



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. 4

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 4.3

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Transilvania” din Brașov	
Școala(ile) doctorală(e)	Școala Doctorală Interdisciplinară	
Domeniul de studii universitare de doctorat (DSUD)	Silvicultură	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Agricole, Silvice și Medicină Veterinară (CPS_C9) din 14.08.2026, propunerea de decizie fiind consemnată în PV nr. 4358/14.08.2026. 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: - (se enumeră și marchează cu footnote unde diferă de propunerea din REE)	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: - (se enumeră și marchează cu footnote unde diferă de propunerea din REE)	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:- N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: - (se enumeră și marchează cu footnote unde diferă de propunerea din REE)	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N: -
Motivarea deciziei		
Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit • Total standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.		
Decizia	Menținerea acreditării	

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Transilvania University of Braşov
Doctoral School:	Interdisciplinary Doctoral School
Doctoral Domain:	Forestry
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.	FORA CIPRIAN GEORGE	Committee Coordinator	
2.	PICHLER VILIAM	International Expert	
3.	STĂNESCU VLAD ANDREI	PhD Student Evaluator	

I. Introduction

The objective of the external evaluation was to assess whether the doctoral program in Forestry offered by Transilvania University of Braşov met the requirements for maintenance of accreditation. The visit took place from July 20 to 22, 2026, and the evaluation committee consisted of:

1. Prof. dr. Foră Ciprian George, University of Life Sciences “King Mihai I” from Timișoara
2. Prof. dr. Pichler Viliam, Technical University in Zvolen
3. PhD student Stănescu Vlad Andrei, National University of Science and Technology Politehnica Bucharest

Transilvania University of Braşov, is an accredited state higher education institution, on a national and international recognition, having mission to produce and transfer knowledge to society, through: (1) initial training at university level, embodied in bachelor's, master's and doctoral study programs; (2) advanced scientific research, development, innovation and technological transfer; (3) postgraduate programs; (4) development of interaction between the University and society, through partnerships in accordance with the principles of a knowledge-based society. The university is a comprehensive university, comprising 18 faculties (9 faculties with an engineering profile and 9 faculties with various profiles: humanities, sciences, economics, law, medicine, music, etc.) and 31 research centers.

DSUD-SEF within IOSUD_UNITBV was subjected to periodic external evaluation, according to the ARACIS report, no. 147/28.12.2021, following which the maintenance of accreditation was confirmed. External quality assessment procedures are carried out based on the IOSUD - UNITBV Regulation, and the initiation of the evaluation process is carried out following approval, in CSUD, according to the methodological requirements in force. In 2024, the interim evaluation report was submitted to ARACIS for the periodic evaluation of DSUD_SEF. Based on the internal (progress) evaluation report and the findings of the ARACIS commission in 2025, it was concluded that IOSUD – UNITBV for the field of doctoral university studies Forestry has implemented the measures proposed in the ARACIS evaluation of 2021.

II. Methods used

To prepare the external evaluation report, the internal evaluation report and its annexes were analysed. The on-site visit took place from July 20 to 22, 2026. The following teaching and research facilities were visited: experimental unit Sânpetru (eg. Laboratory of Wildlife Management, Laboratory of Reforestation, experimental fields for grafts, trees nursery). Meetings were held with representatives of the faculty administration, the team that prepared the internal evaluation report, faculty members, employers, heads of research centers/laboratories, quality assurance units (Quality Assessment and Assurance Committee and Quality Assurance Office), doctoral students, and graduates.

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) Transilvania University of Braşov (UNITBV) organizes doctoral studies within the Institution Organizing Doctoral Studies – Transilvania University of Braşov (IOSUD-UNITBV). Doctoral studies are organized and conducted in accordance with the [Regulation for the organization and conduct of doctoral and postdoctoral studies](#), the version in force at the time of the evaluation being updated to align with the provisions of the Higher Education Law no. 199/2023, as amended and supplemented, and of the Framework Regulation on doctoral studies, approved by OME no. 3020/2024, as amended and supplemented. The IOSUD-UNITBV Regulation establishes the institutional framework for the organization and conduct of doctoral studies, the organization, conduct and completion of doctoral studies, quality assurance within doctoral study programs, the legal status of doctoral students and doctoral supervisors, the general framework for the organization and conduct of postdoctoral studies. Doctoral university study programs are organized and carried out within IOSUD-UNITBV through the Interdisciplinary Doctoral School (SDI). The organization and functioning of the SDI, as well as the method of organizing, conducting and completing doctoral studies in IOSUD-UNITBV, are established by the [Regulation of the Interdisciplinary Doctoral School](#), the version in force at the time of the evaluation being updated to align with the provisions of the Higher Education Law no. 199/2023, with subsequent amendments and completions, and of the Framework Regulation on doctoral studies, approved by OME no. 3020/2024, with subsequent amendments and completions. IOSUD-UNITBV is managed by the Council for Doctoral University Studies (CSUD). The Director of CSUD is appointed following a public competition organized in accordance with the [Methodology for organizing and conducting the public competition for the position of Director of the Council for Doctoral University Studies](#). The organization and functioning of the administrative structures at the IOSUD-UNITBV level, namely the Council for Doctoral University Studies (CSUD), respectively the Council of the Interdisciplinary Doctoral School (C-SDI), including their structure, are regulated by the Regulation for organizing and conducting doctoral and postdoctoral university studies. For the election of the members of the two councils, the Methodology for the election of the members of the [Council for Doctoral University Studies](#) and the [Methodology for the election of the members of the Council of the Interdisciplinary Doctoral School](#) were developed (and periodically updated to comply with the legal provisions in force), which also regulates the election of the director of the SDI. Council for Doctoral University Studies is [composed](#) of 11 members, with the following composition: the director of CSUD (ex officio member of CSUD); 8 full-time doctoral supervisors from IOSUD-UNITBV, elected by universal, direct, secret and equal vote of the full-time doctoral supervisors from IOSUD-UNITBV; 3 doctoral student members, elected by universal, direct, secret

