HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

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

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

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

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

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

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

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

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi art. 62-63 din Metodologie.

Luând în considerare:

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

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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 care fac parte integrantă din prezenta hotărâre.

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

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

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

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

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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

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

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 5
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 5.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea Tehnică din Cluj-Napoca
Şcoala(ile) doctorală(e)	Școala Doctorală UTCN
Domeniul de studii universitare de doctorat (DSUD)	*Filosofie*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării
DECIZIA	
Descrierea pe scurt a procesului de luare a deciziei	
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Umaniste și Teologie (CPS_C2) din 03.09.2026, propunerea de decizie fiind consemnată în PV nr. 4525/ 03.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4655/17.09.2026. Consiliului ARACIS a solicitat în ședința din 17.09.2026, revizuirea REE REE revizuit a fost analizat în ședința CPS_C2 din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5210/12.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.	
Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei	

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N:	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: N:
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N:	**Î:** I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1,I.P.B.5.1.1 N:
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N:	**Î:** I.P.C.1.1.1, I.P.C.2.2.2, 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: I.P.C.1.2.1, I.P.C.3.1.1, N:

Motivarea deciziei

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

- *32 indicatori: 26 sunt îndepliniţi, 6 parţial îndepliniţi şi 0 sunt neîndepliniţi*
- *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Technical University of Cluj-Napoca
Doctoral School:	UTCN Doctoral School
Doctoral Domain:	Philosophy
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.	NEACȘU Elvira-Adriana	Expert evaluator	
2.	SAVA Lucia	International Expert	
3.	LĂZĂRESCU Adrian-Vasile	PhD Student Evaluator	

I. Introduction

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

This External Evaluation Report (EER) was prepared by the Evaluation Committee, mentioned on the second page of this document. The Committee was appointed by ARACIS and had the role of carrying out the external quality assessment in order to maintain the accreditation of the field of doctoral university studies, organized by the Technical University of Cluj-Napoca, but carried out at the North University Center of Baia Mare.In accordance with the Evaluation Calendar, established in common agreement with the representatives of the Technical University of Cluj-Napoca (hereinafter referred to as UTCN), it was established that the period of the visit would be the interval of July 20-21, 2026. The visit involved the travel of all members of the evaluation committee to UTCN, the North University Center of Baia Mare, and their participation in all the activities included in the Calendar.

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

The Technical University of Cluj-Napoca is a state, accredited higher education institution, with legal personality, of public interest, with a non-profit character, an integral part of the national higher education system. The Technical University operates in compliance with the Constitution and legislation of Romania and in accordance with the norms provided by the Great Charter of Universities of Bologna (1999), being a signatory thereof (2004).
The institution was founded in 1948 under the name of the Institute of Mechanics (Official Gazette no. 249/26.10.1948), in 1953 it was transformed into the Polytechnic Institute of Cluj (HCM 2688 of 1953), and since 1992 it has operated under the current name of the Technical University of Cluj-Napoca (Official Gazette no. 337/29.12.1992). In 2012, the merger by absorption with the North University of Baia Mare took place, which is still constituted as a complex functional unit, under the name of the North University Center of Baia Mare.

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

The doctoral study field Philosophy is part of the Doctoral School of the Technical University of Cluj-Napoca, which is established in accordance with the legal regulations in force. The UTCN Doctoral School has 17 accredited doctoral fields, including: Architecture, Computers and Information Technology, Civil Engineering, Electrical Engineering, Mechanical Engineering, Environmental Engineering, Mathematics, Philology and Philosophy. The doctoral school in the field of Philosophy was established in 2007, within the North University of Baia Mare (IOSUD), by MEC Order no. 667/28.07.2007.Based on the MECT Order no. 1437/02.07.2007 was conferred the quality of doctoral supervisor, in the field of Philosophy, for three professors (Prof. Petru Dunca, PhD, Prof. Ion Dur, PhD, Prof. Teodor Vidam). By the UTCN Senate Decision no. 982/27.09.2018, CS1. Dr. Habil. Dan Gabriel Simbotin is part of the UTCN Doctoral School, Humanities program, Philosophy field. By the UTCN Senate Decision no, 1371 / 24.06.2021 prof. Daniela Dunca, PhD,

is part of the UTCN Doctoral School, Humanities program, Philosophy field By UTCN Senate Decision No. 1950 / 12.12.2024, Assoc. Prof. Vasile Cătălin Bobb, PhD, is part of the UTCN Doctoral School, Humanities program, Philosophy field. Since the last evaluation procedure of the Doctoral School of Philosophy (in 2021) the composition of the school is as follows: Prof. Petru Dunca, PhD, Ion Dur, PhD, CS1. Dan Gabriel Simbotin, prof. Daniela Dunca, PhD, respectively Assoc. Prof. Vasile Cătălin Bobb.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

In order to prepare this External Evaluation Report (REE), the Commission relied on the analysis of the following documents:

- The internal evaluation report of the evaluated doctoral university study field and its annexes, available on the ARACIS platform;
- The documents, data and information available on the IOSUD/Doctoral School website, in electronic format;

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

The visit to the institution's headquarters was carried out in accordance with the calendar developed by the Evaluation Committee and agreed by the representatives of UTCN. During it, the lecture/seminar rooms available to students, the laboratories available to doctoral students and professors, the library, dormitories/canteen, etc. were visited.

At the same time, during the visit, the Evaluation Committee had meetings and discussions with:

- the representatives of the management of the organisational component,
- the staff in charge with the research centres/laboratories,
- the teaching staff involved in the activities within the DSUD,
- doctoral students of the DSUD, graduated of the DSUD,
- employers of the DSUD graduated,
- members of the University Ethics Committee,
- representatives of the quality assurance organisational structures.

Other relevant methods or aspects.

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

DOMAIN A. Institutional capacity

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

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

	methodologies, regulations and procedures that are periodically reviewed as required by law.

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

The structures responsible for organizing doctoral studies at IOSUD-UTCN are presented transparently, with complete attributions and contact details, in the IOSUD Structure section. Regarding the Philosophy field, the IOSUD secretariat centralizes current documents (admission files, doctoral course and committee formation), while CSUD and the Doctoral School supervise regulations, planning and academic control.
The IOSUD-UTCN organizational chart (2024) shows the correlation between decision-makers (Rector, Senate/CA), academic management structures (CSUD, Doctoral School, field councils) and ethics ones (OEIA/BEIA). At the same time, it illustrates the operational flows with the IOSUD secretariat, directly applicable to the Philosophy field.
The IOSUD regulations are centralized in the Regulations section, based on the Doctoral School Regulation (04.07.2024), correlated with Law 199/2023 and OM 3020/2024. Admission is established by HSU no. 1785/21.03.2024. For the thesis defense, the complete flow is available on the dedicated page, providing the Operational Procedure approved on 13.05.2025 (Ed. III, Rev. 1), the related OPIS and the standard forms from F1 to F18.

✓ 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 requirement of the indicator – the existence of institutionalized, regulated and published organizational components and processes – is fulfilled by:
- Public availability of contact details, areas and formal structure of IOSUD, doubled by the visual representation in the IOSUD-UTCN Organizational Chart (2024).
- Alignment of internal rules with national legislation, validated by the publication of the Doctoral School Regulation of 04.07.2024 (in accordance with Law 199/2023 and OM 3020/2024).
- Standardization of essential flows through clear operational documents: HSU 1785/2024 for the admission process, respectively the Completion Procedure, the OPIS and the set of forms F1–F18 for the completion of the doctoral internship.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension[1] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

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

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

The approval and decision-making processes at the Faculty of Letters (which includes the Philosophy field) are fully transparent. The periodic publication of agendas, council decisions and related information constitutes traceable and verifiable evidence of consultation with the academic community.
The UTCN interface with the socio-economic environment is managed through the PO_CRMSE_01 procedure (CRMSE Procedure), which standardizes the entire workflow: initiation, approval, digital registration in JobRouter, signing and storage. To facilitate the process, model contracts and agreements are officially published.

✓ 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 public dissemination of the agendas and decisions of the faculty councils confirms that all proposals and documents rigorously go through the consultation and approval stages prior to adoption. This mechanism ensures full traceability, offering clear visibility over the entire procedural path.
Collaborations and consultations with employers in the Philosophy field are governed by standard steps through the PO_CRMSE_01 procedure. This ensures uniformity and traceability of the process by monitoring the circuit in JobRouter and through successive approval stages, confirmed by the official list of responsible persons and signatories.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Greater attention from UTCN to integrating into regulations, methodologies and their application procedures, criteria specific to the humanities doctoral field in general and the Philosophy doctoral field in particular.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

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

The UTCN Library Directorate (through the CUNBM Library) provides printed and digital collections, quickly located through the online catalog OPAC – Liberty. Access to international scientific databases is ensured through the ANELIS Plus consortium, with institutional connection procedures published on the UTCN/Research page.
For all doctoral students, including doctoral students in the field of Philosophy, the ANELIS Plus platform offers additional support tools (such as mobile access and extended resource lists), facilitating documentation from a distance or off-campus.
There are laboratories and research structures related to the field of Philosophy such as: Building social ontology through language; Rhetoric and argumentation; Descriptive and normative in the philosophical approach to the social-political sphere; Practical philosophy - new configurations within philosophical

hermeneutics; Philosophical ideas - critical elaborations and diachronic dimensions - which appear in the" Research - Faculties" - UT Cluj section.
The final stages of doctoral studies are published on the "Thesis Defense" page. To ensure a standardized flow, the platform provides direct access to the operational procedure, the OPIS of the required documents, and the mandatory forms (F1–F18) — including those intended for analyzing similarity and appointing the defense committee.

