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 5.2

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)	*Inginerie civilă şi instalaţii*
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 Inginerești 1 (CPS_C10) din 02.10.2026. CPS_C10 a solicitat revizuirea REE, conform PV 5027/ 02.10.2026. REE revizuit a fost analizat în ședința CPS_C10 din 19.10.2026, propunerea de decizie fiind consemnată în PV nr. 5320/19.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV 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.3.1.1, 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.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.5.1.1, I.P.B.8.1.1** 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.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: - N: -

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 28 sunt îndepliniți, 4 parțial îndepliniți și 0 neîndepliniți.* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite* *și, 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 (UTCN)
Doctoral School:	Doctoral School
Doctoral Domain:	Civil Engineering and Building Services
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.	Prof. Adrian Ciutina	Expert evaluator	
2.	Prof. Monserrat Zamorano	International Expert	
3.	Ph.D. Stud. Mihai Anescu	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.);

The present external evaluation report has been drafted as part of the periodic evaluation procedure for maintaining the accreditation of the doctoral study domain in Civil Engineering and Building Services at the Technical University of Cluj Napoca UTCN). The evaluation covers the institutional and academic activity between the academic years 2021/2022 and 2025/2026.
The external experts' evaluation panel comprised the following members:

- Coordinator: Prof. Adrian Ciutina, PhD - Politehnica University Timişoara (Romania)
- International Expert: Prof. Monserrat Zamorano Toro, PhD - University of Granada (Spain)
- Student Representative: Mihai Anescu - (Romania) Universitatea Naţională de Stiinţă şi Tehnologie Politehnica Bucureşti

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

The Higher Education path of UTCN started following the 1948 education reform, when the newly born Institute of Mechanics of Cluj laid the groundwork for modern technical studies. In 1953, the institution transformed into the Polytechnic Institute of Cluj to satisfy the growing need for specialized technical staff. The next major evolution occurred after 1989 when Romanian higher education aligned itself directly with the Western academic model. This transition led in 1992, when the Polytechnic Institute officially became the Technical University of Cluj-Napoca (UTCN). The university's initial three faculties gradually expanded to seven, adding Architecture in 1998 and Installations Engineering in 2007.A defining milestone occurred in 2012 through a strategic merger with the North University of Baia Mare. Today, UTCN operates twelve distinct faculties across multiple regional hubs, including Alba Iulia, Bistrița, Satu Mare, and Zalău. Its degree programs strictly align with Bologna standards, offering diverse undergraduate, master's, doctoral, and continuous learning tracks. The university maintains over 400 international partnerships, consistently driving academic mobility and global research cooperation. With a reconfirmed "High degree of trust" rating, it firmly ranks among the top ten universities in Romania. Its extensive research network focuses heavily on global technical priorities like renewable energy, information technology, and ecology.
UTCN has operated as an Organizing Institution of Doctoral Studies (IOSUD) within its Doctoral School since 2011, following Romania's accession to the European Union and the implementation of the Bologna Process. UTCN
hosts a single, centralized Doctoral School whose core mission is to carry out and advance doctoral education, alongside in-depth research, and science within its fields of competence, fostering knowledge creation, creativity, and innovation.
The doctoral programs organized within the Doctoral School cover the fundamental fields of engineering and science, structured into 10 branches, including Civil Engineering, field of Doctoral study domain Civil Engineering and Building Services.
The university underwent institutional evaluation in 2023 and achieved High Trust Rating, awarded by ARACIS.

- 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 Technical University of Cluj-Napoca (UTCN), as an IOSUD, consistently holds a "High Trust Rating" institutional status awarded by ARACIS. The Doctoral School of the Technical University of Cluj-Napoca operates as a unified structure within IOSUD-UTCN, by integrating supervisors and students to focus on research that yields theses, publications, innovations / patents. The DS scientific work covers 10 specialized domains spanning engineering, architecture, fundamental sciences, and humanities (iosud.utcluj.ro). The

governance of the school is managed by a Director and the Council of the Doctoral School (CSUD). The Director is elected through formal university methodologies and approved by the University Senate, while the overall council structure is defined by the CSUD. At the individual domain level, operations are managed by Coordination Councils subordinated to the main doctoral school, established at the faculty level and assuming direct responsibility for resources, collaborative or separate program execution, and performance reporting.

The Civil Engineering and Building Services doctoral domain operates to advance knowledge and engineering practices through scientific research. This domain offers academic continuity across study cycles, supported by undergraduate and master's programs from the Faculties of Civil Engineering and Building Services Engineering. Its core mission focuses on training high-level researchers able to create innovative solutions for infrastructure, prioritizing safety, sustainability, and resource efficiency. Operating in a competitive environment, the program strongly promotes critical thinking, research autonomy, and strict academic integrity. Doctoral research addresses high-performance structural design, low-impact construction materials, transport infrastructure, and decarbonized building service systems. Additionally, the domain explores energy optimization, structural rehabilitation, numerical simulation, and life-cycle environmental impact assessments. These research initiatives are conducted across university laboratories and centers, and international European academic networks.

The total number of doctoral supervisors affiliated with the Civil Engineering and Building Services domain grew from 10 to 14 (12 are affiliated with the Faculty of Civil Engineering and 2 are affiliated with the Faculty of Building Services Engineering). Among the current doctoral supervisors in this domain, 64.3% (9) are tenured professors, 35.7% (5) are retired professors who remain active, and 14.3% (2) are affiliated external experts. Within this period, the academic productivity and student dynamics, a total of 30 doctoral theses were successfully defended within the domain. Enrolment figures for this period show a steady intake of students across various modalities, including ***102*** *full-time scholarship students,* ***29*** *full-time non-scholarship students, and* ***24*** *fee-paying students.* The domain demonstrates a committed approach to diversity, equity, and social inclusion. *The gender distribution among PhD students stands at* ***39****% female and* ***61****% male. REI does not specify the number of doctoral students coming from rural areas, socio-economically disadvantaged, international students or students belonging to ethnic minorities.*

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);

The expert panel conducted a thorough review of the following documentation:

- The Internal Evaluation Report (REI), covering institutional capacity, educational effectiveness, and quality management and its 20 technical annexes.
- Institutional Regulatory Framework: The University Charter (revised under Law 199/2023), the Code of Ethics and Deontology, and specific regulations for the organization of doctoral studies, admission, and thesis defense.
- Academic and Strategic Planning
- Digital Platforms and Data: Evidence from the IOSUD management platform, and similarity reports from *Sistemantiplagiat.ro and Turnitin*.
- Additional documents requested prior visit and during visit.

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

The expert panel performed a physical inspection of the university's infrastructure between July 20-21 2026, and held meetings with various groups to validate the institutional reality:

1. Team that has drafted the IER
2. Representatives of the management of the organisational component

3. Teaching staff who are PhD supervisors;
4. Members of the University Ethics Committee;
5. Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures DMC;
6. Doctoral students;
7. Ph.D. Graduates;
8. Employers of Ph.D. graduates;
9. Staff in charge with research centres/laboratories

List of visited research laboratories:

- Faculty of Civil Engineering: Laboratory of actions in constructions; Laboratory of geotechnics; Cornelia Măgureanu Central Laboratory in two locations: Civil Engineering Faculty and Observator; Laboratory of Materials,
- Faculty of Building Services: Lighting Engineering Laboratory – Room I 108 , Heat Pumps Laboratory – Room I 111, Air Conditioning Laboratory –Room I 112, Ventilation and Air Conditioning Laboratory – Room I 16, Water Management Laboratory –Room P 01 P 02.

- Other relevant methods or aspects.

The external evaluation process for the doctoral study domain of Civil Engineering and Building Services was conducted using a multi-faceted approach, combining desk research, physical inspections, and structured dialogues with key stakeholders to verify the accuracy of the Internal Evaluation Report (REI).

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)

Technical University of Cluj-Napoca (UTCN) is outstanding university in Romania, primarily offering bachelor's, master's, and doctoral degree programs in technical fields. At doctoral level, the Institution Organizing Doctoral Studies (IOSUD) manages the documentation for the doctoral cycle, while the Council for Doctoral Studies (CSUD) and Doctoral School (SD) oversee central academic planning. This operational system is visually mapped within the 2024 Organizational Chart, fully aligned with the Higher Education Law no. 199/2023. It also possesses specific regulations for the organization of doctoral studies and the functioning of the Doctoral School: Regulation on the organization and conduct of doctoral studies, Doctoral School Regulation and the procedural workflow for completion of studies. Moreover, at the level of UTCN, ethics an academic integrity are regulated by the Code of Ethics.

All regulations and methodologies are public and accessible via the official Doctoral School website (https://iosud.utcluj.ro/).

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

UTCN, IOSUD, and the Doctoral School successfully manage the Civil Engineering and Building Services doctoral program through a robust governance system. Operations are guided by standardized, regularly updated institutional regulations that align with legal mandates and strategic goals. The recent external evaluation visit officially confirmed the operational efficiency of this framework.

- ✓ Aspects that constitute best practice examples

The Doctoral School have a good management of doctoral through methodologies, regulations, implemented platforms and communication.

The indicator is: fulfilled

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

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

UTCN ensures that the perspectives of the academic community and external stakeholders are incorporated into the implementation of its procedures through clear and documented mechanisms. Students, as the main beneficiaries of doctoral education and research, contribute through feedback processes and participation in quality assurance activities. Academic staff and administrative personnel are involved through periodic activity reporting and discussions conducted during regular meetings. Employers and other external stakeholders also contribute to the evaluation and improvement of doctoral studies. Academic ethics and professional conduct are supported through dedicated institutional mechanisms, while plagiarism prevention is ensured through similarity checks using anti-plagiarism software and the use of academic integrity declarations signed by students for examinations and written assignments.

