with international partner universities.
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	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information	F	Increasing accessibility by launching the website in an internationally used language, such as English.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of public interest regarding the evaluated study programme.		
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

The external evaluation confirms that the Doctoral Study Domain of Mathematics within IOSUD – University of Craiova has developed a mature academic and research environment supported by qualified doctoral supervisors, effective institutional governance and a well-established quality assurance system. The doctoral programme provides appropriate conditions for advanced scientific research and successfully fulfils its educational and research mission.

The evaluation panel particularly notes:

- the high scientific productivity of the doctoral supervisors;
- the active involvement of doctoral students in research activities;
- the availability of appropriate research infrastructure;
- the effective implementation of previous ARACIS recommendations;
- the institutional commitment to continuous quality improvement and internationalisation.

The identified recommendations are intended to support the future strategic development of the doctoral study domain and should be regarded as opportunities for further enhancement rather than corrective actions.

Decision proposed to the ARACIS Council

After analysing all available evidence and considering the fulfilment of the applicable standards and performance indicators, the evaluation panel recommends: **Maintenance of Accreditation (MAC)** for the Doctoral Study Domain of Mathematics within IOSUD – University of Craiova.

VII. Annexes

1. Evaluation visit schedule for the Doctoral Study Field of Mathematics.



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

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Joi/ <i>Thursday</i> , 23.07.2026			
10:00-10:45	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> C301
11:00-11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ <i>Room/Location</i> C301
12:00-12:50	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala/Locația/ <i>Room/Location</i> C301
14:30-15:30	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
15:30-16:30	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	Sala/Locația/ Room/Location C301
16:30-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers* of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location C301

* Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.



Vineri/ <i>Friday</i> , 24.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C301
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor /laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Responsabilii centrelor/laboratoarelor de cercetare/ Staff in charge with research centres/laboratories	Sala/Locația/ Room/Location C301
10:30- 11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai CEAC/structurilor organizatorice în domeniul asigurării calității la nivelul IOSUD / <i>Meeting of the external quality evaluation experts' panel with representatives of CEAC/quality assurance organisational structures at the level of IOSUD</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Reprezentanți ai CEAC/structurilor organizatorice în domeniul asigurării calității/ Representatives of CEAC/quality assurance organisational structures	Sala/Locația/ Room/Location C301
11:30 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/ persoana de contact/reprezentanți ai CEAC /reprezentanți ai structurilor organizatorice în domeniul asigurării calității*/ <i>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</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures - Persoana de contact/ Contact person	Sala/Locația/ Room/Location C301

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



13:30-14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți* doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala/Locația/ Room/Location C301
14:30-15:00	Întâlnire tehnică a comisiei de experți evaluatori/ <i>Technical meeting of the expert evaluation panel</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C301
15:00-15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți†,‡ ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni§ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Absolvenți ai domeniului de studii evaluat/ Graduates	Sala/Locația/ Room/Location C301
17:00-17:30	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C301
17:45-18:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>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</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location C301

* 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.

† Se va evita invitarea absolvenților care sunt angajați ai ÎS 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.