and equal vote of the doctoral students from IOSUD-UNITBV (thus fulfilling the requirement of Art. 131 paragraph (7) of the Higher Education Law no. 199/2023 regarding the representation of doctoral students in CSUD). The CSUD [decisions](#) from 2016 to the present are posted on the university website. [The complete list](#) of regulations and methodologies on which the organization/operation of doctoral and postdoctoral studies within IOSUD-UNITBV are posted on the institution's website.

- ✓ [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-UNITBV has organizational components and a management system appropriate for the organization of doctoral studies, the operation of which is based on regulations and methodologies periodically revised, in accordance with the law. The basic processes at the doctoral school level are regulated by a package of specific instructions, periodically updated to align with legal provisions and the university's strategy.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#)

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.
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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 accordance with the [Regulation on the organization and conduct of doctoral and postdoctoral studies](#), the responsibility for the development/updating of regulations and methodologies regarding doctoral studies belongs to the Council for Doctoral Studies (CSUD), in consultation with the Interdisciplinary Doctoral School (SDI). After adoption by the CSUD, the regulations/methodologies are transmitted to the University Board of Directors, being included as annexes in the Decisions of the Board of Directors (HCA), which are communicated to the academic environment (thus including doctoral supervisors and doctoral students) by publication on the UNITBV website, in the section [University Charter, regulations and decisions](#) - [Decisions of the Board of Directors](#). Those interested can submit proposals for amendments through the representatives in the Senate from the faculties to which they are assigned. Subsequently, the regulations/methodologies are discussed and approved in the Senate's scientific committee, the report prepared by this committee for each regulation/methodology being presented at the Senate meeting, where faculty representatives can also make proposals for modification and/or addition.
- ✓ [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 opinions of the members of the academic community are taken into account in the process of adopting and revising the regulations, methodologies and specific application procedures/instructions, both through the representatives of the doctoral fields in the organizational structures within IOSUD-UNITBV and through the representatives of the faculties in the Board of Directors and in the University Senate.
- ✓ [Aspects that constitute best practice examples](#)

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

✓ Recommendations

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) All doctoral students have the right to use the research infrastructure, under equal conditions, depending on the needs of the approved research topics. Doctoral students in the field of Forestry have access to the scientific research laboratories within the Institute for Research and Development of the Transilvania University of Braşov - ICDT ([The Research and Development Institute of Transilvania University of Braşov](#)). Since the establishment of the ICDT in 2013, an optimal academic environment for study, research, testing and experimentation has been created and developed. Currently, the ICDT hosts 31 research centers (ICDT Research Centers), of which two of these centers are managed by the FSEF: [Sustainable Management of Forest and Hunting Resources and Forestry](#), [Forest Management and Terrestrial Measurements](#). The available infrastructure is used to carry out experimental, field and analysis activities, in accordance with the topic of doctoral research ([Infrastructure of the Center for Sustainable Management of Forestry and Hunting Resources](#); [Infrastructure of the Center for Forestry Exploitation, Forest Management and Terrestrial Measurements](#)). Within the FSEF, 3 multi-disciplinary teaching bases operate ([FSEF Teaching Bases](#)): Gârcini, Sânpetru and Mahmudia. UNITBV has a modern [library](#), which operates under the [Regulation](#) on the organization and functioning of the UNITBV Library. University students, including those enrolled in the evaluated study program, benefit from access to the institutional [IT infrastructure](#) and associated digital services. The management, maintenance and development of the IT network are ensured by the specialized structure responsible for computerization, which administers the institution's IT systems based on the [Regulation](#) on the organization and functioning of the Computerization Service.
- ✓ 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. Research and teaching infrastructure ensures adequate conditions for carrying out doctoral activities, both in terms of laboratory facilities and field research bases, and in terms of information and digital resources.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 level of the doctoral university study field of Forestry, the real estate and movable assets used in teaching and research activities are systematically managed and maintained by the [administrative structures](#) of the institution, with the support of the [auxiliary teaching staff and technical staff](#), so as to ensure adequate conditions for the conduct of study and research activities. The equipment and research infrastructure used by doctoral students (laboratories, field equipment, workspaces, [teaching and research facilities](#)) benefit from periodic maintenance and usage procedures aimed at the efficient and responsible exploitation of available resources. The management of the academic structure responsible for the Forestry field constantly supports facilitating access for teaching staff and doctoral students to the existing infrastructure and facilities, to use them in research and practical training 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 Management and maintenance of immovable and movable assets used in the field of doctoral studies in Forestry is well structured and supports the conduct of teaching and research activities under appropriate conditions.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) Currently, 23 doctoral supervisors are active within DSUD SEF, of which 17 are tenured (73.9%), 5 are associates and 1 is retired. Of the total of 23 doctoral supervisors, 22 meet the minimum CNATDCU standards and have an activity with international visibility, a fact highlighted by the scientific results published in Web of Science indexed journals and by the membership in the scientific committees of international publications and conferences. Most doctoral supervisors acquired the quality of doctoral supervisor after defending their [Habilitation thesis](#). Some of the doctoral supervisors prepared and defended their doctoral thesis abroad (Great Britain, Germany), had scholarships abroad (Germany, USA), and associate supervisors continue to teach abroad (Great Britain, USA). The number of [theses defended](#) during the period 2021-01.02.2026 for DSUD_SEF was 34.
- ✓ 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 DSUD_SEF has academic team consisting of 23 active doctoral supervisors, most of whom are tenured staff (70.8%), complemented by associate and retired supervisors with relevant experience in the forestry field. Almost all doctoral supervisors meet the minimum CNATDCU standards and have international visibility through indexed publications and involvement in scientific committees reflects a high level of academic performance and capacity to integrate doctoral students into competitive research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The continuous training of human resources represents an institutional priority, the essential role of professional development being recognized in increasing the quality of the educational process and research activities (Center for Continuing Education and Academic Mentoring). Teaching staff in the field of Forestry benefit from training opportunities in internationally spoken languages (e.g. English, Spanish, Italian) by organizing training courses through the Learning Center - Modern Languages. Professional development is supported by international mobility programmes, such as Erasmus+. UNITBV supports the open access publication of teachers' works and collaborates with various publishing houses as a member of Anelis Plus. ✓ 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 mechanisms for continuous training provide teaching and research staff with relevant professional development opportunities, particularly in the area of language skills for internationalization and the use of modern research tools. ✓ Aspects that constitute best practice examples ✓ Recommendations	