- ✓ 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

A review of the documents and discussions with internal staff indicates that the process of adopting and revising methodologies, regulations, and procedures is participatory and transparent. Draft methodologies and regulations were sent for consultation, and the feedback received is considered. Usually, the Doctoral School regulations and documents are sent by email for feedback to direct participants: students' representatives and doctoral coordinators. The students have direct contact with the draft documents by the integration (25%) of students within the Doctoral School. Other feed-back could be collected via the open posting of regulations and methodologies at: https://old.utcluj.ro/universitatea/despre/regulamente/ .

- ✓ Recommendations

Is recommended to integrate in the process of drafting the regulations and methodologies the employers and students and to better document the meetings by detailing the topics discussed and the proposals made.

The indicator is: fulfilled.

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

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)

According to REI, UTCN possesses a comprehensive material base legally owned. For the research of doctoral students in the Civil Engineering and Building Services domain, UTCN rely on relevant Research laboratories and infrastructures available via the national platform EERITIS, such as the Central Laboratory; Building Physics Laboratory; Roads Laboratory; Numerical Computation, Modelling and Structural Analysis Laboratory; Virtual Design and Construction Laboratory; Lighting Laboratory; Ventilation and Air-Conditioning Systems Laboratory etc. Administrative facilities include the Central Library which provides access to international database (ScienceDirect, Scopus, Web of Science) through ANELIS Access as well as digital resources through WiFi (Eduroam) available campus-wide and specialized engineering software. Besides, UTCN assures living and social services in dormitories, reading rooms and cantina.

✓ 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 site visit confirmed that UTCN doctoral students have access to adequate facilities for teaching, learning, and research. The UTCN laboratories serving the domain of Civil Engineering and Building Services are listed on the general list of UTCN laboratories. The visit confirmed that the laboratories are appropriate for conducting research studies and serve the doctoral students. The research infrastructure includes an on-campus library equipped with reading rooms and essential educational resources. The facilities available to students are adequate, and the rights of people with disabilities are ensured; in most cases, they have access to the resources necessary to carry out their professional daily activities.

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)

UTCN maintains its buildings, laboratories, and equipment through regular maintenance managed by the Administrative Directorate through a centralized system, inspections, and established management procedures and repair plans. CEBS laboratories operate in compliance with safety regulations, ensuring suitable conditions for education and research. Advanced research activities are supported by the infrastructure available in UTCN laboratories and research centers affiliated with doctoral supervisors, which is continuously updated to meet evolving scientific needs.

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

The institutional infrastructure, comprising both movable and immovable assets, is well-maintained. The on-site evaluation verified that the majority of research laboratories provide good conditions and specialized

technical staff and equipment for doctoral research. Notably, these laboratory advancements are predominantly funded through external research contracts and industrial partnerships secured by the doctoral supervisors.

✓ Recommendations

Employment of more technical staff who can properly maintain the laboratories will be beneficial.

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)

The internal evaluation report has justified the adequacy of human resources through institutional tools and regulatory frameworks, specifically the recording platform SIMAC+ utilized to record scientific output (publications, citations) and project involvement for staff active in the Civil Engineering and Building Services (CEBS) domain. Nevertheless, an operational framework existed thanks to the relationship between supervisor and doctoral candidate is governed by field-specific documents, including the study contract, course contract, and the established advisory/supervision committees.

Currently there are 14 doctoral supervisors coordinating activity in the domain. Of these 14 supervisors, 12 are affiliated with the Faculty of Civil Engineering and 2 with the Faculty of Building Services Engineering. Four supervisors are members of CNATDCU Commission 6 (Civil Engineering and Management) for the 2024–2028 mandate. Finally, supervisors have published approximately 80 articles in WoS-indexed journals, 25 ISI conference papers, 44 BDI articles, and 13 books or specialized chapters during the reporting period an increase from the 10 recorded during the 2021 evaluation. In the next period, at least two habitations are expected to be defended, one in each faculty.

A comparison of admission periods reveals a reduction in active supervisory capacity, in fact during the previous reporting period (2016–2017 to 2019–2020), there were 20 doctoral supervisors comparing 14 supervisors nowadays due to successive retirements. This shift results in a higher number of students per supervisor, moving from a ratio of approximately 5.4 to 7.8 students per supervisor.

✓ 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, a clear institutional effort toward generational renewal was observed. While the domain has faced a significant number of retirements among senior faculty, the university has actively incorporated new academic staff in recent years to maintain educational and research continuity.

Although the total supervisor number has decrease from 20 to 14, during the last years it has been incorporated new supervisors, and it is expected future incorporations. It has been possible conclude that there is a clear strategic plan for growth, with at least two new habilitations (one in each faculty) expected in the near future to further strengthen supervisory capacity. The high level of expertise is confirmed by the fact that four supervisors currently serve on the national CNATDCU Commission 6 for Civil Engineering and Management.

✓ Aspects that constitute best practice examples

The use of the SIMAC+ platform to systematically record and correlate the scientific profiles, publication history, and project portfolios of doctoral supervisors ensures that the human resources remain aligned with high research standards.

✓ Recommendations

Balance research lines between the Faculty of Civil Engineering and the Faculty of Building Services. It is strongly recommended to prioritize the recruitment and habilitation of supervisors especially within the Building Services (Installations) area to ensure the domain's comprehensive development.
The Doctoral School must take proactive measures to support and incentivize these coordinators in achieving full compliance.

The indicator is: fulfilled.

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

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

The institution provides financial support for the dissemination of research results, specifically for attending national and international conferences such as PROINVENT or Smart Diaspora. Additionally, staff participate in international mobility through the Erasmus+ program and the European University of Technology (EUt+) alliance, which facilitates professional networking and the exchange of best practices. However, the Internal Evaluation Report (REI) currently cites projects like NextGEng and EDiRE as evidence of staff training, although these programs are primarily designed for student development. Monitoring of professional activity is currently decentralized, relying on individual self-reporting within the SIMAC+ platform rather than a coordinated institutional program

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

The site visit confirmed that no structured institutional training plan currently exists to specifically help doctoral supervisors develop their pedagogical, managerial, or advanced research competencies. While faculty members are highly active in research, there is a lack of proactive, structured training in critical areas such as international publication strategies, Open Science, data management, or the responsible use of AI tools in research. The institution's own "Future Directions" acknowledge this gap, noting the need to implement a formal mentoring program for supervisors.

✓ Aspects that constitute best practice examples

Strong external collaboration. A significant strength identified during the visit is the excellent relationship between doctoral supervisors and external collaborators from the socio-economic environment. This collaborative network serves as a best practice, as it ensures that doctoral research lines and academic activities remain strictly aligned with the actual needs of society and the industry, facilitating technology transfer and real-world impact.

✓ Recommendations

Design a comprehensive training plan. The university must design and implement a structured professional development plan specifically for doctoral supervisors. This plan should move beyond reactive financial aid and offer proactive training in research ethics, grant management, and international visibility strategies.
Formalize mentoring. Establish a formal mentoring program for new and early-career doctoral supervisors to ensure the transfer of institutional knowledge and internationalization best practices.

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 internal evaluation report describes a structured recruitment system with digital support:

- Publication of calls. UTCN publishes semester-based recruitment pages that include the announcement, online application, candidate lists, and competition results.
- Competition archive. A public archive of academic staff competitions is maintained for consultation and auditing purposes.
- Regulatory framework. Recruitment rules are defined in the UTCN Methodology which is harmonized with the national legal framework of Romania (Law 199/2023).
- Digital tools. Administrative workflows for the selection process are supported by the JobRouter platform, which guarantees digital traceability for every stage of the process.

It could be concluded that the recruitment of teaching and research staff within the Civil Engineering and Building Services (CEBS) domain follows a structured, transparent and legally compliant framework.

✓ 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 site visit, the evaluation panel confirmed that the recruitment process is not only transparent but also effectively aligned with the specific competence needs of the CEBS domain. The institutional reality verified during meetings with management and staff demonstrates that hiring practices are increasingly supporting the strategic development of the school's research lines.

✓ Aspects that constitute best practice examples

Digital Traceability: The use of the JobRouter platform is a significant institutional strength. It supports administrative workflows and guarantees full digital traceability from the initial application to the final result, effectively preventing opacity in the recruitment process.

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 revision of the internal evaluation report, a process in a significant transition phase is observed, but one that still presents fragmentation. Below is the detailed analysis and conclusions regarding the level of digitalization. The report identifies the following platforms that support the activities of the Civil Engineering and Building Services (CEBS) domain:

- SIS (Integrated Student System). This is the centerpiece of the current transformation. Since 2025, it has been used for the entire admission process: account creation, email verification, document upload, program selection, and online fee payment.
- Doctorat UTCN Portal. Remains operational primarily for viewing the thesis defense calendar and thesis visualization.
- IOSUD page. Functions as a central repository for regulatory information, standardised forms (F1–F18), and the document checklist (OPIS).

✓ 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 site visit confirmed that the institution is in a significant transition phase. While the digitalization of recruitment and admission is highly advanced and interactive via the SIS platform, the overall doctoral student workflow is currently fragmented. Information and procedures are dispersed across multiple portals (SIS, IOSUD website, and the Doctorat Portal), which can create a "navigation burden" for users.

Furthermore, while the admission process is fully digital, the thesis defense process is characterized by "passive digitalization", relying on static PDF forms rather than integrated, automated workflows.

✓ Aspects that constitute best practice examples

Effective student communication. The SIS platform stands out as a best practice for its ability to maintain effective and streamlined communication with students. It allows for real-time interaction and traceability during critical administrative phases, such as admission, ensuring students receive prompt updates and guidance through their institutional accounts.