✓ 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

Through the OPAC – Liberty platform and the ANELIS Plus consortium (accessible through the dedicated portal and the UTCN institutional page), PhD students in the field of Philosophy benefit from direct access to collections of scientific journals and indexing metadata essential for research and thesis writing. OPAC – Liberty; ANELIS Portal ; Anelis Plus – website ; UTCN – Access ANELIS.
At the same time, the transparent publication of the operational procedure, the OPIS and the standard forms on the IOSUD website demonstrates the clear definition of the administrative stages necessary until public support — including the critical process of verifying similarities —, thus fully meeting national methodological requirements. Link – completion procedure.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Greater technical support for doctoral students to be able to access international scientific databases outside the university campus.

The indicator is: fulfilled.

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

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

The management of UTCN's movable and immovable assets is standardized by the DMCDI Instructions, which define the route of documents from drafting and registration in JobRouter (by dedicated categories such as "Z-CERCET"), to the signature circuit at management level (Lawyer, DMCDI Director, Economic Director, Rector) and final reception.
Traceability is guaranteed by a solid IT infrastructure; the suite of institutional applications used in administration (JobRouter, SIMAC+, IOSUD Platform, SINU) is transparently presented on the IT & Digitalisation – Applications portal, confirming the solidity of the university's digital system.

✓ 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

Full traceability of infrastructure and project documentation is ensured through DMCDI procedural rules and through digital flows in JobRouter (registration, numbering and successive approvals). This standardized approach validates the fulfillment of the indicator requirement regarding the documentable management and maintenance of the material base.

The transparency regarding the use of the JobRouter, SIMAC+, IOSUD Platform and SINU platforms attests to a solid IT infrastructure. This provides the technological support necessary for the optimal conduct of administrative and academic activities within the field of Philosophy.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

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

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

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

At the UTCN level there is a continuous concern related to the quality of teaching staff. At the institutional level, the recruitment, placement and evaluation of teaching staff is regulated according to internal regulations, through its own methodologies and procedures that are in line with the national legal framework.

Regarding the Doctoral School of Philosophy, the CVs of the teaching staff are uploaded on the Faculty of Letters website, in the section dedicated to doctoral studies. Their analysis shows that the teaching staff has the necessary qualifications and professional competences to teach the subjects that correspond to them in the list of functions.

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

The Doctoral School of Philosophy has five doctoral supervisors, two of whom were integrated into it after the last evaluation, which shows the concern for increasing their number. All doctoral supervisors have research and publications that demonstrate that they have the necessary qualifications and professional competences to teach the subjects that correspond to them in the list of functions. UTCN uses the SIMAC+ platform (listed in the IT & Digitalisation – Applications portal) to record research (publications, citations) and involvement in projects of professors in the field of Philosophy.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Greater adaptation of the SIMAC+ platform to the specific criteria of the humanities field in general and the Philosophy field in particular, for recording the research of teaching staff.
2. The permanent presence in Baia Mare of a person to carry out secretarial work dedicated to the doctoral fields of CUNBM.

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)

UTCN has a strategy for the professional and personal development of the teaching and research staff, supported by strategic documents (such as the Strategic Plan 2024-2029), internal regulations and dedicated structures.

UTCN funds teaching or training internships abroad through Erasmus+ Mobilities, offering teachers the opportunity to learn the best practices from top European universities.

UTCN rewards international visibility (publishing articles in high-impact journals). These policies directly stimulate professional development and career advancement (habilitation, obtaining the professorship).

The Department for Didactic Staff Training (DPPD) provides the formal framework for the continuous psycho-pedagogical training of teachers and the improvement of their teaching/evaluation methods, adapted to new educational technologies and student-centered education.

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

The UTCN strategy regarding the personal and professional development of teaching and research staff is operationalized through support mechanisms regulated in the Strategic Plan 2024–2029. Among the major levers for stimulating excellence is the funding of Erasmus+ international mobilities (for teaching and training), an initiative that offers teaching staff the opportunity to take over and implement good practices from the European university space.

The stimulation of scientific excellence within UTCN is achieved through active policies to reward international visibility, with an emphasis on publishing results in high-impact journals. These measures directly support professional development and advancement in the academic career, facilitating the obtaining of the habilitation certificate and promotion to the rank of university professor.

In terms of teaching, continuous improvement is ensured through the Department for the Training of Teaching Personnel (DPPD), which provides the formal framework for psycho-pedagogical training and the modernization of teaching and assessment methods, in full accordance with emerging educational technologies and student-centered education paradigms.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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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)

The recruitment and filling procedures for vacant teaching positions at the Technical University of Cluj-Napoca (UTCN) are strictly regulated and are carried out through public competition. The process is governed by the national higher education legislation and is operationalized at the institutional level through its own competition Methodology for filling vacant teaching and research positions, approved by the Senate of UTCN.

At the same time, the Charter of the Technical University of Cluj-Napoca establishes the general principles of filling positions, as well as ethics and non-discrimination policies in the recruitment process.
The Organization and Functioning Regulation (ROF) of UTCN defines the administrative flow through which a vacant position is proposed at department level, endorsed by the Faculty Council, approved by the Board of Directors and validated by the Senate before being published in the Official Gazette.

✓ 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

UTCN publishes contest pages by semesters (announcement, online registration, candidate lists, results) and maintains an archive: Contests 2024–2025, Sem. II ; Contest Archive. The recruitment rules are defined in the UTCN Methodology (22.02.2024), and the digital flows use JobRouter (mobile client).
Transparency is proven through announcements, applications and public results; compliance is anchored in the UTCN methodology (correlated with the national framework). The use of JobRouter ensures the digital traceability of administrative steps. Example contest page; Methodology 2024.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

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

The transition to a complete digital ecosystem within IOSUD-UTCN is highlighted by the evolution of the registration platforms. If until 2025 information and monitoring were carried out through the UTCN Doctorate portal, starting with the 2025 admission cycle, the online procedures were taken over by the SIS module – candidate-doctorate-admission. According to the institutional tutorials (RO/EN), the application automates the verification of candidates, the submission of files and the payment of fees. The reference information core and the documentary base dedicated to each doctoral field (including Philosophy) remain centralized on the official IOSUD Admissions web page.

✓ 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 digital architecture of IOSUD-UTCN is based on the interoperability and specialization of its platforms. Doctoral enrollment is completely digitalized through the SIS module (candidate-

doctorate-admission), a process described in the admission guides through rigorous steps: identity validation, data completion, document upload and online payment, the interface providing contextual feedback on the status of active sessions. For the post-admission stages, information management is ensured by the doctorat.utcluj.ro portal (defendants' calendar and thesis repository) and by the page dedicated to the procedures for completing studies. This functional segmentation attests to a mature digital ecosystem, capable of integratedly managing both the admission of candidates and the completion of doctorates.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Transferring all activities to the SIS platform (Integrated Student System - sis.utcluj.app).

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[2] The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

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

The doctoral study programs within IOSUD – Technical University of Cluj-Napoca (UTCN) are based on the UTCN Charter, the Institutional Regulation for the Organization of the Doctorate and the Specific Regulations of the Doctoral Schools. They are designed in accordance with the current legislative norms: Higher Education Law no. 199/2023; MEC Order no. 3020/2024 (on doctoral studies) and Order no. 3018/2025 (on the minimum standards for the award of the doctoral degree).

The learning and research process is structured in two mandatory components: the Advanced University Training Program (PPUA) and the Scientific Research Pathway (PCS), totaling 240 ECTS credits. The doctoral student's activity is guided directly by the doctoral supervisor and by a Guidance and Academic Integrity Commission (which also includes an external IOSUD-UTCN member).

The rules of conduct can be consulted in the Institutional Regulation on the organization and conduct of doctoral studies and postdoctoral programs of advanced research in UTCN. All necessary documents (procedures, contracts and discipline sheets, annexes) are made available by IOSUD and the related Doctoral Schools.

The curriculum ensures a logical and gradual evolution of the acquired skills: from fundamental concepts and research methodologies, to practical application, innovation and dissemination of scientific results.

[2] The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

✓ 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 program's structure and resources are designed to ensure a solid transition from theoretical training to excellent research. The disciplines within the Advanced University Training Program (PPUA) are supported by professors, associate professors and researchers with recognized expertise in the field. The thematic diversity of the courses allows for the direct adaptation of academic training to the specifics and research needs of each doctoral thesis. The scientific path of doctoral students is monitored and actively supported by guidance committees that include external IOSUD specialists, thus guaranteeing the objectivity and quality of the evaluation.

Students have assured access to international scientific databases (through institutional subscriptions and national platforms), as well as to licensed software specific to research activity. Academic performance and results are validated through publication of articles in specialized journals, participation in professional conferences and direct involvement in scientific grants.

However, the Commission found that the Advanced University Studies-Based Training Program (PPUA), developed in the first semester of the first year of doctoral studies, is not carried out on the basis of a Curriculum, which constitutes a deviation from the legal framework.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. The implementation of a Curriculum for the Advanced University Training Program (PPUA), carried out in the first semester of the first year of doctoral studies.

The indicator is: partially fulfilled.