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures	
Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) University organizes public competitions every semester to fill the teaching vacancies existing in the staff lists of all departments. These competitions are organized in accordance with the legal provisions, and the conditions for their support are stipulated in Law 199/2023, to which is added UNITBV's own methodology. The teaching staff meets the performance requirements set out in the legal framework in force and is covered by an individual employment contract. In this context, the teaching staff involved in the evaluated study program meet the legal conditions for occupying the related teaching positions. Recruitment procedures are also regulated for the other categories of staff, being applied in accordance with the principles of transparency, competitiveness and non-discrimination. At the institutional level, the recruitment process. Affiliation to the doctoral school is carried out continuously, based on a set of minimum criteria established by internal 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 recruitment procedures at UNITBV and affiliation to SDI UNITBV are transparent and are carried out in accordance with legal provisions. ✓ Aspects that constitute best practice examples ✓ Recommendations	

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) The digitization of institutional processes is carried out in accordance with the UNITBV [Digital Transformation Strategy](#). The IT infrastructure is developed at the institutional level, with all members of the academic community having access (through the username and password associated with the institutional account) to the electronic resources available on the intranet platform <https://intranet.unitbv.ro> (the e-learning platform <https://elearning.unitbv.ro>, the internship portal <https://practica.unitbv.ro>, the Erasmus+ mobility portal <https://erasmus.unitbv.ro>, the file transfer, document storage and editing service <https://drive.unitbv.ro>, the email service <https://mail.unitbv.ro/>, <https://student.unitbv.ro>, reporting and management of research activity results platform <https://academics.unitbv.ro>. To recording doctoral students and their progress, while ensuring direct access to information on the personal situation for doctoral students and doctoral supervisors, a dedicated IT system in the form of an online electronic platform <http://doctorat.unitbv.ro/>.
- ✓ 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 Students in doctoral study programs have access to a high-performance IT infrastructure, with easy access, as well as learning resources that allow the educational process to be carried out in quality conditions. Through the dedicated electronic platform, doctoral students are ensured access to relevant information regarding the doctoral internship. Doctoral supervisors can access the up-to-date situation of the coordinated doctoral students, and the doctoral school secretariat can extract data that serves as a basis for reporting.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning,
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* 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.

teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The curriculum within the targeted field of study is common to all engineering fields within IOSUD. The curriculum and the Advanced University Studies-Based Training Program (PPUA) ([Curriculum and Course Sheets](#)) are appropriate for improving the research, scientific writing and ethical skills of the doctoral student in science. It includes relevant disciplines for training in scientific research, of which at least one discipline is intended for the in-depth study of research methodology. DSUD_SEF curriculum and the advanced university training program ([PPUA](#)) include 6 common disciplines for engineering fields, of these, 4 disciplines are mandatory and 2 are optional. The program architecture is based on the transferable credit system (ECTS), totalling 240 credits for the full 4-year cycle (60 credits/year). The [objectives](#) of the DSUD are explicitly formulated in the preamble of the curricula, being detailed through professional and transversal competencies, operationalized in expected learning outcomes. The [subject sheets](#) for each curricular unit include: the number of hours, the form of assessment, the credits allocated and the learning outcomes, expressed in terms of knowledge, skills, responsibility and autonomy.
- ✓ 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 Training program based on advanced university studies is structured according to the ECTS system, integrating disciplines updated to the current requirements of the scientific sphere. The subject sheets operationalize realistic objectives through solid professional and transversal skills, aiming at mastering research paradigms in relation to learning outcomes.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) The learning outcomes are formulated in terms of knowledge, skills and competences, in line with the National Qualifications Framework and the European Qualifications Framework (EQF). They are linked to the relevant occupational requirements, as defined by the national occupational standards and the European Classification of Occupations ([ESCO](#)). The formulation of the learning outcomes ensures the correspondence with the competences acquired after completing the doctoral studies, in relation to the 8th qualification level of the [EQF/CEC](#) and the [CNC](#). The outcomes are developed and operationalized in the DSUD_SEF curriculum and detailed in the subject sheets, which specify the targeted competences, learning objectives, contents and assessment methods for each subject. Both the latest version of the curriculum and the subject sheets contain the learning outcomes, formulated according to the current standards (Curriculum Plan and Subject Sheets).
- ✓ 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 analysis of learning outcomes highlights a coherent alignment of the doctoral university study program with the national and European qualifications frameworks (CNC and EQF, level 8), as well as with the relevant occupational requirements defined at national and European level (ESCO). The operationalization of learning outcomes in the curriculum and subject sheets ensures coherence between training objectives, curricular contents and assessment methods.

