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. 11
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 11.4

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Alexandru Ioan Cuza“ din Iaşi
Şcoala(ile) doctorală(e)	Matematică
Domeniul de studii universitare de doctorat (DSUD)	*Matematică*
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 Exacte și Științe ale Naturii (CPS_C1) din 05.10.2026, propunerea de decizie fiind consemnată în PV **nr.** 5079/05.10.2026**.**

Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/20.10.2026**

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: 0	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: 0 N: 0
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: 0	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: 0 N: 0
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: 0	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: 0 N: 0

Motivarea deciziei

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

- *32 indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit şi 0 neîndeplinit*
- *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining ..... of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	Universitatea "Alexandru Ioan Cuza" din Iaşi / "Alexandru Ioan Cuza" University of Iaşi
Doctoral School:	Matematică / Mathematics
Doctoral Domain:	Matematică / Mathematics
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	**Berinde Vasile**	Expert evaluator	
2.	**Sîrbu Parascovia**	International Expert	
3.	**Bouruc Petru-Liviu**	PhD Student Evaluator	

I. Introduction

This external evaluation report was drafted at the request of the "Alexandru Ioan Cuza" University of Iași (UAIC), Faculty of Mathematics, in order to evaluate the possibility of maintaining the accreditation of the doctoral study program in Mathematics. The external evaluation was carried out in accordance with the legal provisions and the ARACIS Methodology. The external evaluation visit on site took place between August 26-28, 2026, with the participation of all members of the external evaluation committee appointed by ARACIS, as follows:

- Prof. Dr. Vasile Berinde – committee coordinator;
- Conf. Dr. Parascovia Sîrbu – expert evaluator;
- Stud. Drd. Petru-Liviu Bouruc – student evaluator.

The internal evaluation report and the related annexes were drawn up in accordance with the ARACIS requirements and the national legislation applicable to higher education.

The doctoral studies within the Doctoral School of Mathematics have a tradition of high-level quality in terms of scientific research activity, with the first doctorate in pure Mathematics being obtained at the University of Iași in 1920 by Octav Mayer under the guidance of Professor Alexandru Myller. As a structure, the Doctoral School of Mathematics (SDM) was established on September 1, 2005. The vast research directions initiated at the School of Mathematics in Iași by scientific personalities in the field of Mathematics are continued today with the same respect for rigor and scientific quality by numerous specialists recognized at national and international level. The activity of the Doctoral School of Mathematics, Mathematics field, was evaluated in 2021, within the framework of the IOSUD-UAIC evaluation. Following the evaluation, the ARACIS Council decided to approve the results of the periodic external evaluation of the field of doctoral university studies in Mathematics, with the qualification of Maintaining accreditation, by the decision of 25.11.2021. Out of the total of 35 performance indicators, 34 were met and one was partially met. Recommendations were made for 15 indicators by the external evaluation committee. In 2024, in accordance with the provisions of the Guide for conducting the periodic external evaluation process of doctoral university study fields, the Doctoral School of Mathematics carried out the interim evaluation process, materialized in the progress report, through which it demonstrated the implementation of the recommendations formulated within the external evaluation process. The interim evaluation committee for the analysis of the progress report of the Mathematics DSUD within the IOSUD "Alexandru Ioan Cuza" University of Iași assessed that, "since the preparation and communication of the last REE in 2021, substantial improvements have occurred, both in terms of the fulfillment of the indicators reported then as partially fulfilled (B.1.1.1), and in the implementation of all recommendations made, including those from the fulfilled indicators."

The Doctoral School of Mathematics at UAIC has a single field of doctoral university studies, namely Mathematics. Within the doctoral field of Mathematics, 14 doctoral supervisors are active: Prof. dr. ANIŢA Sebastian, Prof. dr. BÎRSAN Mircea, Prof. dr. BUCĂTARU Ioan, Prof. dr. DUREA Marius, Prof. dr. FETCU Dorel, Prof. dr. FOTEA Violeta, Prof. dr. GALEŞ Cătălin, Prof. dr. GHIBA

Dumitrel, Prof. dr. LEFTER Cătălin-George, Prof. dr. LIȚCANU Răzvan, Prof. dr. MUNTEANU Marian, Prof. dr. ONICIUC Cezar, Prof. dr. TĂRNĂUCEANU Marius, Prof. dr. VĂRVĂRUCĂ Eugen.