✓ Recommendations

Unification of the digital ecosystem: Accelerate the primary "Future Direction" of the university by migrating all doctoral activities into the SIS platform. Establishing a single, integrated ecosystem will eliminate fragmentation and improve the fluidity of the academic life cycle management.
Transition to interactive workflows. Replace the current reliance on static digital documents (PDFs) and manual interventions for signatures with fully automated workflows and integrated digital validations within the SIS system.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

The doctoral program in Civil Engineering and Building Services at UTCN is built upon a solid and updated structure, complying with the standards of the European Higher Education Area and the principles of the National Qualifications Framework (CNF) and the European Qualifications Framework (EQF)
According to Internal Evaluation Report (REI), the doctoral program has a duration of 3 years and totals 180 transferable ECTS credits (60 ECTS / year).
Curricular structure. It is divided into two interconnected components that lead to an EQF Level 8 qualification: (i) Advanced University Training Program (PPUA) in the first year (30 ECTS), completed by the Scientific Research Project (30 ECTS) and (ii) Scientific Research Program (PCS - 30 ECTS) having 4 mandatory interim research reports.
Integral educational experience: The curriculum integrates access to cutting-edge laboratory infrastructure registered in the ERRIS platform and encourages internationalization.

✓ 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 on-site discussions with the Council Members of the Doctoral School revealed that the four-year doctoral study program specifies competencies and skills considered for 240-ECTS, including:

- 30-ECTS advanced training program (PPUA) in the first year:
- 150 ECTS for five research reports (PCS)
- 60 ECTS for the Ph.D. defense.

* 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.

Although the program is compliant with the legislation, it lacks a unified curriculum. Additionally, learning outcomes are missing, and master-level courses taken under the PPUA are verified only by certificates of attendance rather than formal evaluations.

✓ Recommendations

The Doctoral School should create a comprehensive curriculum document that integrates the program's mission, objectives, competencies, learning outcomes, credits, and evaluation methods.

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 doctoral program in Civil Engineering and Building Services at UTCN emphasizes original scientific research and the development of both advanced professional and transversal competences. Expected learning outcomes include the ability to conduct independent and responsible research, generate original knowledge, and publish results at international standards. Learning outcomes defined in the PPUA subjects and individual research plans are directly correlated with the European Classification of Occupations (ESCO) and the Romanian Classification of Occupations (COR).

The programme develops expertise in the design, assessment, and optimisation of building and building services solutions, as well as the use of advanced analysis and modelling tools. It also strengthens critical thinking, research project management, scientific communication, interdisciplinary collaboration, and adherence to academic ethics and integrity.

✓ 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 curricula presented at the on-site visit is aligned with the occupational standards and/or the European Skills, Competences and Occupations (ESCO) for doctoral studies (level 8). However, the learning outcomes are associated with competencies only declaratively.

✓ Recommendations

The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.

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)

In the CEBS doctoral program, **student-centered learning** is built around a flexible curriculum, tailored academic paths, and giving candidates a real voice in setting their own research goals.

The educational curriculum incorporates pertinent coursework while actively applying student-centered teaching methods. PhD students in the CEBS domain have access to a diverse catalog of classes to build their syllabus. The candidates and advised by the coordinators can collaboratively choose subjects that best align with the student's specific academic goals and research focus.
The specific competencies obtained are publicly outlined on the Doctoral School's website, featuring sample research trajectories within the CEBS sector. Skill-building initiatives in this area span both foundational and practical scientific studies, frequently bridging multiple disciplines. Individual class syllabi outline the structural goals, dividing the material into theoretical lectures and practical exercises; these documents clearly define the expected levels of student autonomy and capability, alongside the grading and examination criteria.
Periodic collection of feedback and using solid quality assurance checks, the program keeps improving its content and teaching methods, ensuring the student-centered learning. Regarding research ethics, the university operates an active Ethics Committee governed by recently updated regulations that manage anonymous complaints and investigate plagiarism allegations, although a universal framework governing the use of artificial intelligence remains under development. To proactively safeguard academic integrity, the doctoral program coordinator runs all PhD documents through the Turnitin plagiarism detection software to identify and resolve any potential issues.

- ✓ 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

Teaching and research activities are designed to stimulate active participation, autonomy, and critical reflection among doctoral students, promoting the development of the necessary skills. Doctoral students can constantly express their opinions and level of satisfaction through teaching evaluation questionnaires, applied every semester for all subjects, the results being analysed at the doctoral school level for the continuous improvement of the teaching-learning process.
There are various research opportunities through which the PhD students can carry out their doctoral research and work on their PhD theses. These allow them to participate in research projects, gain hands-on experience with advanced research methodologies and infrastructure, and develop scientific results that contribute to both their doctoral training and the advancement of the field of Civil Engineering.

- ✓ Recommendations

Create a clear systemic approach regarding follow-up implementation off feedback

The indicator is: fulfilled.

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

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

The education provider offers students multitude of opportunities to take part in academic mobility programs, whether they choose to travel in person or by online participation. It actively encourages PhD candidates to get involved in academic exchanges, which includes collaborating through joint-supervision (co-tutoring) setups and presenting their work at major international scientific conferences.
For the CEBS domain, IOSUD and the Doctoral School have set up Erasmus+ agreements with international universities, allowing both PhD candidates and teaching staff to participate in exchange programs (such as ERASMUS+ 2024 – Faculty of Civil Engineering; International Relations) or within the EUt consortium. The institution provides solid backing for these activities, including financial support, all of which is clearly regulated by internal guidelines and leadership decisions. At the same time, the institution actively hosts its own international conferences (e.g. Tradition and Innovation – 70 Years of Higher Education in Civil Engineering in Transylvania) alongside other scientific events. By bringing in external experts, visiting professors, and international partners, these gatherings create a great hands-on environment for everyone to stay updated on the latest knowledge and share best practices.

✓ 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

PhD candidates in the Civil Engineering and Building Services field receive strong support for academic mobility, backed by existing Erasmus+ agreements, joint-supervision (co-tutelle) opportunities, within EUt consortium, and participation in global scientific events.

The doctoral program can improve international mobility by encouraging longer research-focused placements, boosting low Erasmus participation (currently at three students), and expanding joint degrees beyond the single active third-year co-tutelle with Nova University of Lisbon. Although participating students highly recommend going abroad, efforts to host international students face visa hurdles, and joint degree setups rely on direct faculty networking rather than a standardized process.

✓ Recommendations

UTCN should try a different approach to mobilities to increase student participation.

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 Code of Students' Rights and Obligations at the Technical University of Cluj-Napoca lays out essential principles like fairness, non-discrimination, and equal access to resources. It also guarantees that students have the right to academic and career counseling, along with clear channels for offering feedback or filing appeals. Providing the necessary resources for doctoral training is a clear institutional obligation. This responsibility is shared across UTCN, IOSUD-UTCN, the UTCN Doctoral School, the coordination councils, and the host faculties for each specific field, as mentioned in the Doctoral School Rulebook.

Doctoral coordinators are expected to ensure the PhD candidates have access to all the resources they need to carry out their individual research projects. A complete list of the research facilities where these supervisors work can be found on the EERITIS and Faculty Research – UTCN platforms. These directories also provide clear details on the specific equipment and services available to the students.

The University allocates funds to help PhD students to cover research and professional development expenses. This financial support is dedicated to domestic and international travel, conference attendance, summer schools, extra courses, research trips abroad, publication fees, etc. The doctoral program coordination council ensures that this money is distributed fairly, transparently, and proportionally to all students through their respective supervisors. For instance, following three separate decisions by the UTCN Board of Administration (REI Annexes HCA 37/10.03.2023; HCA 18/30.01.2024; and HCA 40/01.04.2025), the university allocated RON 88,175, RON 82,300, and RON 94,025 to specifically support candidates in this field with publishing and sharing their scientific work.

✓ 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

Generally, the Code of Students' Rights and Obligations at the Technical University of Cluj-Napoca is fairly applied and the Ph.D. coordinators are making efforts to ensure good research conditions for the students. Students reported having free access to the university library—which is currently undergoing a digitization process—and they are permitted to utilize university laboratories independently by following established scheduling procedures to avoid conflicts with ongoing classes.

The students have direct access to research laboratories, but they indicated that there is a need for better-equipped laboratories and reduced administrative bureaucracy, which likely contributes to the fact that many PhD candidates currently conduct their laboratory work at their private workplaces. Concerning

financial support for academic dissemination, it was noted that the costs of participating in conferences can be discounted or reimbursed by the Doctoral School. However, the exact administrative procedure for accessing these doctoral school funds was not detailed during the meetings, and recent anonymous student feedback specifically highlighted the difficulty of participating in conferences as a notable, ongoing concern.

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)

The university has a solid setup for both teaching and research. The campus is fully equipped with lecture halls, seminar rooms, specialized labs, and workshops. It also provides plenty of spaces for group or individual study, alongside recreational areas where students can unwind.

The University Library operates out of a main central hub as well as several local branches. It gives students access to open-shelf reading rooms and offers standard take-home book loans. The institution supports both physical and digital accessibility through its dedicated equipment and online platforms. (links: Library Directorate – Home; Rector's Report). The system is easy to navigate thanks to a central online catalogue and collections grouped by specific fields, providing solid support for both independent study and in-depth research. UTCN ensures that its students and staff can easily tap into top-tier international databases—such as Web of Science, Scopus, IEEE Xplore, ACM Digital Library, SpringerLink, and ScienceDirect—through both its own institutional subscriptions and national platforms like ANELIS+.

The Career Counselling and Guidance Centre (CCOC) helps students successfully transition into the workforce. The center provides educational, career, and psychological counseling in both one-on-one and group settings. It also runs workshops to build soft skills and hosts company presentations, alongside major networking events like "Career Days at UTCN." Besides, the International Relations Office (ORI) focuses on building global partnerships and keeps students informed about scholarships, exchange opportunities, and academic collaborations, including Erasmus+.