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

[The indicator is: fulfilled.](#)

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#) The [curricula](#) related to the PPUA and the subject sheets /research sheets specify activities such as: doctoral level courses, research seminars, specialized laboratories, individual mentoring activities, mobility internships and participation in conferences. These include contents focused on the frontiers of knowledge in the field; advanced research methodologies; allocation of credits (ECTS) according to the specifics of doctoral studies; evaluation systems based on research progress (papers, progress reports). The training process uses methods focused on autonomy and innovation: lectures, peer-reviewed seminars, critical debates on the specialized literature, advanced modelling and simulation, as well as the use of state-of-the-art research infrastructure. Educational resources include [access](#) to international databases (Scopus, Web of Science), collaboration platforms (Microsoft 365, Euroam) and specialized software for data analysis and similarity detection. The [activities](#) are structured as follows: advanced training activities, described in the Advanced University Training Program (PPUA) (courses and seminars focused on ethics, academic integrity and research methodologies); individual research activities, according to the Scientific Research Program (PCS) (foundation of the doctoral thesis, development of scientific articles and participation in research grants); guidance and monitoring: each doctoral student benefits from personalized guidance from a doctoral supervisor and a guidance committee, ensuring a path adapted to the research needs of the doctoral project. [The subject sheets and research plans](#) reflect the focus on the doctoral student through flexibility in choosing individual study topics and the majority weight of one's own research in the annual assessment.
- ✓ [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](#) Within the assessed field of study, the principles of student-centered learning are integrated into the curriculum through the didactic strategies applied in teaching-learning activities, reflected in the subject syllabi, which, in addition to the teaching methods, assessment types and thematic contents.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#) Interdisciplinary Doctoral School – Domain engineering, can analyse the opportunity to introduce in the curricula of first year, first semester, a course on using the potential of the artificial intelligence in research.

[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) National and international academic mobilities for doctoral students are supported in UN ITBV through specific programs. Through the [Erasmus+](#) program, doctoral students can carry out study mobilities or internships/research internships of both short and long duration. Also, intensive blended programs ([BIP](#)) are available, possible in the physical and/or virtual presence version for doctoral students. In this regard, doctoral students are systematically informed and guided by a coordinating teacher appointed annually by SDI. [Other](#) programs for doctoral student mobility aim at granting scholarships to support temporary external mobilities intended for doctoral students, but also financing external mobilities for the training of doctoral students (Training for doctoral students).
- ✓ 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 cooperations contribute to the diversification of research experience, the transfer of good practices and the development of professional and intercultural skills of doctoral students, strengthening the integration of the program in the European education and research space.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) UNITBV has developed strategies that ensure fair opportunities for doctoral students, aimed at meeting their academic and research aspirations, based on the Code of Student Rights and Obligations and the [Regulation](#) on the Organization and Functioning of University Doctoral Studies. UNITBV is firmly committed to: promoting gender equality in academic life and, in particular, in the management of scientific research projects, according to the [Gender Equality Plan](#) (PEG) adopted at the university level; supporting ethics and integrity, ensuring a fair research environment, where access to resources (laboratories, databases, mobility grants) is guaranteed based on performance and scientific relevance criteria; monitoring inclusion, by adapting the research infrastructure and digital resources to allow unhindered access of all doctoral students to the process of scientific creation.
- ✓ 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 policies on equity, inclusion and equal opportunities are functional and contribute to ensuring equal access of students to educational resources and academic support.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 \(documents preferably included through links in the body of the IER\)](#) At the UNITBV level, projects are underway dedicated to creating an accessible and inclusive academic environment for [students with disabilities](#), which aim to develop the educational and organizational framework to ensure equitable and quality education. In this regard, measures to make the infrastructure and the educational process accessible are constantly implemented, such as adapting spaces (ramps, elevators, adapted signage) and providing differentiated educational support, depending on needs.
- ✓ [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 measures regarding equal access to resources, inclusion of students with disabilities and financial support for doctoral students are functional and contribute to reducing barriers to participation in the educational process.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#)

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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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 subject sheets for DSUD_SEF include information on the program and the subject, the total workload allocated to the student, the conditions and preconditions for completion, the specific competencies targeted (operationalized through learning outcomes), the objectives and contents of the subject, the mandatory and optional bibliography, as well as the assessment methods. The [subject sheets](#) are developed prior to the start of the academic year and are approved by CSUD.
- ✓ [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 structure and content of the subject sheets ensure the curricular coherence of the doctoral university study program, by correlating professional and transversal competencies with learning outcomes, contents and assessment methods.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#)