All doctoral supervisors in the field of doctoral university studies Mathematics are continuously active in the scientific field, are fulfilling the score required by the minimal CNATDCU standards in force at the time of evaluation necessary and mandatory for obtaining the habilitation certificate, based on the scientific results from the last five years, with two exceptions but for a single criterion only.

In the academic year 2025–2026, within the doctoral field of Mathematics, 10 PhD students are active. After the entrance exam from July 2026, and other 3 PhD students were accepted and who will begin their doctoral studies in the next academic year. Since 2021, in the doctoral field of Mathematics, six PhD students have defended their theses and obtained obtained the title of Doctor in Mathematics.

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);

As part of the external evaluation process, the internal evaluation report of DSUM and the related annexes were reviewed and analyzed, focusing on aspects regarding human resources, material base and research activity; regulations, methodologies, procedures; curricula and subject sheets, as well as additional documents requested by the evaluation committee, prior to the on-site visit.

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

The external on-site evaluation visit took place in the Council room of Faculty of Mathematics of UAIC, and included meetings and discussions, in accordance with the provisions of the ARACIS Methodology and which are found in the visit calendar, agreed with the contact person and the CSUD management.

Other relevant methods or aspects.

In order to ensure an integrated evaluation process, the commission correlated the written documents made available (IER, Annexes), with the information obtained from the discussions held during the meetings organized during the on-site visit and with other observations, which led to the formulation of documented and objective assessments regarding the degree of fulfillment of the ARACIS standards and performance indicators.

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)

Doctoral studies at UAIC are carried out based on its own regulations, adopted by the Senate of UAIC and institutional regulation. The activity of the Doctoral School of Mathematics is carried out based on its own regulation and procedures, i.e., Regulation of the Doctoral School of Mathematics, i.e., Methodologies for organizing and conducting doctoral studies (admission, completion of 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

Admission to doctoral studies is carried out based on IOSUD-UAIC's own methodology, Regulation on the Organization and Conduct of Admission to Doctoral University Studies, approved by decision of the University Senate. Within IOSUD - UAIC, there are functional management structures at all levels, exercising their duties in accordance with the legal provisions in force and the Charter of UAIC, including the Code of University Ethics and Deontology. The regulation on the organization and functioning of the Doctoral School of Mathematics includes the specific duties of both the SDM director, who ensures management and operational leadership, and the SDM Council, the SDM's management structure. The institutional relationship between IOSUD-UAIC and the doctoral student is embodied into the doctoral university study contract, a document that provides both the rights and obligations of IOSUD-UAIC and the doctoral student. The contract includes provisions regarding the application of minimum standards specific to the doctoral field for the award of the doctoral title.

Recommendations: N/A

The indicator is: fulfilled.

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

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

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

The academic community is involved in the process of developing, approving, and revising the methodologies, regulations, and application procedures. The Charter was developed by the UAIC Senate and adopted following debates with the UAIC academic community. The University Code of Student Rights and Obligations was developed by UAIC student representatives in collaboration with the Vice-Rector for the development of information infrastructure, relations with students, the economic-social environment and the ALUMNI community. According to the Procedure for Elaborating Documented Information and the Procedure for Elaborating Procedures, any academic staff member from UAIC can initiate the development of a procedure, a methodology, a regulation, respecting national legislation and internal regulations.

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

Documented information (regulations, methodology, etc.) must follow a well-established circuit: 1) the initiator sends the document for endorsement of the content to the head of the structure; 2) after the content is approved, the document reaches the Quality Management Department, for approval of the form in accordance with the documented information procedure; 3) after the form is approved, the document is sent to the Rector, the Administrative Council and the Senate of the UAIC, for endorsement and approval. Any document is thus analyzed, verified, endorsed and approved by the relevant parties. In the spirit of transparency and accurate information, information of interest to both the entire academic community (students, teaching staff, administrative staff, etc.), as well as to employers and civil society, is published on the university website. At the SDM level, the general assembly of doctoral supervisors affiliated with the Doctoral School is consulted and actively participates in the development of the Regulation on the organization and functioning of the SDM and in the affiliation of new members.