This continuous growth ensures that the specific needs of all students are met, including those requiring special educational accommodation which ultimately builds a stronger, more welcoming, and highly competitive academic 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

Regarding inclusivity and support services, the faculty has appointed a dedicated coordinator for special needs and partially retrofitted the building for accessibility; however, there are currently no enrolled PhD students with disabilities, though the students mentioned being aware of one professor who requires accommodations. Concerning the Career Counseling and Orientation Center (CCOC), the students confirmed they are aware of the center's existence but noted that they are not actively utilizing its services.

✓ Aspects that constitute best practice examples

UTCN takes practical steps to guarantee equal access to education by outfitting its main buildings in Cluj-Napoca and CUN Baia Mare with ramps, elevators, accessible restrooms, and clear pathways, with ongoing plans to improve this infrastructure even further. On top of upgrading the physical facilities, the university offers personalized support such as assistive technology, specialized software, and accessible

digital platforms and even adjusts class schedules or exam formats when necessary. Furthermore, the "Capabil Diferit" initiative champions a truly inclusive campus environment by providing the necessary guidelines, training, and tools to deliver tailored assistance to every student who needs it.

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 Advanced University Training Program (PPUA) features individualized course selection designed to enhance research competencies, a practice demonstrated by the recent integration of a new Statistical Data Processing course for the upcoming academic year. However, there is a significant deficiency regarding the public transparency and official documentation of the program's learning outcomes. The faculty's dedicated webpage does not display learning outcomes on its main page or any of its subpages. Additionally, the online resources provided for the available disciplines are inadequately maintained; one access link is entirely non-functional, while the other directs to outdated Discipline Sheets. These existing documents continue to rely on older terminology, listing general skills and competencies rather than explicitly defining clear, updated learning outcomes for the doctoral courses.

✓ 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 competencies detailed in the course syllabuses serve as a valuable guide for doctoral students, clearly defining expectations for academic content, research activities, and overall programmatic development. Despite this structural clarity, the specific learning outcomes - categorized by knowledge, skills, and autonomy - lack a distinct and well-articulated definition within a single, comprehensive summary document. Instead, these individual learning outcomes remain mixed with the study program's general competencies rather than being clearly differentiated from them.

✓ Recommendations

The Doctoral School should define and include the learning outcomes in the definition of doctoral students' curricula.

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 Doctoral school of UTCN assures the fulfilment of standards required for a level 8 qualification.
The professional progress of Ph.D. students is measured through standard assessments during their PPUA courses. Additionally, the Guidance Committee actively evaluates their ongoing research reports each six months.
At the end of the doctoral program, the ultimate verification of the learning outcomes comes down to a comprehensive review of the thesis and the student's entire academic journey. This evaluation looks closely at past progress reports, hands-on research activities, and any published papers or scientific presentations. Finally, in public before the examination committee proves that the candidate has mastered level 8 competencies—demonstrating advanced knowledge, robust research skills, personal accountability, and independence. During this public defense, the students must successfully explain their research methods,

validate their findings, and highlight the fresh, original contributions they are bringing to the Civil Engineering and Building Services field.
The evaluation methods used throughout the doctoral journey, which include PPUA exams and routine checks on research reports, make a consistent track of student's progress and ensure they are hitting their educational milestones.

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

The assessment methodology, included in the syllabus and communicated to students, is clearly stipulated to ensure transparency. A defined procedure outlines all steps for evaluating doctoral theses to complete the programme. However, learning outcomes are not clearly stated for the doctoral programmes. Students' research progress is evaluated annually through progress reports and supervisor discussions, with additional guidance available from the Thesis Advisory Committee. The programme supports the development and assessment of advanced research competences, critical thinking, scientific communication, and transferable skills required for EQF Level 8 graduates.

The indicator is: fulfilled.

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

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

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

The admission process for the Civil Engineering and Building Services (CEBS) domain is governed by a formal methodology approved by the Council for Doctoral Studies (CSUD) and published transparently on the university's website considering:

- Structured assessment: Selection is based on a scientific interview and objective criteria designed to evaluate the candidate's research capacity and motivation.
- Improved rigor: Following internal reviews, the institution standardized the thesis proposal structure (covering motivation/relevance, methodology, objectives, and expected results). This ensures that candidate evaluations are rigorous, comparable, and based on a clearly defined scientific framework.

The report admits that the standardization of the thesis proposal structure (motivation, methodology, objectives, and expected results) was carried out only following requests for clarification. This suggests that, in earlier stages of the evaluated period, candidate evaluation criteria may have lacked the necessary rigor and comparability.

✓ 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 site visit validated the institutional description and uncovered a significant strategic strength regarding the relevance of the program. It was confirmed that the doctoral research lines are closely aligned with the needs of the socio-economic environment. A key finding during meetings with stakeholders was that several of these research themes are directly agreed upon with partner companies. This collaborative approach ensures that doctoral projects address actual industry challenges, providing candidates with access to real-world data and enhancing the practical impact of their findings. This alignment also mitigates the risks associated with the recent reduction in supervisor numbers by focusing recruitment on high-impact, well-resourced research area

✓ Aspects that constitute best practice examples

Industry-driven research topics: the practice of formalizing research lines in agreement with external companies is a best practice. It ensures the relevance of doctoral training to the labour market and fosters an environment where scientific innovation is directly translated into engineering practice.
Methodological standardization: implementation of mandatory, structured template for research proposals serves as a best practice for ensuring equity and academic comparability during the admission stage

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)

It is claimed that the process ensures non-discriminatory access and includes support measures for vulnerable candidates however these measures have not been included. Information about gender equal measures have not been included, as well as information about percentage of female and male students in the domain. The inability to attract a more diverse student body and the reliance on grants as the sole measure of equity suggest that the admission system must still evolve toward a more proactive model.

✓ 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 visit has confirmed that the admission is nominally guided by the Code of Students' Rights and Obligations, which sets forth general principles of equity and non-discrimination. On the other hand, the domain provides evidence of concrete adaptations for candidates with disabilities, in terms of physical Infrastructures, including access ramps, tactile markings, and adapted sanitary facilities in the main buildings where doctoral activities take place, taking into account the limits of some buildings which is considered protected.
However, the site visit highlighted that while the university meets basic administrative and physical requirements, it lacks a proactive and comprehensive equity strategy. Specifically:

- Absence of gender equality measures: During the visit, it was not clear what specific actions are being taken to encourage the presence of women within the CEBS domain. The current documentation does not provide a breakdown of the male-to-female student ratio (requested at the visit), nor were any targeted recruitment or support programs for women presented.
- Lack of dedicated socio-economic aid: There is a significant lack of clarity regarding programs designed to assist students from low-resource backgrounds. While general research dissemination grants exist, they are not targeted specifically at socio-economic vulnerability. The reliance on general grants as the sole measure of equity is insufficient to ensure access for socially at-risk groups.
- Reactive approach: Support for vulnerable groups appears to be reactive, addressed only "according to identified needs" rather than through a structured, proactive policy of inclusion and diversity.

✓ Aspects that constitute best practice examples

Infrastructure for disabilities: The systematic implementation of tactile signalling and physical accessibility measures across the campus remains a solid foundation for physical inclusion.

✓ Recommendations

- Formalize a gender equality plan: The Doctoral School should develop and implement specific strategies to promote the recruitment and retention of female researchers, including monitoring gender-disaggregated data.
- Create targeted aid programs: Establish dedicated financial support mechanisms specifically for doctoral candidates with low-income or vulnerable backgrounds to ensure equitable access beyond general research funding.
- Proactive recruitment: Shift from a reactive model to a proactive one by actively identifying and reaching out to potential candidates from underrepresented and vulnerable groups.

The indicator is: fulfilled.

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

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

The Civil Engineering and Building Services (CEBS) domain Coordination Council ensures the application of the national legal framework (Law 199/2023 and OM 3020/2024) and institutional regulations. During the evaluated period, the following administrative actions were recorded (documents requested at the on-site visit - Responses additional requests_ICI_UTCN_at visit):

- Research management: Validation of 102 individual scientific research programs.
- Thesis supervision: Oversight of 30 public thesis defenses, all of which underwent mandatory plagiarism checks (Turnitin), with similarity levels ranging between 2% and 15%.
- Academic pathway: Management of enrollment for 102 students and de-enrollment (exmatriculation) for 27 students, often due to legislative grace periods or supervisor requests.

Resource access: Provision of institutional tools such as Microsoft 365, MATLAB, and the ANELIS platform for scientific literature

✓ 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 site visit confirmed that the Coordination Council effectively applies the required procedures. A significant finding during the visit was the presentation of concrete examples where doctoral students are collaborating on research contracts and funded projects. The institution's relationship with external companies is highly active, providing students with access to real-world data and case studies.

✓ Aspects that constitute best practice examples

Productive socio-economic partnerships: The domain maintains a strong and positive relationship with companies in the construction and building services sectors. This collaboration acts as a best practice by providing a direct pipeline for students to engage in applied research contracts, ensuring their scientific work remains relevant to current industry challenges.

Digital integrity monitoring: The systematic and transparent use of anti-plagiarism software for all defended theses ensures a high standard of academic integrity across the domain.

✓ Recommendations

The Doctoral School should implement strategic measures to significantly increase the percentage of doctoral students integrated into formal research teams and funded contracts, moving beyond the current 12% threshold.

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 Civil Engineering and Building Services (CEBS) domain has established a formal framework for internationalization (REI Annex CENTRALIZATOR_Autoevaluare_Conducatori_IOSUD-UTCN):

- Mobility Statistics: During the reporting period, 20 mobility participations by doctoral candidates were recorded, including study/research placements, Erasmus+, and short visits.