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

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

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

The Expected Learning Outcomes (RAI) at the doctoral level focus on developing the ability to independently and responsibly lead a scientific research process, to produce original knowledge and to publish results at international standards.In the field of Philosophy, these capabilities are developed based on specific professional competencies, and regarding transversal competencies (critical analysis, synthesis, scientific communication, ethics), Doctoral Studies in Philosophy, by their nature, place major emphasis on original scientific research and on the formation of these competencies.

Within the PhD Program in Philosophy of UTCN, the expected learning outcomes are partially correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO). This emerges from the analysis of:

- Discipline Sheets within the Curriculum;
- Regulation of the doctoral school (describes the mission, competences and structure of the program).
- Individual file of the doctoral student (includes the research topic, training stages, research plan, RAI specific to the thesis).
- Annual report of IOSUD/doctoral school (highlights the employability rate of graduates, including in research/development positions).

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

The PhD program in Philosophy at UTCN partially correlates the learning outcomes with the profile of high-level skills required on the labor market for Level 8 graduates, adapted to the requirements of ESCO and RNCIS, since 4 of the 5 subjects taught within the PPUA are master's subjects, therefore level 7. However, it emphasizes analytical and synthesis skills, ethics and compliance, research and academic innovation. These offer graduates the flexibility to work both in academia and in the private or public sector.

In recent years, there has been an improvement in the quality indicators regarding the knowledge and skills acquired by doctoral students. They benefit from a greater offer of training internships and extended access to the infrastructure of university research centers. There is an upward trend in the active involvement of doctoral students in the teaching process (seminars, laboratories), thus consolidating their pedagogical skills. The increased interest of doctoral students in applied research and dissemination is demonstrated by the higher rate of participation in specialized conferences than in the past and the volume of published articles compared to the total number of students.

So, the PhD in Philosophy at UTCN is a program oriented towards fundamental and applied research, being correlated with the social, political, economic, cultural fields, offering experts capable of providing answers to the problems that come from society.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Introduction into the PPUA of specific disciplines for level 8 of academic qualification.
2. Developing an explicit structure of correspondence between the Expected Learning Outcomes (RAI) of the doctoral program and the high-level competencies required by emerging roles in strategic sectors.
3. External validation of RAI through socio-economic partnerships.

The indicator is: partially fulfilled.

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

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

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

The PhD program in Philosophy at UTCN is designed to develop advanced research skills and to strengthen ethical conduct in scientific activity. The entire educational process — from the design of individual study programs to teaching and assessment — is student-centered and tailored to the research profile of each doctoral student.
Under the guidance of doctoral supervisors and advisory committees, which provide continuous mentoring, doctoral students develop their critical thinking, analytical skills, and research hypothesis-formulation skills. Evaluation focuses on individual scientific progress, the quality of research activity, and active involvement in seminars, conferences, and publications. At the same time, the Doctoral School provides a flexible and open framework that stimulates interdisciplinary approaches and scientific collaboration.

✓ 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 study program in Philosophy at UTCN brings together disciplines that meet the training needs of doctoral students. At the same time, these disciplines are correlated with the research directions of the doctoral supervisors.
However, with a single exception, all courses in the PPUA program are drawn from the master ”Human Rights” at UTCN, and doctoral students who have completed that master's program are required to repeat them (in practice, an equivalency process is applied).
The guidance committee monitors scientific progress and evaluates the results of the theoretical and experimental research of doctoral students, actively supporting the development of individual skills and the improvement of their academic performance.
There are mechanisms for verifying the content of the training programs established at the procedural level and mechanisms for verifying the quality of the programs from the point of view of the doctoral students by requesting periodic feedback. There are Self-Assessment Sheets for both PhD students and PhD supervisors, published on the faculty website.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. The introduction of distinct subjects into the PPUA that do not duplicate Master's courses.
2. Optimizing the doctoral program through qualitative educational marketing studies (focus groups and projective techniques), aimed at identifying new directions for the development and adaptation of its activities.

The indicator is: partially fulfilled.

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

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

UTCN provides students with various opportunities to participate in academic mobility programs, carried out in physical, virtual or hybrid format. Research internships and academic exchanges at the doctoral level are particularly encouraged, as well as the facilitation of theses under international co-supervision, as well as participation in prestigious scientific events.
For the field of Philosophy, IOSUD and the Doctoral School have concluded bilateral ERASMUS+ agreements with renowned universities abroad, thus supporting the international mobility of doctoral students and teaching staff.

✓ 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

Bilateral ERASMUS+ agreements allow for international mobility of doctoral students. The latest agreements were concluded in 2022 with the University of Padua and the "Federico II" University of Naples. The area of mobility has also been expanded as a result of a research project with Hankuk University in Seoul (South Korea) between 2021-2025, which benefited both doctoral students and teaching staff and doctoral supervisors. Mobilities are mentioned in the Student Self-Assessment Sheets published on the UTCN website in the Activity-Doctoral Students-Philosophy section.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Establishing new partnerships with universities abroad.
2. Increasing the number of doctoral students participating in internships abroad.

The indicator is: fulfilled.

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

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

The organisational component of the doctoral education system at the Technical University of Cluj-Napoca (UTCN) ensures fair and equitable opportunities for doctoral students, taking into account their diverse learning needs, research interests, skills and professional aspirations. This is supported by an institutional framework that guarantees equal access to educational, research and documentary resources, academic guidance, feedback and contestation mechanisms, as well as by measures promoting non-discrimination and accessibility for candidates and doctoral students with disabilities. The implementation of these principles is supported by relevant institutional regulations, student feedback mechanisms, accessibility measures and the involvement of student representatives and legally constituted student organisations in monitoring and improving the learning environment.

✓ 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

UTCN has established and implemented an organisational framework that supports equity, equal access to resources and the diversity of doctoral students' needs and aspirations.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

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

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

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

UTCN provides doctoral students with access to appropriate learning resources and support services, in line with the requirements of doctoral education and the specific needs of the study fields. These include library and digital resources, international scientific databases, licensed software, research infrastructure, dedicated study and research spaces, and technical support for the use of digital and research facilities. Doctoral students also benefit from supervision and support from doctoral supervisors.

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

The university has also implemented measures to support students with disabilities and special educational needs, including accessible infrastructure, adapted facilities, assistive equipment and software, and, where necessary, adjustments to study and assessment arrangements. The effectiveness and use of resources and services are monitored through student feedback and institutional evaluations, which have led to improvements in library services, study spaces, counselling activities and digital platforms.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

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

The doctoral training program, carried out over the 4 years of study, aims to strengthen the research skills of doctoral students. The PPUA (Advanced University Training Program) in the first semester of the first year of study includes three specialized disciplines, one on Ethics and Academic Integrity, and the last on Statistical Data Processing.

In the Discipline Sheets, the learning outcomes are described explicitly, facilitating a common and clear understanding — for both students and teachers — of the learning objectives. They

clearly structure the objectives and thematic content (in the course and seminar components), highlighting the competencies, skills, autonomy and responsibility that students will acquire, as well as the concrete methods of assessment and examination.

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

During the site visit, it was observed that, in almost all Discipline Sheets, the course descriptions and learning outcomes align with the master's level. Furthermore, the "Statistical Data Processing" course, which falls under the subject area of Applied Mathematics, is not relevant to the Philosophy doctoral program; its Discipline Sheet is not adapted to the field of Philosophy – being shared for all UTCN doctoral students – and its highly abstract, mathematically intensive content is geared more towards doctoral students in mathematics and engineering. This point was highlighted by the doctoral students, who expressed a preference for a research methodology course specifically designed for the field of Philosophy.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Establishment in the Curriculum for the Advanced University Training Program (PPUA) of only disciplines truly relevant for philosophical research.
2. Creating Discipline Sheets appropriate for the doctoral level of academic qualification.

The indicator is: partially 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)

The assessment of learning outcomes is carried out progressively, through exams related to the disciplines in the PPUA and by submitting Progress Reports to the Guidance Committee. At the end of the studies, the evaluation process goes beyond the simple analysis of the doctoral thesis; it aims at an overall validation of the competencies acquired by the doctoral student — knowledge, practical skills, responsibility and autonomy —, confirming his or her ability to effectively coordinate future research projects.

✓ 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

Verification of the achievement of learning outcomes is achieved through the evaluation of the doctoral way, which is a continuous and integrated process, carried out on two levels:
- Formative evaluation (performed along the way): Provided through the exams of the disciplines in the PPUA and by defending progress reports before the guidance committee, with the role of monitoring the quality of research and theoretical rigor.
- Summative evaluation (final): Focused on the public defense of the doctoral thesis and on auditing the acquired competencies (niche knowledge, practical research skills, full autonomy and responsible ethical conduct), necessary for the integration of the graduate into the scientific community.

There are regulations in this regard:

- Institutional Regulation on the organization and conduct of doctoral studies and advanced research postdoctoral programs in the Technical University of Cluj-Napoca;
- Regulation of the Doctoral School of the Technical University of Cluj-Napoca within IOSUD-UTCN;
- Procedure regarding the completion of doctoral studies within IOSUD UTCN.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Optimizing and diversifying formative assessment mechanisms.
2. Periodic analysis of academic performance to improve teaching methods.

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)

Admission to the Doctoral School is conducted according to approved institutional methodologies and applicable national regulations, which are publicly available to candidates. The admission process is organised annually through clearly established procedures, including the publication of available places, research topics, eligibility requirements, admission calendar and required documentation. Candidates are assessed through transparent and field-specific procedures, which may include interviews, evaluation of the application file and assessment of research potential. Admission results and subsequent enrolment procedures are also publicly communicated.