Recommendations: N/A

The indicator is: fulfilled.

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

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

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

The spaces and material endowment of the doctoral school allow the carrying out of research activities in the field of Mathematics, in accordance with the mission and objectives assumed: computers, specific software, equipment, laboratory equipment, library, access to international databases etc. The spaces, equipment and book collection available to the members and doctoral students of the SDM are sufficient to achieve the proposed mission and objectives. The information technology equipment existing in the Faculty of Mathematics ensures access to all doctoral students to updated technologies, constituting a solid support for the application of theoretical notions: computer networks; video projectors and projection screens; equipment for the Astronomy laboratory (telescopes, spotting scopes, CCD cameras, video

cameras, cameras, binoculars, etc.); videoconferencing equipment; Planetarium equipment. The lecture halls are equipped with whiteboards, video projectors and projection screens. The laboratories have high-performance computer networks and current information technologies that ensure the optimal development of applied activities.

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

The existing spaces cover the needs of the development of teaching and research activities in very good conditions. The faculty has a library with more than 70 seats and a book collection of approx. 22,000 volumes, as well as the Library of the "Al. Myller" Mathematical Seminar, with a history spanning more than a century, owns a book collection of 82,000 volumes and a computerized book management system. The libraries at the faculty cover the need for monographs, courses and textbooks, including for master's degree programs, with teaching either in Romanian or in English. After rehabilitation and modernization of the Astronomical Observatory was completed in 2023, it offers laboratory spaces that host laser and astronomical research equipment among the most advanced in the world for research activity specific to the disciplines of Mechanics and Astronomy is also carried out at the Astronomical Observatory.

Recommendations: N/A

The indicator is: fulfilled.

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

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

The amphitheaters, seminar rooms and laboratories belonging to the Faculty of Mathematics and alocated to the Doctoral School of Mathematics are continuously managed by an administrator and allow teaching and research activities to be carried out in the best conditions.

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 technical staff of the faculty periodically checks the operating condition of the equipment and furniture and fixes any technical defects. In the process of updating and expanding the infrastructure and research facilities, in 2024, two laboratories were equipped with state-of-the-art IT equipment within the Faculty of Mathematics, and two lecture halls are equipped with modern multimedia systems (smart board, audio/video system). Additionally, spaces arranged for coffee breaks or restaurant-type spaces: the "Erasmus" Cafe, the "Tafrali" Cafe, the Casa Universitarilor Restaurant, the "Gaudeamus" and "Akademos" Canteens-Restaurants, are also available for the members of the academic community.

Recommendations: N/A

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 are 14 doctoral supervisors affiliated with the Doctoral School of Mathematics, who have the status of tenured professors in higher education institutions in the country and abroad: 1) 12 doctoral supervisors are tenured professors in IOSUD-UAIC; 2) one supervisor is tenured professor at the "Gheorghe Asachi" Technical University of Iaşi; 3) one supervisor is tenured professor at the Universität Duisburg-Essen, Germania.

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 age distribution of doctoral supervisors is quite fine, most of them being under 60 years old. All doctoral supervisors are scientifically active and have a good record of publications. They coordinate the disciplines in the advanced university training program (PPUA), according to their expertise in the research field of interest.

Aspects that constitute best practice examples

The research fields covered by the 14 doctoral supervisors are very diversified and cover various areas of current topics in mathematics, see Table 3. List of doctoral supervisors and research fields from IER.

Recommendations: N/A

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)

Doctoral supervisors affiliated with SDM carry out a continuous improvement process, participating in activities organized by the faculty, university or other educational and research institutions: conferences, workshops, teaching mobilities within the Erasmus+ program, mobilities for scientific collaboration within research projects, lectures as guest professors at universities abroad, teaching seminars, members of competition committees, academic guidance or public defense of doctoral theses, etc.

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

IOSUD-UAIC offers to its members various professional development opportunities by popularizing events and news regarding scientific research organized by the university or by collaborating institutions (e.g., UEFISCDI - Horizon Europe program, Clarivate, COST Newsletter, ANC - project competitions, etc.).