- Research Collaboration: The domain participates in 7 international research projects (e.g., Horizon Europe and bilateral projects).
- Inbound Expertise: 15 international experts from reputable universities delivered lectures or courses, and others have participated in guidance and thesis defense committees.
- Co-tutelles: There are currently 2 ongoing co-tutelle agreements and one additional agreement under formalization.
- EUt+ Engagement: Faculty members such as Zsolt Nagy, Cosmin-Gruia Chiorean, and Ligia Moga have formally registered their willingness to participate in EUt+ (European University of Technology) thesis defenses and have defined specific research themes (e.g. structural stability, nZEB, digital technologies) for international 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 site visit confirmed that while the institutional framework and academic will are present, the quantitative execution remains limited. It was observed that there is low student mobility in long-term stays, which are essential for fostering deep scientific collaboration with foreign universities. Furthermore, the visit revealed that the membership in the EUt+ network is not yet sufficiently exploited. Despite the high potential identified in the supervisor profiles and defined research lines in the EUt+ annex, these opportunities have not yet materialized into a significant volume of joint activities. The internationalization remains primarily "outgoing" with very limited success in attracting international talent to the domain.

✓ Aspects that constitute best practice examples

Integration of international experts: The consistent use of international experts in defense committees ensures that doctoral results are validated against global scientific standards.

✓ Recommendations

- Leverage EUt+ for strategic activities: The Doctoral School should actively use the EUt+ network to organize Summer Schools and other intensive programs that foster international community building.
- Promote balanced exchange: Implement specific support mechanisms to encourage both inbound and outbound student exchanges, moving beyond short visits to longer, research-intensive stays.

The indicator is: partially 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)

Doctoral training in the Civil Engineering and Building Services (CEBS) domain is structured to ensure that learning outcomes are achieved through rigorous scientific investigation. The program consists of the Advanced University Training Program (PPUA) and the Individual Scientific Research Program (PCS). Research is conducted within specialized university laboratories (e.g., Building Physics, Roads, and Virtual Design), where students apply theoretical models and experimental methods to achieve their specific research objectives.

✓ 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 site visit and documentation review confirm that while the framework for inquiry-based learning exists, there is a significant strategic weakness in its execution. Specifically, only 12 out of 102 doctoral students (approx. 12%) were formally integrated into research teams for funded projects during the reporting period. This indicates that for nearly 90% of the students, the "learning through investigation" process occurs in

isolation, without the benefit of being part of a structured, well-resourced research team. This gap limits the depth of the learning experience and the ability of students to acquire collaborative research competencies.

✓ Aspects that constitute best practice examples

Sustained WoS Publication: The consistent increase in WoS-indexed articles by both supervisors and students (an increase from 10 to over 80 for supervisors since the previous evaluation) demonstrates a successful culture of international dissemination.

✓ Recommendations

Increase student integration in projects. Doctoral School should develop formal mechanisms to integrate a higher percentage of students into funded research teams to move beyond the current 12% threshold.

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 internal evaluation report presents a total of 80 articles (REI Annex Centralizator Fisa autoevaluare CDR_ICI) in journals indexed in Web of Science (WoS), 25 papers in ISI conferences, and 44 articles in BDI-indexed journals in the case of doctoral supervisors. Additionally, they coordinate 8 research projects as directors or responsible partners. However, the production of doctoral candidates is lower, including 47 articles in WoS journals, 63 papers in international conferences (WoS/ERIH), and 54 articles in BDI journals. Notably, 30 doctoral theses were defended with publications in indexed journals, a lower number if it is considered that a total of 330 theses have been defended during the evaluation period.

✓ 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 visibility of the domain's research is a clear institutional strength. However, the exploitation of these results is somewhat uneven. The report acknowledges that while supervisors' visibility is high, the lower proportional number of publications from candidates suggests that some research activities are not fully capitalized upon within the doctoral training framework.

✓ Aspects that constitute best practice examples

The consistent high number of WoS-indexed publications—over 80 in the current period—demonstrates a successful culture of international dissemination.

✓ Recommendations

- Promote open science: Implement mandatory training on Open Science and Data Management to ensure the long-term accessibility and capitalization of research data.
- Diversify dissemination channels: Actively seek more industry-funded projects and international consortia to provide robust financial support for the dissemination of results in high-impact venues.

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)

UTCN has implemented a formal methodology for the periodic self-assessment of doctoral studies, covering the scientific activity of doctoral supervisors, research infrastructure, and the procedures governing doctoral programmes. The process involves self-assessment by both doctoral supervisors and doctoral students, verification by field-specific evaluation committees, and the preparation of centralized reports discussed and approved by the Council of Doctoral Studies. In the analyzed period, the methodology was applied successfully, generating evaluation reports at both field and doctoral school levels. In addition, doctoral student satisfaction surveys were conducted in the CEBS field to assess the quality of supervision, training, support provided, and compliance with ethical standards.

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

Quality management actions, regulations, and tools are continuously implemented across the institutional, IOSUD, and Doctoral School levels. This ongoing process ensures and enhances the quality of education and research within the UTCN Doctoral Domain of Civil Engineering and Building Services.

The indicator is: fulfilled.

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

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

In the procedure implementation process, UTCN integrates the perspectives of students (REI Annex Feedback doctoranzi_ICI_24-25), academic and administrative staff, employers, and other stakeholders into its quality assurance processes through documented mechanisms. These include student feedback, periodic staff evaluations, stakeholder involvement, ethics and professional conduct procedures, and measures to prevent plagiarism, such as similarity checks and academic integrity declarations. Together, these mechanisms support continuous quality improvement and uphold academic ethics and professional standards within doctoral studies.

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

Evidence from the site visit confirms that IOSUD-UTCN maintains a participatory quality management culture, engaging both internal and external stakeholders in designing and reviewing procedures. Similarly, UTCN consults and validates its regulations with all relevant parties, integrating their feedback into institutional operations. Discussions during the visit verified that students, doctoral school (DS) members and administrative staff actively contribute to shaping and improving the procedures that impact their activities.

✓ Recommendations

Is recommended to have a better documentation of meetings about the opinion of stakeholders by detailing the topics discussed and the proposals made by employers.

The indicator is: fulfilled.

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

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

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

UTCN has established a comprehensive framework to promote academic ethics and integrity through its University Ethics Committee under its own Code of University Ethics and Deontology and the regulations governing doctoral studies. The Ethics Committee is responsible for implementing ethics policies, investigating ethical violations, providing guidance, proposing disciplinary measures, and reporting on the state of academic ethics. Within IOSUD-UTCN, compliance with academic ethics is overseen by the Doctoral School Council and doctoral supervisors, while habilitation candidates must formally declare adherence to ethical standards. Mechanisms are also in place to mediate conflicts between doctoral students and supervisors, ensuring a transparent and ethical research 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

The Ethics Committee operates independently, in strict accordance with national legislation and regulations approved by the University Senate. On-site interviews with committee members confirmed its operational autonomy from all institutional structures and individuals. Furthermore, transparency is maintained through the regular publication of the committee's annual reports on the university website.

✓ Aspects that constitute best practice examples

The Ethics Committee acts independently, and the decisions of the Committee are visible on the UTCN website.

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)

UTCN bases the initiation, monitoring, and periodic review of study programmes and doctoral domains on the principles of transparency, stakeholder participation, relevance, ethics, and continuous improvement. The process involves academic staff, students, employers, and external partners, ensures alignment with labour market needs and scientific developments, and promotes ongoing enhancement of educational quality in accordance with ethical standards.

UTCN systematically applies procedures for the initiation, monitoring, and periodic review of study programmes and doctoral domains to ensure their quality and relevance. These processes are coordinated by institutional quality assurance structures, including the CEAC, DAC, university management, and faculty and doctoral school quality officers, and are guided by internal regulations, the UTCN Quality Assurance Code, and national and European quality assurance standards.

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

The Doctoral School Council systematically issues and implements UTCN procedures and regulations for both doctoral students and staff. Regular, fully documented meetings are held with students and PhD coordinators focusing on the Civil Engineering and Building Services domain. The consistent application of these active regulations verifies the presence and efficient operation of a robust quality assurance system at the Doctoral School level.

The indicator is: fulfilled.

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

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

Within the Doctoral School of UTCN, quality assurance processes are implemented through the active and responsible participation of both the academic community and external stakeholders. Key contributors include doctoral students and supervisors, who provide feedback and recommendations through regular consultations and institutional procedures (Regulations). Academic staff from each field of study are represented on the Doctoral School councils and specialized committees, while administrative personnel support quality assurance through monitoring, evaluation, and reporting activities. The process is further strengthened through cooperation with external organizations relevant to the doctoral fields, including employers, professional bodies, and other interested partners.

✓ 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 Doctoral School implements its quality assurance procedures through the active involvement of faculty, students, administrative staff, and in some cases the socio-economic partners. The multi-stakeholder participation facilitates evidence-based strategic decisions, drives the continuous improvement of educational processes, and aligns the doctoral program with evolving labor market trends and demands.

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)

The Advanced University Training Program (PPUA) is evaluated using official surveys given to PhD students on a regular basis to gauge their experience with the advanced training. Second, the Scientific Research Path (PCS) is measured through student self-assessments and dedicated feedback forms. After collecting all this input, the management teams at the domain and Doctoral School levels carefully analyze the student feed-back. Upon identifying operational inefficiencies, the Doctoral School management develops targeted action plans to mitigate the issues. These institutional interventions focus on clarifying regulatory frameworks, optimizing organizational structures, and enhancing communication channels to better support candidates. The Feedback from 2024–2025 (REI Annex *Chestionar colectare feedback*) indicates an overall positive appraisal of support and supervision and favorable evaluations regarding ethics and integrity; however, it also highlights a higher degree of heterogeneity in perceptions in 2025, which justifies strengthening quality assurance mechanisms through the standardization of supervision, improved communication, and enhanced support for research and dissemination activities. The students generally have a positive view of the support and supervision they receive, along with favorable opinions on how ethics and integrity are handled. However, the 2025 feedback revealed a wider mix of differing opinions among the doctoral students.