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
✓	Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) Verification of the achievement of the learning outcomes is carried out through a continuous and final evaluation system . During their studies, doctoral students are evaluated through: annual presentation and defence of scientific reports before the academic guidance and integrity committee, in accordance with the individual doctoral program; evaluation of the annual activity report by the doctoral supervisor and the guidance committee; involvement in scientific activities (publishing articles and participating in scientific events), validated by the doctoral supervisor and/or members of the guidance committee. The completion of the doctoral program involves the public defence of the doctoral thesis, initially evaluated by the academic guidance and integrity committee, then by the external specialty committee, and subsequently subject to validation by CNATDCU, according to the legislation in force, to award the doctoral degree.
✓	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 and final assessment system, based on scientific reports, annual activity and thesis defence, contributes to monitoring progress and ensuring the quality of doctoral training.
✓	Aspects that constitute best practice examples
✓	Recommendations

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) In IOSUD-UNITBV, admission to doctoral studies is carried out by competition, according to an admission methodology developed annually, for each admission session, posted on the university website. The methodology is developed/proposed by C-SDI, endorsed by CSUD and the Board of Directors and approved by the University Senate. Information of interest regarding admission, including the topics put up for competition at the proposal of the doctoral supervisors, the number of places financed from the budget and with a fee, are also posted on the doctoral school website . Logistical support for the doctoral admission process in IOSUD-UNITBV is provided through the online application .
✓	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 process to doctoral studies is regulated by a transparent methodology, updated annually and approved by the competent management structures, ensuring a predictable and fair framework for the selection of candidates.
✓	Aspects that constitute best practice examples
✓	Recommendations

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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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 facilities offered by UNITBV for candidates with disabilities and/or special educational needs are clearly mentioned on the dedicated [admission platform](#), in the [section](#) Candidates with disabilities. In special cases, when the physical presence of the candidates is not possible (therefore, including for candidates with disabilities), the doctoral admission methodology provides for the possibility of organizing the specialized exam online. Another facility refers to the exemption from paying the registration fee of persons at risk of losing the ability to meet their daily living needs due to situations of illness, disability or poverty, based on a declaration on their own responsibility.
- ✓ 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 admission procedure is transparent and oriented towards the assessment of the research skills, theoretical preparation and motivation of the candidates, through publicly communicated tests and criteria. The publication of the topics, bibliography and results on institutional platforms ensures visibility and predictability of the selection process. The existence of facilities dedicated to candidates with disabilities and online exam options contribute to increasing accessibility and equity.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

T The indicator is: fulfilled.

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The [Regulation](#) on the professional activity of students includes a set of rules regarding the organization, conduct and completion of studies at Transilvania University of Braşov. The Regulation includes distinct sections regarding the organization of the educational process, the transferable credit system, student enrolment and expulsion, student attendance and assessment of skills, interruption of studies, student academic mobility, completion of studies, rewards and sanctions. For the application of the provisions regarding the professional activity of students at the level of doctoral studies, there are internal regulations included in the following documents: [Regulation](#) on the organization and conduct of doctoral and postdoctoral studies; [Instructions](#) of the doctoral school; [Methodology](#) for the evaluation of the activity of doctoral students in order to reallocate doctoral grants financed from the state budget; [Methodology](#) for the recognition of periods of study carried out abroad; [Regulation](#) for the recognition of periods of study or practice carried out within the framework of mobilities through the Erasmus+ program.
- ✓ 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 regulatory framework that regulates the professional activity of students, including doctoral students, is well structured and coherently covers the main stages of the academic path (organization of studies, evaluation, mobilities, interruptions, completion).
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) UNITBV's internationalization [strategy](#) has as its general objective to increase the university's internationalization level at all study cycles, including the doctorate. In this regard, UNITBV carries out international programs and projects and has concluded collaboration [agreements](#) (framework agreements, ERASMUS+ and CEEPUS) with over 700 partner institutions from over 90 countries. The Erasmus+ program, type KA131 and KA171, is accessible to doctoral students for study mobilities or internships/research both short and long-term, as well as intensive mixed programs ([BIP](#)). As member of the doctoral network (UNITA Doctoral Network), SDI participates in various doctoral activities within the alliance. Doctoral students participate in online [training](#) courses offered by trainers from the alliance, and two doctoral students from each university in the alliance, including UNITBV, participate in the final stages (at universities in France, Spain, Italy). To facilitate the exposure of doctoral students to the international doctoral academic environment, starting in 2024, SDI is organizing the International Doctoral Student Conference [DoCo](#). The conference invites prestigious personalities from abroad, members of the academic scientific and editorial environment to hold plenary conferences and workshops on topics of interest for doctoral 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 internationalization strategy is operationalized through a wide portfolio of partnerships, Erasmus+ mobilities, co-tutoring programs and active participation in European university alliances, which offers doctoral students multiple opportunities for international exposure.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations Increasing activities to promote the participation of doctoral students in external research mobilities.

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) The results of the scientific activity of the teaching staff involved in DSUD_SEF are reflected in the lists of publications available on the faculty [website](#) and in the individual CNATDCU files of the doctoral supervisors. This approach aims to achieve the learning outcomes targeted by the doctoral program, as well as the active integration of research into the educational process, including by guiding doctoral students towards applied research specific to the field. DSUD_SEF doctoral students and graduates actively participated, during

2021–2025, in national and international scientific conferences, contributing to the dissemination of doctoral research results and the development of academic collaboration networks, including the annual Doctoral Conference (DoCo) and the biennial international scientific conference "[International Symposium Forest and Sustainable Development](#)" organized by FSEF.