✓ 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

Overall, the available evidence confirms that UTCN applies clear, transparent and equitable admission procedures, ensuring equal opportunities for candidates.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

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

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

UTCN applies clear and objective admission procedures that assess candidates' research capacity, theoretical knowledge and motivation through field-specific selection methods, including the scientific interview. Admission information and results are publicly communicated, ensuring transparency throughout the process.

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

The university also provides measures to support candidates from vulnerable groups and candidates with disabilities, including adapted procedures, accessible infrastructure and counselling services.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

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

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

UTCN applies the regulations governing the professional activity of doctoral students through the institutional structures responsible for doctoral education and the Coordination Council of the Philosophy field. These structures monitor academic progress, support the organisation of doctoral activities, facilitate access to academic and research resources, and ensure compliance with current national and institutional 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

Doctoral students benefit from academic information and guidance, access to documentation, software and institutional infrastructure, financial support for participation in scientific events and mobility activities, and opportunities for scientific communication. The Coordination Council is also actively involved in admission, thesis defence procedures, academic regulations and the monitoring of doctoral studies.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

The internationalization of the doctoral field of Philosophy is supported by strategic partnerships with universities abroad and joint academic activities with them. The close collaboration between the Faculty and the doctoral field of Philosophy has resulted in the periodic organization of scientific events with international participation. These are published on the Faculty 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

UTCN is part of EUt+ (European University of Technology), an alliance of 10 very strong, high-performance technical universities. Within this alliance, Philosophy professors are invited annually to hold public conferences for PhD students, in which PhD students in the Philosophy PhD field also participate.

At the same time, ERASMUS+ bilateral agreements allow international mobility of both PhD students and professors. The latest agreements were concluded in 2022 with the University of Padua and the "Federico II" University of Naples. The area of mobility has also been expanded as a result of a research project with Hankuk University in Seoul (South Korea), carried out between 2021-2025, from which both PhD students and PhD supervisors benefited.

Thus, as a result of this collaboration, a doctoral student followed a 2-month research internship in Seoul, and Associate Prof. Dan Gabriel Sîmbotin, doctoral supervisor, has been at Hankuk University, Seoul for 5 years, periodically returning to Romania for the activities of guiding doctoral students.

Also, in the 2021/2022 academic year, Assoc. Prof. Vasile Cătălin Bobb, doctoral supervisor, completed a mobility at Boston College, within the framework of a Fulbright Research Scholarship.

The mobilities of teaching staff are published on the Faculty website both in their CVs and in their Self-Assessment Sheets.

At the same time, the Philosophy doctoral field is in charge of organizing the "Emil Cioran" International Essay Competition, with the direct involvement of doctoral students.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Increasing the number of mobilities abroad and participations in scientific events abroad for doctoral supervisors.
2. Initiating international co-tutoring agreements for doctoral theses in Philosophy.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

During the doctoral program in Philosophy, the student learns by doing research, and everything he discovers through study turns into recognized competencies at the end of his studies. He develops his critical skills, applies various methodologies, and solves real research problems.
The papers and projects presented at the first-year exams are built directly on the topic of his thesis.
In the Research Program, the scientific reports presented to the advisory committee demonstrate that the doctoral student has acquired the ability to structure a complex scientific work.
The fact that the results of his work are presented at a conference or accepted for publication is proof that he has reached the required level of expertise. Practically, recognition by the scientific community validates the learning outcome.

✓ 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

All stages of the study program are regulated by the documents of the UTCN and the Doctoral School of Philosophy (Institutional Regulation on the organization and conduct of doctoral studies and advanced research postdoctoral programs in the Technical University of Cluj-Napoca; Regulation of the Doctoral School of the Technical University of Cluj-Napoca within IOSUD-UTCN).
The results of the students' work in the last 5 years: participation in 50 scientific events and publication of 56 articles (of which 37 BDI) and chapters in collective volumes prove that the doctoral study program in philosophy ensures real learning based on scientific investigation and the acquisition by doctoral students of the targeted learning outcomes.
It should also be noted that in the last 5 years, 9 doctoral theses in Philosophy have been defended.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Affiliation with European and global research networks in the field of Philosophy.

The indicator is: fulfilled.

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

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

The learning process centered on scientific investigation is the basis of each doctoral student's individual research program. Dissemination and exploitation of research results is a mandatory component of the doctoral students' academic profile, being achieved through:
- Publishing activity: Scientific articles, studies and even chapters in collective volumes.
- Academic presence: Presentations and interventions at national and international scientific events.

✓ 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

In the last 5 years, 22 PhD students in the field of Philosophy participated in 49 scientific events in the country, of which 18 were international or with international participation, and in one conference abroad. In the same period, 17 PhD students published 56 papers. Of these, 10 are collective volumes, in which 9 of the PhD students are co-authors, and 37 are published in BDI journals. Some of them are published in Prolegomena, Journal of the Doctoral School of Humanities, Baia Mare.

The participation of doctoral students in conferences and their publications appear in the Self-Assessment Sheets, published on the Faculty's website, in the Activity-Doctoral Students-Philosophy section.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Increase in the number of PhD students participating in national and international scientific events.
2. Increase in the number of articles published by doctoral students in journals indexed in International Databases.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

The Technical University of Cluj-Napoca (UTCN) has established strategic directions, institutionalized actions, and procedures for quality assurance, which are applied primarily at the level of undergraduate and master's programs. The institution has developed and currently implements the UTCN Quality Assurance Code: https://dac.utcluj.ro/files/CEAC/Codul_AC_26_aprilie.pdf. These documents are publicly accessible on the web page of the Quality Assurance Department: https://dac.utcluj.ro/documente.html

Within IOSUD, the quality tasks are carried out by the Director of CSUD: https://iosud.utcluj.ro/

The institution has developed the *Methodology for the Self-Evaluation of the Activities of the UTCN Doctoral School* (2021). This methodology focuses on: (a) the scientific activity of doctoral supervisors; (b) the infrastructure and logistics required for conducting research activities; and (c) the subsequent procedures and regulations governing the organization of doctoral studies:

https://www.utcluj.ro/media/decisions/2021/05/28/Metodologie_autoevaluare_a__IOSUD-UTCN.pdf
The self-evaluation process consists of doctoral supervisors completing the *Self-Evaluation Form for Doctoral Supervisors* and doctoral students completing the *Self-Evaluation Form for Doctoral Students*. Student feedback for the years 2024 and 2025 is presented on the Faculty of Letter official web page: https://litere.cunbm.utcluj.ro/doctorat/index.php/activitate-doctoranzi-filosofie/

✓ 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 data from the Internal Evaluation Report and the institutional visit confirms that UTCN has established institutional strategies and procedures for quality assurance, consistently applied at the level of undergraduate and master's programs. These include mechanisms for planning, monitoring, and reporting, designed to ensure coherence and comparability of educational processes. At the university level, self-evaluation procedures exist; however, the report does not provide concrete evidence regarding their application or the use of results. The lack of explicit documentation reduces the visibility of their impact on quality improvement.
The quality evaluation of the *Philosophy* doctoral field is carried out through self-evaluation forms completed by doctoral supervisors and doctoral students. However, the method of centralizing and analyzing the results is not clearly defined; there are no systematic action plans for improving the quality of the doctoral field. Consequently, the impact of actions remains difficult to demonstrate in the absence of progress indicators and integrated monitoring.

Aspects that constitute best practice examples

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✓ Recommendations

1. At the level of IOSUD-UTCN (or within the Coordinating Council of Doctoral Programs in Humanities), self-evaluation procedures should be applied regularly, and the results should be systematized to demonstrate their impact on improving the quality of education in the Philosophy doctoral study field.

The indicator is: fulfilled.

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

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

UTCN implements various official documents and approved procedures within its internal quality assurance system, including:
The UTCN Quality Assurance Code:
https://dac.utcluj.ro/files/CEAC/Codul_AC_26_aprilie.pdf
Regulations and methodologies approved by the UTCN Senate:
https://old.utcluj.ro/universitatea/conducere/senat/hotarari/

Regulations, methodologies, and procedures specific to CNC Level 8, accessible on the IOSUD-UTCN web page: https://iosud.utcluj.ro/regulamente.html
The documents cover admission to doctoral studies, the academic trajectory of doctoral students, the recognition and equivalence of study periods and scientific activities carried out in previous stages, the completion of doctoral studies, as well as the methodology for the self-evaluation of doctoral fields within IOSUD-UTCN. They also address habilitation and affiliation procedures, and compliance with norms of ethics and academic integrity, among others.

✓ 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

From the Internal Evaluation Report and discussions with the institution's administration during the evaluation visit, it emerges that the involvement of UTCN's academic community in quality assurance, - including in the field of university ethics and professional conduct, is carried out through periodic questionnaires administered to doctoral students, self-evaluation reports prepared by doctoral supervisors and doctoral students, as well as administrative reports. These instruments enable the collection of opinions and the assessment of internal perceptions regarding educational and research processes.
During the interviews, representatives of alumni and employers stated that they had not been formally asked for their opinions and were not aware of institutional mechanisms for involving external stakeholders in the analysis and continuous improvement of doctoral quality. This lack of transparency and formalization limits the potential for integrating external feedback into quality processes. However, alumni and employers do participate in various events and activities organized by the institution, where they have the opportunity to make proposals and suggestions. These contexts provide opportunities for dialogue, but they are not sufficiently systematized to ensure a consistent impact on the quality improvement process.
From the institution's comments and additional opinions, it is understood that doctoral student representatives are included in institutional management and quality assurance structures, participating in institutional decision-making. Moreover, during the monthly meetings of the Doctoral School Council, doctoral students may raise issues that could lead to the revision of existing procedures. However, the institution did not present, either in the Internal Internal Evaluation Report or during the visit, concrete examples of such actions being implemented at the level of *Philosophy* doctoral students. Doctoral students' research reports refer to student progress, not to the quality of institutional processes or the content of the doctoral study field.
The recently approved institutional procedure (2026): https://muniv.utcluj.ro/files/PO_CMCIM_05%20Consultare%20parti%20interesate%20privind%20documente%20publicate%20pe%20platforma.pdf,addresses the consultation of stakeholders (faculty, students, administrative staff) regarding regulatory documents published on the university's electronic platform. However, it does not constitute evidence that all stakeholders in the *Philosophy* doctoral study program were consulted during the period subject to external evaluation, nor that their opinions were taken into account in the implementation of quality assurance procedures for the doctoral field.