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

The analysis of semester-based student evaluations of faculty performance confirms that IOSUD-UTCN has successfully implemented functional and coherent institutional procedures, which are fully integrated into the internal quality assurance framework. These evaluations are conducted utilizing standardized assessment tools. The resulting data - generated at the doctoral program, course, and teacher - enables the Doctoral School to systematically analyze outcomes, thereby identifying institutional strengths and targeting specific areas for continuous pedagogical improvement.

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)

To maintain the efficacy of its internal quality assurance system, IOSUD-UTCN systematically collects and analyzes operational data through specialized, dedicated IT platforms and databases tailored for doctoral management, specifically *Doctorat UTCN*, *SIS*, and *IOSUD-UTCN*. These digital tools facilitate the precise tracking of candidate distribution across various doctoral domains and scientific supervisors. Additionally, the network monitors the academic status of active PhD students, graduation rates, faculty supervisor workloads, and the progression of habilitation theses.

At the individual doctoral domain level, self-evaluation forms required during the final thesis preparation and defense stages are rigorously monitored and securely archived. Annually, IOSUD-UTCN aggregates this database infrastructure to compile comprehensive institutional reports on all doctoral activities. Beyond fulfilling internal quality management requirements, these data-driven summaries ensure mandatory annual reporting compliance with external regulatory bodies, including ANS, INS, and RMU.

✓ 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 Domain in Civil Engineering and Building Services executes a systematic data collection and analysis framework integral to its internal quality assurance infrastructure. The information is gathered through annual activity reports, qualitative feedback from doctoral students and academic supervisors, and the targeted monitoring of research deliverables. Following collection, these metrics are evaluated synthetically by the Doctoral School administration and IOSUD executive management to formulate strategic interventions, driving the ongoing didactic, research and structural optimization of the doctoral curriculum.

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)

UTCN demonstrates a solid framework for information disclosure through several digital channels:

- Centralized IOSUD Platform: Provides public access to institutional regulations, the Doctoral School Regulations, admission methodologies, and the specific procedures for finalizing doctoral studies.
- Dedicated CEBS Domain Webpage: Specifically for the Civil Engineering and Building Services (CEBS) field, this page hosts program descriptions, scientific profiles, research topics, list of doctoral supervisors, and standards for thesis preparation.
- Thesis Visibility: The Doctorat UTCN portal publishes defense announcements, thesis abstracts in two languages, and technical details of the defense committees.
- Digital Admission Portal (SIS): As of 2025, the sis.utcluj.app platform serves as the interactive point for candidates to view admission options and manage their applications.

✓ 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 site visit confirmed that while the university is highly transparent and meets all legal requirements for information disclosure, the current digital infrastructure is fragmented. Information is dispersed across at least four distinct platforms (IOSUD, CEBS page, Doctorat portal, and SIS).
This fragmentation is particularly challenging for international candidates who must navigate multiple interfaces to obtain a comprehensive view of the doctoral life cycle. Furthermore, while documents are available for download, the presentation is often static (PDFs), lacking interactive guides to help candidates through complex administrative procedures.

✓ Recommendations

Unify the digital ecosystem: Accelerate the planned migration of all doctoral lifecycle information and activities into the SIS platform to create a single "one-stop-shop" for students.
Enhance international reach: Prioritize the full translation of all regulatory and domain-specific information on the CEBS page into English to better attract and support international candidates.

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)

The Technical University of Cluj-Napoca (UTCN) maintains a formalized system of communication and participation for its decision-making bodies:

- Hierarchical Structure: Decisions are adopted by the University Senate (the highest body), the Board of Administration, the Council for Doctoral Studies (CSUD), and the Doctoral School Council.
- Documentation and Archiving: Resolutions regarding academic policy, budgeting, and doctoral management are formally recorded and published on the UTCN website. The university maintains a chronological archive of these documents.
- Domain-Level Management: In the Civil Engineering and Building Services (CEBS) domain, the Coordination Council manages specific processes—such as admissions, research topics, and thesis committees—through internal communication with doctoral supervisors.
- Legal Compliance: The process adheres to Law no. 544/2001 regarding free access to information of public interest

✓ 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

While the formal structures are well-established, the site visit and report analysis identified a specific procedural bottleneck. Currently, decisions from the Coordination Council are "communicated promptly to doctoral supervisors and, through them, to PhD students". This reliance on supervisors as intermediaries could create a risk of inconsistent or delayed information delivery, as there is no direct, systematic institutional channel for relaying urgent decisions to the student body. Furthermore, the system remains primarily reactive; documents and minutes are made available only within a defined timeframe after adoption, rather than through a real-time transparency model. The institution has acknowledged a need to

better harmonize decision-making with students' actual needs by institutionalizing periodic outcome reviews.

✓ Aspects that constitute best practice examples

The inclusion of doctoral student representatives (four members) within the CSUD ensures that the student perspective is integrated into high-level decision-making processes.

✓ Recommendations

Establish direct communication channels to eliminate the supervisor-mediated bottleneck. The Doctoral School should implement direct digital communication for Coordination Council decisions using MS Teams infrastructure / SIS platform or other means.

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)

IOSUD-UTCN rigorously fulfils its legal obligations regarding external quality assessment through proactive collaboration with the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The organizational component has managed all required procedures for periodic and progress evaluations:

- External Institutional Evaluation (2023): The university successfully completed this process, involving the elaboration of a detailed internal report and an expert panel visit. ARACIS awarded UTCN the "High degree of trust" rating in July 2023.
- Periodic Domain Evaluation (2021): The Civil Engineering and Building Services domain underwent external evaluation in 2021, resulting in a decision to maintain its accreditation.
- Mid-Term (Progress) Evaluation: The field was the subject of an External Progress Evaluation Report in 2024 (Commission C10 - ARACIS), which validated the implementation of previous recommendations, such as increasing international visibility and attracting foreign doctoral students.

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

All legal formalities regarding the periodic evaluation of the Civil Engineering and Building Services doctoral domain have been fulfilled. The university is carrying out both the self-evaluation procedures and those related to the external quality evaluation process, with a view to organizing the evaluated study program in accordance with the law. The previous evaluation of the degree program took place in 2021, and ARACIS Council Decision 75/2021 upheld the accreditation.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Availability of good research facilities and infrastructure at UTCN and Doctoral School within research centers and laboratories ✓ Clear organizational and operational systems at the university and Doctoral School	INTERNAL FACTORS	✓ Suboptimal international mobility: Recording low outbound doctoral candidate exchange rates despite UTCN maintaining extensive institutional cooperation agreements with other universities ✓ Comprehensive educational

✓ Good research expertise of the academic staff / coordinators ✓ Close relationships between students and alumni with the coordinators; ✓ Good collaboration with industry professionals and the business sector ✓ Good established institutional partnerships between UTCN and prominent international universities		design: Enhancing study programs by aligning structural competencies with specific, articulated student learning outcomes. ✓ Systemic platform fragmentation: maintaining multiple management platforms complicates the comprehensive administration of doctoral candidates and faculty coordinators and would eliminate the supervisor-mediated bottleneck.
SWOT analysis		
Opportunities: ✓ Continuous expansion of partnerships with the industry stakeholders, authorities, and professional organizations, to cultivate additional opportunities for industrial doctorates. ✓ Collaboration with European universities in joint projects and possible co-tutelae. ✓ Availability of European funding frameworks, including Horizon Europe and Erasmus+, providing strategic financial support for doctoral research placements and joint co-tutelae.	EXTERNAL FACORS	Threats: ✓ The increase in the university dropout rate among doctoral students ✓ Escalation of the research and education costs driven by inflation and the rising prices of goods and services, which ultimately restricts access to modern instructional resources.

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.	Fulfilled	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	Fulfilled	Is recommended to integrate in the process of drafting the regulations and methodologies the employers and students and to better document the meetings by detailing the topics discussed and the proposals made.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	
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.	Fulfilled	Employment of more technical staff who can properly maintain the laboratories will be beneficial.
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.	Fulfilled	Balance research lines between the Faculty of Civil Engineering and the Faculty of Building Services. It is strongly recommended to prioritize the recruitment and habilitation of supervisors especially within the Building Services (Installations) area to ensure the domain's comprehensive development. The Doctoral School must take proactive measures to support and incentivize these coordinators in achieving full compliance.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	Design a comprehensive training plan. The university must design and implement a structured professional development plan specifically for doctoral supervisors. This plan should move beyond reactive financial aid and offer proactive training in research ethics, grant management, and international visibility strategies. Formalize mentoring. Establish a formal mentoring program for new and early-career doctoral supervisors to ensure the transfer of institutional knowledge and internationalization best practices.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
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.	Fulfilled	Unification of the digital ecosystem: Accelerate the primary "Future Direction" of the university by migrating all doctoral activities into the SIS platform. Establishing a single, integrated ecosystem will eliminate fragmentation and improve the fluidity of the academic life cycle management. Transition to interactive workflows. Replace the current reliance on static digital documents (PDFs) and manual interventions for signatures with fully