- ✓ 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 research activity in the field of Forestry is well anchored in current and relevant topics for the forestry sector, with the integration of scientific results in the teaching and training process of doctoral students.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) Scientific research is one of the fundamental missions inscribed in the [University Charter](#). The main directions and concerns of fundamental scientific research applied to the faculties of UNITBV are included in the [strategic plans](#) and [operational](#) of the university. With the establishment of the [Research and Development Institute](#) of the Transilvania University of Braşov (ICDT) respectively in 2013, an optimal academic environment for study, research, testing and experimentation was created, with the possibility of concentrating a large number of technological equipment in the proximity of the study spaces, as well as ensuring the perspective of interdisciplinary collaboration by including a number of research centers from different fields in the ICDT space. At the SEF level, the research centers [Sustainable management of forest and hunting resources](#) and [Forestry, forest management and land measurements operate](#). Both research centers serve the research activity carried out by both teaching staff and students of SEF and implicitly DSUD_SEF. In the last 5 years, the teaching and research staff has been involved in national, international and corporate [projects](#), all with themes from the field studied. At the institutional level, the international scientific conference "International Symposium Forest and Sustainable Development" is organized biannually, intended for both teaching staff, experts and researchers in the field, as well as doctoral students.
- ✓ 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 field benefits from an active research framework supported by competitive projects and scientific collaborations, which ensure the correlation of doctoral topics with the current priorities of the field.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) UNITBV has a Quality Assurance [Strategy](#) (2024-2029), developed in accordance with the provisions relating to the European Higher Education Area and taking into account the "European Standards and Guidelines, Part I-ii" on internal quality assurance. The quality assurance [procedures](#) are developed by the [Quality Assurance Office](#) in collaboration with the process managers and approved by the Board of Directors. The documents are brought to the attention of the academic community through Decisions of the Board of Directors. The University has a Code of Ethics and University Deontology included in the University Charter, Part II also has a [Regulation](#) on the organization and functioning of the University Ethics Commission, which is applied by the [University Ethics Commission](#). UNITBV is subject to the applicable legislation and there are specific instructions and forms on the application of [integrity policies](#).
- ✓ 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 existence of regulations and functional management structures facilitates the coordination of academic and administrative activities, as well as the unitary implementation of institutional policies regarding doctoral studies.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) Faculty and stakeholders are informed about the initiation and updating of procedures through communications sent to institutional email addresses and by posting on the university website. In the process of developing regulations, procedures and methodologies, the opinion of the academic community is valued, and updated and validated documents are made available to it and stakeholders, transparently, by publishing on the university [website](#). Quality assurance procedures are applied at the level of all faculties and university structures, the responsibility for implementation falling on the process managers and the quality assessment and assurance committees at the departmental (CEAC-D) and university (CEAC-U) levels. Doctoral students are represented in the [Council](#) of the Interdisciplinary Doctoral School by representatives elected by vote, who are involved in the decision-making processes regarding the organization and functioning of doctoral studies, in accordance with the internal regulations approved by decisions of the University 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 existing mechanisms provide a formal framework for stakeholder participation in governance processes and the continuous improvement of doctoral activities. The representation of doctoral students in management structures contributes to increasing decision-making transparency and adapting institutional policies to the real needs of the doctoral community.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 has a [University Ethics Committee](#) (CEU), a deliberative structure, without legal personality, [independent](#) in the exercise of its duties vis-à-vis any other structure or person within the university, which aims to comply with the norms of university ethics and deontology, including by analysing complaints and sanctioning deviations from university ethics, according to the Code of University Ethics and Deontology (integral part of the University Charter) and the [Regulation](#) on the organization and functioning of the committee . The University Ethics Committee analyses all complaints regarding deviations from university ethics, its decisions being given through committee decisions based on case reports prepared by analysis committees appointed at the level of the ethics committee. The CEU decisions are presented to the Board of Directors and the University Senate. Annually, CEU prepares a summary [report](#) of its activities, published on the university website. The university has had software for detecting similarities, [TURNITIN](#), available through the UNITBV e-Learning platform, acquired through an institutional development project, available to both teaching staff and students; all doctoral theses are institutionally checked for similarities, before entering the public defence procedure. Based on the Public Defence [Procedure](#) for Doctoral Theses, all stages of starting the procedure for completing/submitting the doctoral thesis to SDI are mentioned.
- ✓ 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 existence of a functional University Ethics Commission, with its own regulations approved by the University Senate, ensures the necessary institutional framework for the promotion and observance of the principles of ethics and academic integrity at the level of the entire university, including within the framework of doctoral studies.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 study programs are established, monitored and periodically reviewed, in accordance with the [Regulation](#) on the initiation, approval, monitoring and periodic evaluation of study programs on the initiation, approval, monitoring and periodic evaluation of study programs and based on a specific internal procedure. In this regard, each study program, and implicitly also DSUD_SEF, is coordinated by a doctoral supervisor, appointed by the dean together with his evaluation team. The quality assurance of DSUD_SEF is carried out with the help of [CEAC-D](#), the DSUD_SEF coordinator and the internal evaluation teams.
- ✓ 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 existence of periodic mechanisms for assessing the progress of doctoral students and reviewing the contents of the advanced university training program allows the adaptation of doctoral training to the current requirements of scientific research and the dynamics of specialized fields.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 CEAC-D and the internal evaluation team of a study program are composed of teaching staff and students, but may also include representatives of employers and graduates. Teaching staff and doctoral students are directly involved in the CEAC activity through the [Council for PhD studies](#) (CSUD-UNITBV), contributing to the analysis of indicators, the evaluation of doctoral study areas and the formulation of proposals for improving their activity.
- ✓ 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 involvement of teaching staff and doctoral students in quality assurance structures is functional and contributes to the periodic evaluation of doctoral programs, but the participation of employers and graduates is still partial and can be strengthened.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations Expanding the involvement of employers and graduates in the evaluation and curriculum review processes.