Aspects that constitute best practice examples

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✓ Recommendations

1. IOSUD-UTCN (through its quality assurance responsible) should develop and implement clear procedures for consulting all external stakeholders (including graduates, employers, and

institutional partners) and ensure transparency of the results, as well as of the way their proposals influence decisions aimed at improving the quality of the doctoral field.

The indicator is: partially fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

Within UTCN, the University Ethics Committee is active:
https://www.utcluj.ro/comisia-de-etica/
The composition of the Committee is publicly accessible:
https://old.utcluj.ro/media/page_document/258/Componenta_Comisiei_de_Etica_Universitara_2025.pdf
The Committee operates on the basis of the *Regulation on the Organization and Functioning of the University Ethics Committee*, approved by the UTCN Senate on 26.11.2024: https://old.utcluj.ro/media/page_document/258/Regulament_de_organizare_si_functionare_a_Comisiei_de_etica_universitara.pdf
Complaints may be submitted in accordance with the *Procedure for Handling Notifications and Complaints*:
https://old.utcluj.ro/media/page_document/258/Procedura_de_solutionare_a_sesizarilor_si_reclamatiilor.pdf
The University Ethics Committee has as its main responsibilities the implementation of research ethics policies; the investigation and resolution of reports concerning breaches of ethical norms (such as plagiarism, inappropriate behaviour, discrimination, etc.); the proposal of disciplinary measures to the Senate or Rector, as appropriate; the preparation of annual reports on the state of university ethics; the provision of preventive ethical counselling; and the issuance of recommendations and proposals for improving the framework of academic ethics. The Committee's activities are documented through meeting minutes: https://old.utcluj.ro/hotarari-comisia-de-etica/ and annual reports published on the university's web page: https://old.utcluj.ro/comisia-de-etica-rapoarte/.

✓ 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

From the Internal Evaluation Report and the discussion with the UTCN Ethics Committee member representing the Faculty of Letters, it is evident that the University Ethics Committee plays an essential role in ensuring academic integrity and maintaining an ethical climate within the university. The Committee brings together representatives of the administration, faculty, and students, and operates in accordance with the institutional regulatory framework. The procedures applied at the committee level are transparent and publicly accessible. Meetings

of the committee members are held weekly, but the committee convenes more frequently when necessary to address submitted notifications.
For complaints to be analyzed, they may be submitted by both faculty and students and must meet certain requirements: documents must be signed (except in cases of harassment), properly documented, and supported with evidence. Afterwards, the parties involved are invited separately for discussions. The Committee issues decisions that are communicated to the person concerned as well as to the university administration, which makes the final decision regarding the case. The Ethics Committee prepares annual reports, which are anonymized and published on the institution's website. At the level of the Faculty, department, and the doctoral field of Philosophy, no complaints related to ethics and academic integrity were submitted during the evaluation period.

Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

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

At UTCN, the procedures for initiating, monitoring, and periodically reviewing undergraduate and master's study programs are accessible on the web page of the Quality Assurance Department: https://dac.utcluj.ro/documente.html. These include:
The UTCN Charter: https://old.utcluj.ro/media/decisions/2025/02/21/H.Senat_nr._1987_-_20.02.2025_Carta_UTCN_-_modificari.pdf,
The Quality Code: https://dac.utcluj.ro/files/CEAC/Codul_AC_26_aprilie.pdf,
The procedure for peer evaluation: https://dac.utcluj.ro/files/BAC/Proc_eval_colegiala.pdf,
The procedure for evaluation by the department director https://dac.utcluj.ro/files/BAC/Proc_eval_dir_dep.pdf,
The operational procedure for endorsement and approval of curricula https://utcluj.ro/storage/documents/2025/09/01K566WR3RHT3E7EENHBCY1P1G.pdf, the corresponding specifications for each level of higher education (undergraduate and master's), and the procedure for internal evaluation of study programs/fields (undergraduate and master's).
At the level of IOSUD-UTCN, the *Methodology for the Self-Evaluation of Doctoral Fields within the UTCN Doctoral School - 2025* is applied: https://www.utcluj.ro/media/decisions/2025/11/28/H.Senat_nr._2123_Metodologie_autoevaluare_a_d_omeniilor_din_cadrul_S_KinRxfR.pdf. This methodology includes the following annexes: *Self-Evaluation Form for Doctoral Students*, *Self-Evaluation Form for Doctoral Supervisors*, and the *Self-Evaluation Centralizer*. The evaluation forms completed by doctoral supervisors are publicly accessible here:

https://litere.cunbm.utcluj.ro/doctorat/index.php/profesori-conducatori-de-doctorat/, while the doctoral students' self-evaluation forms are available here: https://litere.cunbm.utcluj.ro/doctorat/index.php/activitate-doctoranzi-filosofie/

✓ 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

From the Internal Evaluation Report and discussions with IOSUD-UTCN officials, it is evident that the institution applies a self-evaluation methodology specific to doctoral fields, focused on the activities of doctoral supervisors and doctoral students. The consistent application of this methodology enables careful, continuous, and objective monitoring of the processes involved in the implementation of doctoral programs.

The operational procedure regarding the completion of doctoral studies, revised in 2026: https://iosud.utcluj.ro/files/Legislatie/Proceduri%202025%20decembrie/Procedura%20privind%20finalizarea%20studiilor%20de%20doctorat%20in%20cadrul%20IOSUD%20UTCN.pdf, refers to the institutional regulation of the process of completing the doctoral thesis, the preliminary requirements and thesis drafting, as well as the public defense of the doctoral thesis.

Periodically, the institution requests the opinions of doctoral students through questionnaires, which helps identify their perceptions and needs. Data were presented for the years 2024 and 2025. This mechanism represents a useful tool for quality evaluation; however, its impact remains limited in the absence of a systematic use of results, regular generalization of the accumulated data, and the identification of measures for the continuous improvement of educational services quality. Although the self-evaluation methodology is applied consistently, the institution does not have dedicated action plans for the continuous improvement of doctoral programs. The accumulated data are not centralized and systematized by field at the IOSUD level, which reduces the efficiency of the monitoring process and limits the ability to demonstrate the concrete impact of the procedures on quality.

Through its additional comments, the institution seeks to demonstrate that relevant information is collected through multiple processes and institutional structures, which can ensure the formulation of corrective or improvement proposals, with their application documented in minutes or institutional decisions. However, no relevant evidence was presented, either in the Internal Evaluation Report or during the visit, to support the claim that the institution consistently applies these procedures and demonstrates their impact on quality assurance.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Strengthen institutional analysis mechanisms by expanding and diversifying the tools for centralizing and analyzing data collected at the doctoral level.
2. Monitor processes and implement action plans in order to demonstrate the concrete impact of applied procedures on improving the quality of doctoral programs.

The indicator is: partially fulfilled.

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

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

From the evaluation report, it appears that within IOSUD-UTCN, quality assurance procedures are implemented through a participatory process involving members of the academic community and other relevant stakeholders. The general structure and operational framework of doctoral studies are presented on the official IOSUD-UTCN platform: https://iosud.utcluj.ro/structura-139.html, which brings together representatives of doctoral supervisors and doctoral students from all faculties of the university.
The quality assurance process integrates the contributions of doctoral students and doctoral supervisors, who participate in periodic consultations and provide feedback in accordance with the provisions of the *Regulation on the Organization and Conduct of Doctoral Studies at UTCN*: https://iosud.utcluj.ro/regulamente.html. Monitoring, reporting, and administrative support activities are managed by the administrative staff of IOSUD-UTCN: https://iosud.utcluj.ro/hotarari-si-decizii-utcn.html

✓ 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

From discussions with institutional quality assurance officials, it emerges that the institution is committed to involving its own community members and other stakeholders in the application of procedures aimed at enhancing the quality of higher education. In the doctoral field of Philosophy, five doctoral supervisors are active. All supervisors participated in the self-evaluation process and in related discussions. This practice ensures increased accountability and continuous monitoring of the quality of doctoral programs. Doctoral students and faculty are well informed about the self-evaluation tools and actively cooperate in their implementation, which demonstrates the potential for further strengthening accountability and for engaging other categories of stakeholders, particularly employers and experts from the socio-economic environment.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Integrate external feedback into the decision-making process by collecting the opinions expressed by alumni and employers and incorporating them into quality improvement plans for doctoral study programs. It is necessary to establish an institutional mechanism for monitoring external proposals and communicating the measures adopted, in order to demonstrate the real impact of external stakeholder involvement on the quality of doctoral programs.