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			automated workflows and integrated digital validations within the SIS system.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Partially Fulfilled	The Doctoral School should create a comprehensive curriculum document that integrates the program's mission, objectives, competencies, learning outcomes, credits, and evaluation methods.
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).	Partially Fulfilled	The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.
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.	Fulfilled	UTCN should try a different approach to mobilities to increase student participation.
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.	Fulfilled	
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.	Fulfilled	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	Fulfilled	
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.	Partially Fulfilled	The Doctoral School should Define and include the learning outcomes in the definition of doctoral students' curricula.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
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	Fulfilled	Formalize a gender equality plan: The Doctoral School should develop and implement specific strategies to promote the recruitment and retention of female

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	educational risk, including candidates with special educational needs and/or disabilities.		researchers, including monitoring gender-disaggregated data. Create targeted aid programs: Establish dedicated financial support mechanisms specifically for doctoral candidates with low-income or vulnerable backgrounds to ensure equitable access beyond general research funding. Proactive recruitment: Shift from a reactive model to a proactive one by actively identifying and reaching out to potential candidates from underrepresented and vulnerable groups.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	The Doctoral School should implement strategic measures to significantly increase the percentage of doctoral students integrated into formal research teams and funded contracts, moving beyond the current 12% threshold.
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.	Partially Fulfilled	- Leverage EUt+ for strategic activities: The Doctoral School should actively use the EUt+ network to organize Summer Schools and other intensive programs that foster international community building. - Promote balanced exchange: Implement specific support mechanisms to encourage both inbound and outbound student exchanges, moving beyond short visits to longer, research-intensive stays.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	Fulfilled	Increase student integration in projects. Doctoral School should develop formal mechanisms to integrate a higher percentage of students into funded research teams to move beyond the current 12% threshold.
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.	Fulfilled	Promote open science: Implement mandatory training on Open Science and Data Management to ensure the long-term accessibility and capitalization of research data. Diversify dissemination channels: Actively seek more industry-funded projects and international consortia to provide robust financial support for the dissemination of results in high-impact venues.
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.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	Is recommended to have a better documentation of meetings about the opinion of stakeholders by detailing the topics discussed and the proposals made by employers.
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.	Fulfilled	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	Unify the digital ecosystem: Accelerate the planned migration of all doctoral lifecycle information and activities into the SIS platform to create a single "one-stop-shop" for students. Enhance international reach: Prioritize the full translation of all regulatory and domain-specific information on the CEBS page into English to better attract and support international candidates.
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	Fulfilled	Establish direct communication channels to eliminate the supervisor-mediated bottleneck, the Doctoral School should implement direct digital communication for Coordination Council decisions using MS Teams infrastructure / SIS platform or other means.
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.	Fulfilled	

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	10	-	-
Total	28	4	-

VI. Conclusions

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

The panel commission named by ARACIS for the evaluation of the Doctoral Domain of Civil Engineering and Building Services at the Technical University of Cluj-Napoca (UTCN) held meetings with representatives of the management, academic staff, Ph.D. students, employers, alumni, and representatives of quality assurance organizational structures. Discussions during these scheduled meetings revealed that the learning environment meets employer requirements and is positively regarded by students, academic staff, and alumni.

Considering the above (28 indicators fulfilled, 4 partially fulfilled, 0 unfilled), the external evaluation commission considers that the conditions for maintaining accreditation have been met for the Doctoral Domain of Civil Engineering and Building Services at the Technical University of Cluj-Napoca.

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

maintaining accreditation (MAC);

VII. Annexes

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.

- Schedule of the on-site visit;
- Minutes of the meetings held with doctoral students, teaching staff / Ph.D. supervisors, Staff in charge of research centres / laboratories, Ph.D. Graduates, Employers, Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures DMC, Members of the University Ethics Committee;
- Documents requested at visit:
  - response to additional requests at visit;
  - doctoral student contract 2026;
  - composition of the Accessibility and Inclusive Education Committee;
  - list of doctoral students admitted in 2020 – 2024;
  - list of expelled students 2020-2025;
  - CNATDCU criteria for retired Ph.D. supervisors

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

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: Technical University of Cluj-Napoca (UTCN)

Şcoala doctorală/ Doctoral School: **Doctoral School UTCN**

Domeniul de doctorat/ Doctoral Domain: **Civil Engineering and Building Services**

Obiectivul evaluării externe/ The objective of the external evaluation: **maintaining the accreditation of the doctoral domain**

Perioada vizitei de evaluare/ The evaluation period: **20-21 July 2026**

Comisia de experţi evaluatori ai ARACIS/ Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
2.	*Prof.dr.ing. Liviu Adrian Ciutina*	*Membru - Cadru didactic RNE*
3.	*Montserrat Zamorano Toro, Ph.D.*	*Membru - Evaluator internațional RNE-I*
4.	*Mihai Anescu*	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*Prof. PhD Habil*	*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			
09:00 - 09:30	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*	**Aula Tertea /Locaţia str. Gh. Bariţiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street* - **Prof.dr.ing.** conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații, membru în Consiliul Școlii Doctorale, membru Consiliul pentru Studii Universitare de Doctorat (CSUD)/***Professor*** *, PhD, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, member of the Council for Doctoral Studies (CSUD)* - **Conf.dr.ec.** – cadru didactic al Facultății de Construcții/ ***Associate Professor*** *Faculty of Civil Engineering.* - **Drd.ing.** – student doctorand, membru al Consiliului de coordonare a programelor doctorale Construcții și Instalații/***PhD eng. student*** *member of the Coordination Council of Doctoral Programmes in Constructions and Building Services*
09:30 - 10:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	**Aula Tertea – sala 151c /Locaţia str. Gh. Bariţiu 25/** *Aula Tertea-room 151c /Location 25 Gh. Bariţiu street*
10:00 - 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții**	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	**Aula Tertea /Locaţia str. Gh. Bariţiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	conducerii componentei organizatorice/ *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Reprezentanţi ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	-**Prof.dr.ing.** director CSUD/***Professor*** *director of the Council for Doctoral University Studies CSUD* -**Prof. dr.ing.** director Şcoală Doctorală UTCN/ ***Professor*** *director of the TUCN's Doctoral School* -**Conf.dr.ing. UTCN – Prorector Didactic şi Relaţia cu Studenţii**, UTCN/ ***Assoc. Prof.*** *Vice-Rector for Education and Student Relations, Technical University of Cluj-Napoca (UTCN)* -**Prof.dr.ing. Manea** conducător de doctorat, decan – Facultatea de Construcții, membru în Consiliul de coordonare a programelor doctorale Construcții și Instalații, UTCN/ ***Professor*** *PhD advisor, dean of the Faculty of Civil Engineering, member in the Coordination Council of Doctoral Programmes in Construction and Building Services.* -**Conf.dr.ing.** Decan Facultatea de Inginerie a Instalațiilor, UTCN/ ***Assoc. Prof.*** *dean of the Faculty of Building Services Engineering.* -**Prof.dr.ing.** conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații, membru în Consiliul Școlii Doctorale, membru CSUD/***Professor*** *PhD, PhD advisor, coordinator of the Coordination Council for the*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, CSUD member - **Prof.dr.ing.** conducător de doctorat, membru în Consiliul de coordonare a programelor doctorale Construcții și Instalații/***Professor*** *PhD advisor, member in the Coordination Council of Doctoral Programmes in Constructions and Building Services.* - **Drd.ing.** student doctorand, membru al Consiliului de coordonare a programelor doctorale Construcții și Instalații/***PhD eng. student,*** *member of the Coordination Council of Doctoral Programmes in Constructions and Building Services*
11:00 – 11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[1] **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*	**Aula Tertea /Locația str. Gh. Barițiu 25/** ***Aula Tertea /Location 25 Gh. Barițiu street*** - **Studenți ai CD titulare /***PhD student, member of the Doctoral School Council, study year IV* 2 studenti - an de studii II/*PhD student, study year II* 5 studenti - an de studii I/ *PhD student, study year I* 4 studenti - an de studii III/ *PhD student, study year III*

[1] 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*
			5 studenti - an de studii IV/ *PhD student, study year IV* 1 student- an de studii V/ *PhD student, study year V*
12:00 – 12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	**Aula Tertea /Locaţia str. Gh. Bariţiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street* - **Prof.dr.ing.** conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	experts' panel with the teaching staff involved in the activities within the DSUD		Instalații/***Professor p**hD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Constructions and Building Services.* -- **Prof.dr.ing.** conducător de doctorat, decan – Facultatea de Construcții / ***Professor** PhD advisor, dean of the Faculty of Civil Engineering* - **Prof.dr.ing.** conducător de doctorat/ ***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** , PhD advisor* - **Prof.dr.ing**, conducător de doctorat/ ***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/ ***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/ ***Professor** , PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** PhD advisor* - **Prof.dr.ing.** conducător de doctorat/***Professor** PhD advisor*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- **Prof.dr.ing.** conducător de doctorat/*Professor PhD advisor* - **Prof.dr.ing.** conducător de doctorat/*Professor PhD advisor*
12:50 - 14:00	Pauză/ *Break*		
14:00 - 14:50	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*	**Aula Tertea /Locația str. Gh. Barițiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street* *Faculty of Civil Engineering* **Prof.dr.ing.** Laboratorul de Fizica Construcțiilor/*Building Physics Laboratory.* **Prof.dr.ing. -** Laboratorul de Cercetări Numerice/*Numerical Research Laboratory* Laboratorul Acțiuni în Construcții și Structuri/*Actions in Constructions and Structures Laboratory* **Conf.dr.ing.** Laboratorul Geotehnică şi Teren de Fundare / *Geotechnical and Foundation Engineering Laboratory.* **S.l.dr.ing.** Laboratorul Central/*Central Laboratory* **Conf.dr.ing. -** Laboratorul Materiale de Construcţii/ *Construction Materials Laboratory* **Ş.l.dr.ing.**- Laboratorul de Drumuri/*Roads Laboratory* Laboratorul de Calcul/*Computing Laboratory* Laboratorul de Cercetare pentru Trafic şi Securitate Rutieră/*Traffic and Road Safety Research Laboratory*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Faculty of Building Services **Prof.dr.ing.** - Laboratorul de Ingineria Iluminatului/ *Lighting Engineering Laboratory* Laboratorul Instalații Termice/*Heating Systems Laboratory* Laboratorul de Management al Apei/*Water Management Laboratory* **Conf.dr.ing.** - Laborator de Instalații de Ventilare și Condiționare/*Ventilation and Air Conditioning Laboratory* Laborator Instalații de Condiționare a Aerului/*Air Conditioning Laboratory* Laboratorul de Pompe de Căldură/*Heat Pumps Laboratory*
15:00 - 15:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **absolvenţi**[2],[3] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[4] *of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	**Aula Tertea /Locaţia str. Gh. Barițiu 25/** *Aula Tertea /Location 25 Gh. Barițiu street* 1. Dr.ing. - an absolvire 2022/*PhD, year of graduation 2022* 2. Dr.ing.- an absolvire 2024/ *PhD, year of graduation 2024* 3. Dr.ing. - an absolvire 2025/ *PhD, year of graduation 2025* 4. Dr.ing. - an absolvire 2024/ *PhD, year of graduation 2024*