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.	
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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 results of the evaluations are centralized and analysed by the responsible structures (CEAC, in the [Council for PhD studies](#)), and the conclusions are communicated to those involved. Based on them, measures are proposed to improve teaching activity and to strengthen the teacher-doctoral student relationship. Thus, the periodic evaluation

process has an active role in ensuring and increasing the quality of the doctoral study program, contributing to the continuous improvement of the staff involved.

- ✓ 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 analysis of the results allows the identification of strengths and aspects that require improvement in teaching and academic supervision, including in the context of doctoral training.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 University has a [Strategy](#) for digital transformation in the field of education, research and administration, developed in accordance with national and European strategic documents on the digitalization of education. IT systems for the economic management of faculties/departments/study programs (GESFO) and other specific applications for the evaluation of the teaching, scientific and research activity of teaching staff and doctoral students ([ACADEMICS](#), including FRACS and CNATDCU standards) have been implemented.
- ✓ 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 Extended access to digital infrastructure and integration into international reporting systems support transparency and institutional performance, with potential for optimization through interoperability and more consistent use of data for strategic decisions.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) IOSUD-UNITV ensures free access to data regarding the doctoral study program. Information regarding the [Interdisciplinary Doctoral School](#) and the doctoral field, [admission procedures](#), [doctoral internship](#), Doctoral School [Regulations](#) scholarships, [funding, awards, fees](#), etc., are published on the institution's website and updated periodically. These measures ensure both transparency and correct information for the public, as well as strengthening trust in the quality and relevance of the doctoral study program.
- ✓ 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 University ensure a high level of institutional transparency, providing easy access to relevant information regarding the offer of study programs, student facilities and the organization of the teaching process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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) IOSUD-UNITBV ensures the [transparency](#) of decision-making processes by publishing and communicating decisions taken by the management structures: [Council for Studies University of PHD](#) (CSUD-UNITBV), by complying with the procedures provided for in internal 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 Communication of decisions at the institutional level, within CSUD-UNITBV, is carried out transparently and systematically, by publishing on official websites and sending them by e-mail to relevant groups, this practice being maintained and expanded within FSEF.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) DSUD-SEF was subjected to periodic external evaluation, according to the [ARACIS report](#), no. 147/28.12.2021, following which the [maintenance of accreditation](#) was confirmed. External quality assessment procedures are carried out based on the IOSUD - UNITBV [Regulation](#), and the initiation of the evaluation process is carried out following approval, in CSUD, according to the methodological requirements in force. Recommendations made by the ARACIS Commission within the 2021 REE have been implemented, confirming the achievement of ARACIS standards according to the [External Progress Evaluation Report](#).
- ✓ 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 University complies with the legal obligation to submit to the external quality assessment process, ensuring its periodic organization in accordance with the regulations in force, with the approval of the Senate and based on a planning approved by the Board of Directors.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ teaching staff with certain pedagogical and research qualities; ✓ visibility of research results through articles published; ✓ cooperation with external universities; ✓ using modern teaching methods; ✓ the existence of a modern library and access to prestigious international databases; ✓ the existence of a satisfactory number of ongoing national and international projects; ✓ good involvement of doctoral students in research projects; ✓ the existence of laboratories and modern research infrastructure; ✓ the existence of IT infrastructure and online platforms.	INTERNAL FACTORS ↑	Weaknesses: ✓ a small number of mobilities abroad carried out within the ERASMUS+ program; ✓ international mobility of doctoral students, achieved through the internal scholarship program that financially supports the completion of research internships and facilitates the integration of doctoral students into international research teams; ✓ the small number of theses completed under international co-supervision.
SWOT analysis		
Opportunities: ✓ framing major research themes within the SDI in the local and regional development strategy; ✓ strengthening collaboration with the socio-economic environment; ✓ the existence of fruitful collaboration in interdisciplinary fields; ✓ national/international	EXTERNAL FACTORS ↓	Threats: ✓ national and international competition in the field of doctoral studies to attract doctoral students and financial resources; ✓ migration of graduates from Romanian universities to institutions abroad or to the labour market in other countries; ✓ lack of attractiveness of existing doctoral research

collaborations allow permanent contact with technical-scientific achievements.		✓ scholarships/grants; decreasing companies' willingness to invest in training highly qualified specialists and for doctoral research.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
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	Interdisciplinary Doctoral School – Domain engineering, can analyse the opportunity to introduce in the curricula of first year, first semester, a course on using the potential of the artificial intelligence in research.
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	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Increasing activities to promote the participation of doctoral students in external research mobilities.
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	Expanding the involvement of employers and graduates in the evaluation and curriculum review processes.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfilment

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

All the performance indicators analysed (32), were deemed to have been met.