The indicator is: fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

At UTCN, at the level of undergraduate and master's studies, the Quality Assurance Department applies the *Methodology for the Evaluation of Teaching Activities by Students*:

https://old.utcluj.ro/media/decisions/2025/07/18/H.Senat_nr._2046_Metodologia_de_evaluare_a_activitatii_didactice_de_o1p3P2v.pdf. According to the updated methodology, the evaluation of teaching activities by students is carried out using an online application developed by the IT Service. The collection of information that contributes to improving the quality of teaching activities is synthesized into a report prepared by the deans of UTCN faculties.
On the website of the Quality Assurance Department, the dynamics of student participation in this evaluation can be tracked: https://dac.utcluj.ro/eads.html, including at the faculty level: https://dac.utcluj.ro/files/rapoarte%20EADS/Rezultate_EADS_2019-2025_2025.10.14-LIT.pdf
Within IOSUD-UTCN, the evaluation of teaching activities by students is carried out annually, and the results—including students' opinions - are published on the Faculty of Letter's web page: https://litere.cunbm.utcluj.ro/doctorat/index.php/activitate-doctoranzi-filosofie/, and systematized in documents organized by study years: https://drive.google.com/drive/folders/1j8tP8uV7hLJzVh2xUQb6_tW5mKx8Dk3I.

✓ 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

Following the administration and completion of electronic questionnaires for the evaluation of teaching activities, the set of results from the semester-based evaluation conducted by doctoral students was centralized. The data presented in the evaluation report include the opinions and assessments of doctoral students for the academic year 2024-2025. The institution has established future directions of action, aimed at updating evaluation criteria to reflect current academic standards, automating the calculation of quantitative evaluation indicators, as well as monitoring and continuously improving the process of teaching activity evaluation by doctoral students and the overall quality of the doctoral program.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

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

At the university level, the Quality Assurance Department prepares and presents annual activity reports on quality assurance within UTCN: https://dac.utcluj.ro/activitate.html, https://dac.utcluj.ro/files/BAC/Rapoarte%20DAC/_Raport%20Asigurararea%20calitatii_2025.pdf. For internal quality assurance, IOSUD-UTCN systematically collects and analyzes data regarding admissions: https://iosud.utcluj.ro/admitere.html, the regulatory and support framework for doctoral training: https://iosud.utcluj.ro/stagiul-de-doctorat.html, standards for drafting doctoral theses and completing doctoral studies: https://iosud.utcluj.ro/sustinerea-tezei-de-doctorat.html, the database of defended doctoral theses: https://old.utcluj.ro/media/documents/2017/Teze_sustinute_1960-2016.pdf, regulations for

joint doctoral supervision: https://iosud.utcluj.ro/doctorat-in-cotutela.html, the calendar of public thesis defenses: https://doctorat.utcluj.ro/, and the list of doctoral supervisors: https://iosud.utcluj.ro/ordine-de-confirmare.html.
IOSUD also prepares annual activity reports, which are publicly available: https://iosud.utcluj.ro/scoli-doctorale-146.html, https://iosud.utcluj.ro/files/Rapoarte%20anuale%20activitate/Raport%20doctorat%202024.pdf

✓ 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 information provided in the Internal Evaluation Report, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy benefits from access to institutional databases and digital platforms that allow the systematic collection of data on doctoral students, academic progress, research activity, mobility and financial support. These data are analysed at doctoral school level and provide a basis for monitoring the quality of the educational and research process.

Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

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

IOSUD-UTCN uses the platform https://iosud.utcluj.ro/ to inform the general public about the activities carried out at the level of the Doctoral School. The platform includes information on: (a) the structure of CSUD, the IOSUD-UTCN organizational chart, and CNATDCU members: https://iosud.utcluj.ro/structura-139.html, (b) national and institutional legislation applied to the 17 doctoral fields: https://iosud.utcluj.ro/#, (c) the Doctoral School and the 10 coordinating councils of doctoral programs: https://iosud.utcluj.ro/scoli-doctorale-146.html, faculties web pages, the list of doctoral supervisors, annual activity reports: https://iosud.utcluj.ro/files/Rapoarte%20anuale%20activitate/Raport%20doctorat%202024.pdf, as well as the normative framework for the organization, implementation, and completion of doctoral studies: https://iosud.utcluj.ro/legislatie-doctorat.html.

✓ 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 web page dedicated to the Doctoral School https://iosud.utcluj.ro/index.php contains relevant information regarding the regulatory framework governing the subdivision, as well as documents applicable to different stages of doctoral studies. These resources are accessible

both to doctoral students and to all individuals interested in the activities and specific features of the Doctoral School. The information is complemented by details on admissions, scientific conferences, research activities, and extracurricular activities relevant to doctoral students, available on the Faculty of Letters web page: https://litere.utcluj.ro/acasa.html and on the Philosophy doctoral field webpage: https://filosofiebaiamare.com/doctorat-filosofie/.

✓ Aspects that constitute best practice examples

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✓ Recommendations

1. Increase informational transparency by publishing general-interest information regarding the content of the *Philosophy* doctoral study program, such as: the curriculum, the list and syllabi of study courses, as well as the scientific profile and research topics of doctoral supervisors.

The indicator is: fulfilled.

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

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

UTCN and IOSUD ensure transparency in decision-making processes through a formalized system of communication and participation that involves university structures, faculty members, students, and other relevant stakeholders. The UTCN website https://utcluj.ro/ contains important and diverse information regarding the structure and activities of the institution and all its subdivisions: https://utcluj.ro/despre/structura-universitatii.

The decision-making activity, carried out by the University Senate - the supreme decision-making body, - is available on web site: https://www.utcluj.ro/universitatea/conducere/senat/ The Senate's decisions regarding study programs, academic policy, and resources are officially recorded, published on the UTCN website, and displayed in publicly accessible places. Major decisions related to the organization of doctoral programs, quality management, budgeting, faculty selection, admission, and doctoral student monitoring are taken within the decision-making forums - the Doctoral School Council, the UTCN Senate, and specialized committees. Information related to doctoral studies is made available through IOSUD structures: https://iosud.utcluj.ro/hotarari-si-decizii-utcn.html, as well as on the webpage: https://filosofiebaiamare.com/doctorat-filosofie/.

✓ 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

UTCN and IOSUD ensure transparency in decision-making processes. These processes are based on consultation with members of the academic community and on the principle of active participation of doctoral students in governing bodies, in accordance with current legislation. Decisions concerning the organization of the doctoral program, admissions, resource allocation, evaluation of academic performance, mobility, and international collaborations are communicated through official channels (institutional website, online platforms, institutional postings, and official emails). In this way, an open, accountable, and participatory framework is ensured, guaranteeing fairness and equity in the decision-making process.

Aspects that constitute best practice examples

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✓ Recommendations

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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)

UTCN coordinates and implements the procedures required for external quality evaluation developed by ARACIS: https://dac.utcluj.ro/aracis.html, ensuring the preparation of the evaluation file, the selection and communication with external evaluators, the organization of visits and related events, as well as the timely transmission of information and documents requested in the external quality evaluation process. In accordance with the legal framework, responsibilities include the designation of working teams, the establishment of the internal preparation calendar, verification of documentation compliance, archiving of versions, and the publication of reports and remediation plans, elements regulated in UTCN's operational procedures.

The last external quality evaluation of the *Philosophy* doctoral study field was carried out in 2021, and accreditation was maintained by Order 5500/27.10.2021: https://litere.cunbm.utcluj.ro/doctorat/index.php/activitate-doctoranzi-filosofie/

In 2024, a progress report for the Philosophy doctoral study program was prepared: https://drive.google.com/drive/folders/1i1rslJsOnCy4vorbYc9sCL8-5rr47h-l, which specifies that no substantial changes occurred since the last external evaluation procedure, and outlines the manner in which standards and performance indicators have been met.

Through the intermediate evaluation carried out by ARACIS, whose results are recorded in the *External Progress Evaluation Report*: https://drive.google.com/drive/folders/1i1rslJsOnCy4vorbYc9sCL8-5rr47h-l, where the implementation of measures aimed at improving doctoral students' research and training activities was noted. The final conclusion is that within the Doctoral School of Philosophy at UTCN no substantial changes have occurred since the last external evaluation.

✓ 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 IOSUD-UTCN, the procedures related to the external quality evaluation process are applied in order to organize, in accordance with the law, the doctoral study field of *Philosophy*. The preparation of the Internal Evaluation Report, the availability of supporting annexes, and the follow-up of recommendations from the previous evaluation demonstrate that the *Philosophy* doctoral field complies with the obligation to undergo external quality evaluation.

✓ Aspects that constitute best practice examples

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✓ Recommendations

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The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ the strengths/best practice examples identified along the entire report within the analysis per indicators will be included here. Other, general strengths that do not fall under a specific indicator may be included as well. - Full logistical support from UTCN for the optimal implementation of all training and education activities of doctoral students. - A modern and efficient material base. - Well-equipped library and research laboratories at modern standards. - Quality mentoring, based on a close relationship of collaboration and partnership between doctoral supervisors and students.	INTERNAL FACTORS	**Weaknesses:** ✓ the weaknesses identified throughout the entire report within the analysis per indicators will be included here. Other, general weaknesses that do not fall under a specific indicator may be included as well. - The absence of a Curriculum for the Advanced University Studies Preparation Program (PPUA), carried out in the first semester of the first year of doctoral studies. - Of the 5 subjects taught within the PPUA, 4 are master's subjects, with Discipline Sheets explicitly developed for master's students, specific to qualification level 7. - The 4 subjects come from the Human Rights master's program within UTCN, with its related Discipline Sheets, and doctoral students who graduated from this master's program are required to repeat them (in fact, the equivalency process is used). - The fifth subject within the PPUA, Statistical Data Processing, is not relevant for the Philosophy field, being in the content area of Applied Mathematics.
SWOT analysis		
Opportunities: ✓ Identify external factors that could create opportunities to improve the quality of education in the study domain.	EXTERNAL FACTORS	**Threats:** ✓ Identify external factors that could constitute threats to the quality of education in the study domain.