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

[4] 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*
			5. Ș.l.dr.ing. - an absolvire 2023/*PhD, year of graduation 2023* 6. Asist.dr.ing. – an absolvire 2021/ *PhD, year of graduation 2021* 7. Dr.ing. – an absolvire 2021/ *PhD, year of graduation 2021* 8. Dr.ing. – an absolvire 2022/ *PhD, year of graduation 2022* 9. Dr.ing. – an absolvire 2022 - *PhD, year of graduation 2022* 10. Dr.ing. – an absolvire 2019/ *PhD, year of graduation 2019* 11. Ș.l.dr.ing. - an absolvire 2015/ *PhD, year of graduation 2015* 12. Ș.l.dr.ing - an absolvire 2014/*PhD, year of graduation 2014*
16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[5] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	**Aula Tertea /Locația str. Gh. Bariţiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street* - **Prof.dr.ing.** conducător de doctorat, decan – Facultatea de Construcții/***Professor , PhD****, PhD advisor, dean of the Faculty of Civil Engineering* - Director Anghel Saligny - **CS I Dr.ing.** INCD URBAN-INCERC Sucursala Cluj-Napoca - **ing. / ing.** - SC GORDIAS SRL

[5] 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*
			- KÉSZ Romania - CONSTEEL SOLUTIONS LTD - dr.ing. – SDC Proiect - dr.ing. - Plan 31 Ro – Director general adjunct Autorității de Management pentru Programul Regional Nord-Vest - Prof.dr.ing. – conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații/ ***Professor*** *, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Constructions and Building Services.*
17:00-17:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Aula Tertea - sala 151c /Locaţia str. Gh. Barițiu 25/ *Aula Tertea – room 151c /Location 25 Gh. Bariţiu street*
Marți/ *Tuesday*, 21.07.2026			
09:00 - 09:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Aula Tertea - sala 151c /Locaţia str. Gh. Barițiu 25/ *Aula Tertea – room 151c /Location 25 Gh. Bariţiu street*
09:30 - 10:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanţi ai conducerii componentei	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Aula Tertea /Locaţia str. Gh. Barițiu 25/ *Aula Tertea /Location 25 Gh. Bariţiu street* - Prof.dr.ing. - prorector Management universitar și relația cu mediul socio-

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii - DAC[6]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures DAC*	- Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității DAC/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures DAC* - Persoana de contact*/ Contact person*	economic, președinte comisia CEAC/vice rector for Relations with the socio-economic environment, *Chair of the Quality Assurance and Evaluation Committee (CEAC)* - ing. - director Departamentul pentru Asigurarea Calității/ *director of the Quality Insurance Department* - Conf.dr.ing. – Prodecan Cercetare-Dotare, Facultatea de Construcții/ *Vice-Dean for Research and Infrastructure of the Faculty of Civil Engineering* - Conf.dr.ing. - Decan Facultatea de Ingineria Instalațiilor/ *Dean Faculty of Building Services Engineering* - Prof.dr.ing. conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații, membru în Consiliul Școlii Doctorale, membru CSUD/***Professor*** *, PhD, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, CSUD member*
10:20 - 10:50	Întâlnirea comisiei de experţi evaluatori în evaluarea externă a calităţii cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	**Aula Tertea /Locaţia str. Gh. Bariţiu 25/** *Aula Tertea /Location 25 Gh. Bariţiu street* - Prof.dr.ing. conducător de doctorat, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Construcții și

[6] Clarificarea unor aspecte rezultate din activităţile şi discuţiile desfăşurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	experts' panel with the team that has drafted the internal evaluation report		Instalații, membru în Consiliul Școlii Doctorale, membru CSUD/***Professor*** *PhD, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, CSUD member* **Conf.dr.ec.** – cadru didactic al Facultății de Construcții/ ***Associate Professor*** *professor of Faculty of Civil Engineering.* - **Drd.ing.** student doctorand, membru al Consiliului de coordonare a programelor doctorale Construcții și Instalații/***PhD eng. student*** *member of the Coordination Council of Doctoral Programs in Constructions and Building Services*
11:00 - 11:50	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*	**Aula Tertea /Locaţia str. Gh. Bariţiu 25/** ***Aula Tertea /Location 25 Gh. Bariţiu street*** **Conf.dr.ing.** - preşedinte al Comisiei de etică a UTCN / ***Assoc. Prof.*** *– president of the Ethics Committee of the Technical University of Cluj-Napoca (UTCN)* - **Prof.dr.ing.** – conducător de doctorat, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații, membru în Consiliul școlii Doctorale, membru CSUD/***Professor****, PhD, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, CSUD member*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
12:00 - 13:00	Vizitarea bazei materiale I/ *Visiting the material resources I*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	**Clădirea Turn /Strada Daicoviciu 15/** *Tower Building /15 Daicoviciu Street* **Conf.dr.ing. Fărcaş Vasile -** Laboratorul Geotehnică şi Teren de Fundare / *Geotechnical and Foundation Engineering Laboratory.* **S.l.dr.ing. & ing.** -Laboratorul Acțiuni în Construcții și Structuri/*Actions in Constructions and Structures Laboratory* **Strada Gh. Bariţiu 25/** *25 Gh. Baritiu Street* **Conf.dr.ing. & S.l.dr.ing.** **-** Laboratorul Central/*Central Laboratory* **Ş.dr.ing.** Laboratorul Materiale de Construcții */Construction Materials Laboratory* **Prof.dr.ing.** – Laboratorul de Fizica Construcţiilor/*Building Physics Laboratory* **Conf.dr.ing.** Laboratorul de Inginerie Seismică și Dinamica Structurilor/*Seismic Engineering and Structural Dynamics Laboratory*
13:00-14:00	Pauză/ *Break*		
14:00-15:30	Vizitarea bazei materiale/ *Visiting the material resources II*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	**B-dul 21 Decembrie 1989, Nr. 128-130** */ 128-130, 21 December 1989 Boulevard* Laborator Ingineria Iluminatului/*Lighting Engineering Laboratory* – Sala/ *Room* I 108 Laborator Pompe de căldură/ *Heat Pumps Laboratory* – Sala/ *Room* I 111 Laborator Instalații de Condiționare a Aerului/ *Air Conditioning Laboratory* – Sala/ *Room* I 112

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Laborator de Instalații de Ventilare si Condiționare/ ***Ventilation and Air Conditioning Laboratory*** – Sala/ *Room* I 16 Laborator de Managementul a Apei/ ***Water Management Laboratory*** – Sala/*Room* P 01 si P 02
15:30-16:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	B-dul 21 Decembrie 1989, Nr. 128-130 / *128-130, 21 December 1989 Boulevard* Sala P 01/*Room P 01*
16:00-17:00	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 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*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	B-dul 21 Decembrie 1989, Nr. 128-130 / *128-130, 21 December 1989 Boulevard* Sala P 01/*Room P 01* - **Prof. dr.ing.** director CSUD/***Professor PhD****, director of the Council for Doctoral University Studies CSUD* - **Prof.dr.ing.** – conducător de doctorat, coordonator al Consiliul de coordonare a programelor doctorale Construcții și Instalații, membru în Consiliul Școlii Doctorale, membru CSUD/***Professor*** *PhD, PhD advisor, coordinator of the Coordination Council for the Doctoral Programmes in Civil Engineering and Building Services, member of the Doctoral School Council, CSUD member* - **Prof.dr.ing.** conducător de doctorat, decan – Facultatea de Construcții, membru în Consiliul de coordonare a programelor doctorale Construcții și Instalații / ***Professor PhD****, PhD advisor, dean of the Faculty of*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Civil Engineering, member in the Coordination Council of Doctoral Programmes in Construction and Building Services. - **Prof.dr.ing.** conducător de doctorat, membru în Consiliul de coordonare a programelor doctorale Construcţii şi Instalaţii/***Professor PhD****, PhD advisor, member in the Coordination Council of Doctoral Programmes in Constructions and Building Services.* - **Drd.ing.** – student doctorand, membru al Consiliului de coordonare a programelor doctorale Construcţii şi Instalaţii/***PhD eng. student*** *member of the Coordination Council of Doctoral Programmes in Constructions and Building Services*
Miercuri/ *Wednesday*, 22.07.2021			
10:00 - 12:00	Finalizarea activităţilor de evaluare/ *Completion of evaluation activities*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	On-line meeting

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

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

Prepared by,
Prof.dr.ing. Adrian Ciutina

Date: 20.07.2026