VI. Conclusions

The evaluation process has led to the following general conclusions regarding the quality of education provided within the doctoral domain in Forestry offered by Transilvania University of Braşov. The doctoral domain has strengthened in recent years, successfully attracting many doctoral students. The mission, objectives, competencies, and learning outcomes are clearly defined and well-integrated. The teaching staff possesses the necessary competencies to deliver the program to a high standard, and the material resources are adequately developed (some laboratories are of international standard) and ensure a very high-quality educational process. Doctoral students, graduates, and employers hold a positive opinion of the evaluated domain.

Recommendations:

- Interdisciplinary Doctoral School – Domain engineering, can analyse the opportunity to introduce in the curricula of first year, first semester, a course on using the potential of the artificial intelligence in research.*
- Increasing activities to promote the participation of doctoral students in external research mobilities.*
- Expanding the involvement of employers and graduates in the evaluation and curriculum review processes.*

*Following the accreditation renewal process, the commission found that the performance indicators for the doctoral domain in Forestry had been met and recommends **maintaining accreditation** (MAC).*

VII. Annexes

1. Schedule of the evaluation visit to the IIS;
2. Minutes of all meetings organized during the visit to the IIS;
3. Resources available on the university website.

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
Luni/ Monday, 20.07.2026			
12:00-12:30	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/ Room/Location SPI, Șirul Beethoven no. 1, Brașov
12:30-13:20	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/ Room/Location SPI Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i> - Prof. univ. dr. ... -decan - Prof. univ. dr. ... – prodecan cercetare științifică - Prof. univ. dr. .. – prodecan - Prof. univ. dr. –prodecan - Prof. univ. dr. ... –director departament EFAPMT
13:20-13:30	Pauză/ <i>Break</i>		
13:30-14:20	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/ Room/Location SPI Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting::</i> - Prof. univ. dr. ... – prodecan cercetare științifică - Prof. univ. dr. ... – prodecan
14:20-14:30	Pauză/ <i>Break</i>		

Intervalul orar/ Hour	Activități de evaluare/ Evaluation activities	Participanți/ Participants	Locație/Location /Listă participanți/List of Participants
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala/Locația/ Room/Location SPI Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: _ au participat 13 cadre didactice
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers¹ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location SPI Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - reprezentant – Director INCDS "Marin Drăcea" Brașov - reprezentant – Șef secție Cinegetică INCDS "Marin Drăcea" - reprezentant – Romsilva, Direcția Silvică Brașov

¹ Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
			- reprezentant , Garda Forestieră Brașov - reprezentant , Regia Publică Locală a Pădurilor Zărnești - reprezentant președinte Fundația Carpați
16:30- 18:30	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>	- Prof. univ. dr. ...– prodecan cercetare științifică - Conf. dr. ing. -reprezentant - Șef lucr. dr. ing. - reprezentant
Marti/ Tuesday, 21.07.2026			
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 SPI
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabili 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/ <i>Panel members</i> - Responsabili centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/Locația/ Room/Location SPI Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. ... - Prodecan cu activitatea de cercetare științifică - Prof. univ. dr... coordonator centru de Cercetare EFAPMT

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
			- Conf. univ. dr. – coordonator Centru de cercetare Managementul resurselor forestiere și cinegetice - Conf. univ. dr. –Centrul de cercetare Managementul resurselor forestiere și cinegetice Prof. univ. dr. -centru de Cercetare EFAPMT
10:20 - 10:30	Pauză/ <i>Break</i>		
10:30 - 11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala/Locația/ Room/Location Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - - SDI - Prof. univ. dr.–președinte CEAC - Prof. univ. dr. ... –coordonator domeniu de doctorat
11:20 - 11:30	Pauză/ <i>Break</i>		
11:30 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți² 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 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - student – an de studii/ year of study III - student– an de studii/ year of study I

² Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of <i>Participants</i>
			- student – an de studii/ year of study IV - student – an de studii/ year of study IV - student – an de studii/ year of study IV - student - an de studii/year of study IV - student an de studii/ year of study IV - student an de studii/ year of study V - student an de studii/ year of study II - student an de studii/ year of study IV - student an de studii/ year of study IV - student an de studii/ year of study I - student an de studii/year of study I - student an de studii/ year of study III
12:30- 14:00	Pauză de prânz/ <i>Lunch</i>		

Intervalul orar/ Hour	Activități de evaluare/ Evaluation activities	Participanți/ Participants	Locație/Location /Listă participanți/List of Participants
14:00-14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{3,4} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁵ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Sala/Locația/ Room/Location Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Gabriela Anamaria Anuțoiu – an absolvi/ year of graduation 2025 - absolvent– an absolvi/ year of graduation 2013 - absolvent– – an absolvi/ year of graduation 2025 - absolvent– - an absolvi/ year of graduation 2026 - absolvent– – an absolvi/ year of graduation 2024 - absolvent– – an absolvi/ year of graduation 2024
14:50-15:00-	Pauză/ <i>Break</i>		
15:00-17:00	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 SPI
Miercuri/ <i>Wednesday, 22.07.2026</i>			
08:00 - 09:00	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location SPI

³ Se va evita invitarea absolvenților care sunt angajați ai ÎÎS sau ai OFE, după caz.

⁴ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

⁵ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
09:00- 10:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎÎS 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 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. ... -decan - Prof. univ. dr. ...– prodecan cercetare științifică - Prof. univ. dr.– prodecan

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.

Prepared by, Prof. dr. Forța Ciprian George