- The possibility of co-opting qualified professors and researchers from other higher education or research institutions in the country, with the aim of broadening the offer of specializations within the doctoral field and strengthening the guidance capacity for doctoral students. - The existence of a wide range of internal and external scientific events in which doctoral students can participate. -The existence of numerous academic journals in which doctoral students can publish. - The openness of the local economic environment and local administration to the scientific activities carried out within the doctoral field of Philosophy of UTCN.		- Declining number of master's degree graduates interested in pursuing a doctoral degree program. - Frequent changes in national regulations regarding career opportunities for doctoral holders.

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	- There are no recommendations.
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	F	1. Greater attention from UTCN to integrating into regulations, methodologies and their application procedures, criteria specific to the humanities doctoral field in

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	methodologies, regulations and implementation procedures.		general and the Philosophy doctoral field in particular.
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	1. Greater technical support for doctoral students to be able to access international scientific databases outside the university campus.
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	- There are no recommendations.
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	1. Greater adaptation of the SIMAC+ platform to the specific criteria of the humanities field in general and the Philosophy field in particular, for recording the research of teaching staff. 2. The permanent presence in Baia Mare of a person to carry out secretarial work dedicated to the doctoral fields of CUNBM.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	- There are no recommendations.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	- There are no recommendations.
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	1. Transferring all activities to the SIS platform (Integrated Student System - sis.utcluj.app).
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according	PF	1. The implementation of a Curriculum for the Advanced University Training Program

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		(PPUA), carried out in the first semester of the first year of doctoral studies.
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).	PF	1. Introduction into the PPUA of specific disciplines for level 8 of academic qualification. 2. Developing an explicit structure of correspondence between the Expected Learning Outcomes (RAI) of the doctoral program and the high-level competencies required by emerging roles in strategic sectors. 3. External validation of RAI through socio-economic partnerships.
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.	PF	1. The introduction of distinct subjects into the PPUA that do not duplicate Master's subjects. 2. Optimizing the doctoral program through qualitative educational marketing studies (focus groups and projective techniques), aimed at identifying new directions for the development and adaptation of its activities.
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	1. Establishing new partnerships with universities abroad. 2. Increasing the number of doctoral students participating in internships abroad.
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	- There are no recommendations.
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	F	- There are no recommendations.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
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.	PF	1. Establishment in the Curriculum for the Advanced University Training Program (PPUA) of only disciplines truly relevant for philosophical research. 2. Creating Discipline Sheets appropriate for the doctoral level of academic qualification.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	1. Optimizing and diversifying formative assessment mechanisms. 2. Periodic analysis of academic performance to improve teaching methods.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	- There are no recommendations.
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	- There are no recommendations.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	- There are no recommendations.
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	1. Increasing the number of mobilities abroad and participations in scientific events abroad for doctoral supervisors. 2. Initiating international co-tutoring agreements for doctoral theses in Philosophy.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning	F	1. Affiliation with European and global research networks in the field of Philosophy.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	outcomes envisaged through the study programme.		
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	1. Increase in the number of PhD students participating in national and international scientific events. 2. Increase in the number of articles published by doctoral students in journals indexed in International Databases.
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	1. At the level of IOSUD-UTCN (or within the Coordinating Council of Doctoral Programs in Humanities), self-evaluation procedures should be applied regularly, and the results should be systematized to demonstrate their impact on improving the quality of education in the Philosophy doctoral study field.
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.	PF	1. IOSUD-UTCN (through its quality assurance responsible) should develop and implement clear procedures for consulting all external stakeholders (including graduates, employers, and institutional partners) and ensure transparency of the results, as well as of the way their proposals influence decisions aimed at improving the quality of the doctoral field.
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	- There are no recommendations.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	PF	1. Strengthen institutional analysis mechanisms by expanding and diversifying the tools for centralizing and analyzing data collected at the doctoral level. 2. Monitor processes and implement action plans in order to demonstrate the concrete impact of applied procedures on improving the quality of doctoral programs.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are	F	1. Integrate external feedback into the decision-making process by collecting the opinions expressed by alumni and

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	involved in the procedure implementation process.		employers and incorporating them into quality improvement plans for doctoral study programs. It is necessary to establish an institutional mechanism for monitoring external proposals and communicating the measures adopted, in order to demonstrate the real impact of external stakeholder involvement on the quality of doctoral programs.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	- There are no recommendations.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	- There are no recommendations.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	1. Increase informational transparency by publishing general-interest information regarding the content of the *Philosophy* doctoral study program, such as: the curriculum, the list and syllabi of study courses, as well as the scientific profile and research topics of doctoral supervisors.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	- There are no recommendations.
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	- There are no recommendations.

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	10	4	-
Domain C. Quality management	8	2	-

Total	26	6	-

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

From the analysis of the Internal Evaluation Report (REI), of the additional documents requested to be presented during the visit and of the meetings held during the visit to the North Baia Mare University Center, at the headquarters of the Faculty of Letters of the Technical University of Cluj-Napoca, the following were found:

- The doctoral study program in Philosophy of UTCN has been operating since 2007, so for 19 years, during which time 45 doctoral theses have been defended within it, 9 of which in the last five years.
- The teaching staff stands out for its high qualification, special appreciation from doctoral students and graduates.
- The discussions held by the Evaluation Committee with graduates and students of the program highlighted a high degree of satisfaction and involvement.
- The institution has an optimal material base for the educational process and ensures material support for the participation of doctoral students in scientific events, as well as for the publication of their articles in BDI journals.
- There are regulations, methodologies and procedures regarding the organization of the educational path of doctoral students, but it was found that the Training Program based on advanced university studies (PPUA) is carried out without a Curriculum, and with almost exclusively Master's subjects.
- At the institutional level, there are general strategies and procedures regarding quality assurance, but systematic action plans for its improvement in the doctoral field are missing.

Propose and substantiate a decision.

Following the evaluation of the Philosophy doctoral study program within the Technical University of Cluj-Napoca, the ARACIS Evaluation Committee proposes: Maintaining accreditation (MAC).

The proposal is based on the fact that the UTCN Doctoral Program in Philosophy is a strong one, which has been consolidated over time, has positive results, enjoys the appreciation of doctoral students and graduates, has the support of UTCN, and the deficiencies reported can be remedied.

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.

In order to prepare this EER, the following documents were studied:

REGULATIONS, CODES, GUIDELINES

- UTCN Organization Chart
- Regulations on the organization and functioning of UTCN
- Institutional Regulation on the organization and conduct of doctoral studies and postdoctoral programs of advanced research in the Technical University of Cluj-Napoca
- Regulation of the Doctoral School of the Technical University of Cluj-Napoca within IOSUD-UTCN
- UTCN Regulation on obtaining the certificate of habilitation and affiliation to a Doctoral School in IOSUD-UTCN
- Associated CD Regulation
- Doctoral Admission Regulations (HSU no.1785/21.03.2024)
- Code of Student Rights and Obligations of the Technical University of Cluj-Napoca
- Organization and Functioning Regulation approved by the Senate of the Technical University of ClujNapoca on 26.11.2024
- Research Department Regulations
- Research Council Regulation
- DAC Regulation
- CEAC Regulation
- Regulation on the Initiation, Approval, Monitoring and Periodic Evaluation of Bachelor's and Master's Degree Programs
- Counseling Regulation
- M365/Azure Services Provisioning Policy
- Regulation of the Internal Public Audit Department
- UTCN Quality Assurance Code

STRATEGIES, METHODOLOGIES, INSTRUCTIONS

- Strategic Plan 2024-2029
- Strategy for preventing and combating the phenomenon of plagiarism in the Technical University of Cluj-Napoca
- Methodology regarding the process of establishing and electing management structures and functions in UTCN
- Competition Methodology for filling vacant teaching and research positions at the Technical University in Cluj-Napoca
- Methodology for organizing elections and designating the management of the doctoral school
- Methodology for self-evaluation of the IOSUD-UTCN activity
- Methodology for self-assessment of the fields within the UTCN-2025 Doctoral
- School
- Methodology for organizing and operating the Career Counseling and Guidance Center (CCOC Methodology)
- DMCDI instructions – regarding the documentable maintenance/administration of the material base

PROCEDURES, DECISIONS, REPORTS

- Operational Procedure for ensuring level 8 CNC/EQF (CA UTCN 06.04.2021; rev. 11.05.2021) – curricular design, validation and updating mechanisms
- Procedure for the completion of doctoral studies within IOSUD-UTCN
- Peer Evaluation Procedure
- Evaluation procedure by the department director
- Procedure for verifying the observance of university ethics and deontology in the elaboration of doctoral theses within IOSUD – UTCN
- CRMSE Procedure (PO_CRMSE_01), for the interface with the socio-economic environment, UTCN has issued
- Decision 856 of December 15, 2017 about doctoral schools reorganizing into Coordination Councils of doctoral programs
- Rector's Report on the State of the University
- Annual report of IOSUD/doctoral school
- Ethics Committee Reports

OTHER DOCUMENTS

- Act of establishment of UTCN
- IOSUD-UTCN Organigram
- Disciplines Contract
- Doctoral Studies Agreement
- Discipline Sheets
- PhD supervisors' CVs
- Self-evaluation sheets of doctoral supervisors
- Self-evaluation sheets of doctoral students
- List of participation of doctoral students in scientific events
- List of publications of doctoral students
- List of scientific events organized by the Doctoral Domain of Philosophy
- Documents regarding the mobility of students and doctoral supervisors
- Journal of the Doctoral School of Humanities

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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization: Universitatea Tehnica din Cluj-Napoca/ Technical University of Cluj-Napoca
Școala doctorală/ Doctoral School: Școala Doctorală UTCN/ TUCN Doctoral School
Domeniul de doctorat/ Doctoral Domain: Filosofie/ Philosophy
Obiectivul evaluării externe/ The objective of the external evaluation: *menținerea acreditării domeniului de doctorat/ maintaining accreditation of the doctoral domain.*
Perioada vizitei de evaluare/ The evaluation period: *20-21July 2026*

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*NEACŞU Elvira-Adriana*	*Președinte - Universitatea din Craiova*
2.	*SAVA Lucia*	*Membru - Evaluator internațional -State University of Moldova*
3.	*LĂZĂRESCU Adrian Vasile*	*Membru - Student doctorand - Universitatea din București*

Reprezentantul IÎS/OFE:

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Luni/ Monday, 20.07.2026			
10:30-11:00	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** ***Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Echipa care a realizat REI/ ***Team that has drafted the IER***	Sediul Școlii Doctorale de Științe umaiste /Locația Str. Victorie 76 /Location. Victoriei street 76. **- Conf. dr. ,** conducător de doctorat UTCN–CUNBM, Facultatea de Litere **- Prof.dr. ,** conducător de doctorat UTCN–CUNBM, Facultatea de Litere
11.00-12.00	Vizitarea bazei materiale/ ***Visiting the material resources***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai instituției / ***Representatives of the HEI or the Romanian Academy, as applicable***	Decanat / Facultatea de Litere /Locația Str. Victorie 76 /Location. Victoriei street 76. Biblioteca, S 10, S 11, S 66, S 45, S44, BJPD **Conf. dr.** – Decanul Facultății de Litere **Lect. dr.** – prodecan -cercetare și imagine – Facultatea de Litere **Conf. dr.** – prodecan – didactic – Facultatea de Litere **Conf. dr.** – Director de Departament (Științe Socio-umane, Teologie, Arte) Facultatea de Litere
12:00-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţii conducerii componentei organizatorice/** ***Meeting of the external quality evaluation experts' panel with***	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii componentei organizatorice	Sala 66 /Locația Str. Victorie 76 /Location. Victoriei street 76. .

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	the representatives of the management of the organisational component	aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Conf.dr.ing. , prorector – UTCN CUNBM - Prof. dr.ing. , director CSUD/Professor Doina Pîslă, PhD, director of the Council for Doctoral University Studies CSUD - Prof. dr.ing. , director Şcoală Doctorală UTCN/Professor Petru Dobra, PhD. director of the TUCN's Doctoral School - Prof. dr. , coordonatorul programelor doctorale Ştiinţe Umaniste, IOSUD - UTCN - Prof.dr. , conducător de doctorat UTCN–CUNBM, Facultatea de Litere, membru al consiliului Şcolii Doctorale de Ştiinţe Umaniste - Conf. dr. , conducător de doctorat UTCN–CUNBM, Facultatea de Litere

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
13:00-13:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare / *Staff in charge with research centres/laboratories*	Sediul Şcolii Doctorale de Ştiinţe umaiste /Locaţia Str. Victorie 76 /Location. Victoriei street 76. Lista persoanelor care vor participa la întâlnire/ *List of participants attending the meeting::* **Prof. dr.** , conducător de doctorat IOSUD -UTCN (directorul Centrului de cercetare Filosofie critică, practică, limbaj şi argumentare)
13.30-14.30		*Lunch Break/ Pauza de masă*	
14:30-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala 66 /Locaţia Str. Victorie 76 /Location. Victoriei street 76. . - **Prof.dr.** , conducător de doctorat IOSUD -UTCN - **Prof. dr.** conducător de doctorat, UTCN–CUNBM, Facultatea de Litere - **Prof.dr.** , conducător de doctorat UTCN–CUNBM, Facultatea de Litere - **CS1. dr.** , conducător de doctorat, Academia Română, Filiala Iaşi/ Hankuk University, Seoul - **Conf. dr.** , conducător de doctorat UTCN–CUNBM, Facultatea de Litere

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
15:30-16:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ ***Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sediul Şcolii Doctorale de Ştiinţe umaiste /Locaţia Str. Victorie 76 /Location. Victoriei street 76.
16:00-17;00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi**[3] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala 66 /Locația Str. Victorie 76 /Location. Victoriei street 76. Lista persoanelor care vor participa la întâlnire/ *List of participants attending the meeting:* - **Drd.** , an studii I - **Drd.** , an studii I - **Drd.** – an de studii II - **Drd.** , an studii II - **Drd.** – an de studii III - **Drd.** – an de studii III - **Drd.** , an studii III - **Drd.** , an studii III - **Drd.** , an studii III - **Drd.** , an studii III

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- **Drd.** – student doctorand, membru Consiliu Școală Doctorală UTCN, an de studii IV - **Drd.** an I prelungire stagiu - **Drd.** - an I prelungire stagiu - **Drd.** - an I prelungire stagiu
17:00-18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[4],[5] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni[6] of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala 66, Facultatea de Litere /Locaţia Str. Victorie 76 /Location. Victoriei street 76. *:* -- **Dr.** – an absolvire 2026, profesor Colegiul Național „Dragoș Vodă", Sighetu Marmației - **Dr.** – an absolvire 2025, consilier al ministrului educației și expert în învățământ UEFISCDI -**Dr.** -an absolvire 2025, director Școala Gimnazială din Budești, Maramureș - **Dr.** , an absolvire 2025, profesor științe sociale Școala Generală nr. 3. Sighetu-Marmației - **Dr.** – an absolvire 2024, redactor șef Nord Literar – revistă de cultură

[4] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[5] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- Dr. – an absolvire 2024, director Muzeul Județean de Etnografie și Artă Populară Maramureș
Marţi *Thursday*, 21.07.2026			
09:00-10:00	Întâlnire tehnică a comisiei de experți evaluatori/ ***Technical meeting of the expert evaluation panel***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sediul Școlii Doctorale de Științe umaiste /Locația Str. Victorie 76 /Location. Victoriei street 76.
10:00-!0: 30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** ***Meeting of the experts panel with members of the University Ethics Committee***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Membri ai Comisiei de etică universitară/ ***Members of the University Ethics Committee***	Sediul Școlii Doctorale de Științe umaiste /Locația Str. Victorie 76 /Location. Victoriei street 76. **Lect.dr.** – membru al Comisiei de etică a UTCN din partea Facultății Litere
10 :30 – 11 : 00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ ***Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ ***Representatives of quality assurance organisational structures***	Sala 66 /Locația Str. Victorie 76 /Location. Victoriei street 76. - Prof.dr.ing. / prorector Management universitar şi relaţia cu mediul socio-economic, președinte comisia CEAC/vice rector for Relations with the socio-economic environment, *Chair of the Quality Assurance and Evaluation Committee (CEAC)* - Conf. dr. , membru al comisie CEAC - UTCN - ing. / director Departamentul pentru Asigurarea Calităţii Lect. Dr. , comisia pentru Evaluarea și Asigurarea Calității, Facultatea de Litere, CUNBM - UTCN

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
11:00-12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ ***Meeting of the external quality evaluation experts' panel with employers[7] of the DSUD alumni***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Angajatori/ ***Employers***	Sediul Şcolii Doctorale de Ştiinţe umaiste /Locaţia Str. Victorie 76 /Location. Victoriei street 76. Lista persoanelor care vor participa la întâlnire/ ***List of participants attending the meeting:*** - **Conf. dr. –** Decanul Facultății de Litere, CUNBM -UTCN - **,** Inspector Școlar Științe Socio-umane, Inspectoratul Școlar Județean Maramureș - **,** șef Resurse Umane Consiliul Județean Maramureș
12:00-13:00-	Pauză (prânz)/ *Break (lunch)*		
13:00 - 14:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sediul Şcolii Doctorale de Ştiinţe umaiste /Locaţia Str. Victorie 76 /Location. Victoriei street 76.
14:00-15:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management*	Sala 66, Facultatea de Litere /Locaţia Str. Victorie 76 /Location. Victoriei street 76 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: **- Conf.dr.ing. ,** prorector – UTCN CUNBM

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	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	- Persoana de contact*/ Contact person*	-Prof. dr.ing. , director CSUD/Professor Doina Pîslă, PhD, director of the Council for Doctoral University Studies CSUD - Prof. dr.ing. , director Şcoală Doctorală UTCN/Professor Petru Dobra, PhD. director of the TUCN's Doctoral School - Prof. dr. , conducător de doctorat IOSUD -UTCN - Prof. dr. , coordonatorul consiliului de coordonare a programelor doctorale Ştiinţe Umaniste - Prof.dr. , conducător de doctorat UTCN–CUNBM, Facultatea de Litere, membru al consiliului Şcolii Doctorale de Ştiinţe Umaniste - Conf. dr. , conducător de doctorat UTCN–CUNBM, Facultatea de Litere

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.