In order to stimulate the research activity, the university management decided to award, starting with 2024, a grant worth 5000 lei to each academic staff involved in scientific research activity and tenured researcher within UAIC, which can be used for participation in conferences, publication of scientific results or purchase of equipment and technologies specific to the activity carried out. Within UAIC there is a Center for Personal Development and Professional Training, which runs specific programs, in which the staff of the Doctoral School of Mathematics can participate.

Aspects that constitute best practice examples

Stimulating the research activity by awarding a grant worth 5000 RON to each academic staff involved in scientific research activity and tenured researcher within UAIC.

Recommendations: N/A

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)

Within IOSUD-UAIC, the recruitment of academic and research staff is carried out in accordance with national legislation and the Internal Methodology regarding the filling of vacant teaching and research positions, in force starting from March 20, 2025.

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 information regarding employment and recruitment procedures is public and is available on the UAIC website. Also, all information regarding academic competitions is published on the website of the UAIC. The doctoral supervisors affiliated with the Doctoral School of Mathematics, who are full-time academic staff of the UAIC, are employed through transparent policies, based on professional competence criteria to ensure excellence in education and research, according to the legislation in force and the specific regulations and criteria approved at the level of UAIC. The process of affiliating a doctoral supervisor to SDM takes into account the fulfillment of the minimum standards in force at the national level for obtaining the habilitation certificate for the field of Mathematics.

Aspects that constitute best practice examples

Currently, UAIC benefits of a very high level group of active doctoral supervisors.

Recommendations: Amongst the current 14 doctoral supervisors affiliated with the Doctoral School of Mathematics, only one is female, while the majority of PhD students are girls. We recommend SDM to encourage and support young female staff at UAIC in order to get habilitation and join the Doctoral School of Mathematics.

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)

UAIC has implemented an appropriate IT system for recording students and their academic progress, eSims, by the project Integrated IT System for the Management of Students' Professional Activities in the Context of the Transformations Generated by the Bologna Process, funded by the Ministry of Education and Research.

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

Through the platform, all students are registered and managed, with respect to the PPUA curriculum, assessment grades, guidance and academic integrity committees, information regarding the defense of reports within the PCS, information regarding the public defense of the doctoral thesis. Electronic communication within SDM is carried out through the services provided by the university: access to institutional email, free access to videoconferencing tools (Microsoft Teams, Webex). UAIC provides free access for members of the academic community, doctoral students and doctoral supervisors, to scientific databases and digital platforms through the online catalog of the "Mihai Eminescu" Central University Library, while the ANELIS Plus platform provides access to world-class scientific databases such as Scopus, Web of Science, MathSciNet (AMS), ScienceDirect and others.

Recommendations: N/A

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 studies program in Mathematics, within Doctoral School of Mathematics of UAIC, evaluated for the purpose of maintaining accreditation, is developed in accordance with the standards and performance indicators set out in Government Decision No. 962/2024 approving the Methodology for the external evaluation of the quality of education in higher education, the 2025 Guide for the evaluation of doctoral study fields, and the Regulation on the initiation, approval, monitoring, and periodic evaluation of study programs.

The doctoral program in Mathematics complies with the European Credit Transfer System (ECTS), integrating teaching, learning, practical, research, and assessment activities, in accordance with: Order No. 6.768/2023 of December 12, 2023, approving the Methodology for awarding transferable credits in lifelong learning, emmited by the Ministry of Education, the UAIC Doctoral Student Guide, the Regulations on the professional activity of UAIC students, based on ECTS.

The doctoral program in Mathematics is supported by relevant documents, such as: the Curriculum, Subject files with expected learning outcomes, Description of competences in accordance with the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF), Reports by doctoral students on the periodic evaluation and monitoring of research activities.

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

The doctoral university study program in Mathematics is structured according to a coherent curriculum based on expected learning outcomes and the ECTS system, integrating teaching, practical work, research, and assessment activities in compliance with national and European standards.

The doctoral program has two components:

1. a training program based on advanced university studies, with 30 credits ECTS and 750 hours, covering modern mathematics subjects (optional courses, including Lie groups; Topology; Differential calculus on varieties etc.), as well as Academic ethics and integrity;
2. an individual scientific research program, with 210 credits ECTS and 5250 hours, based on research activities and dissemination of research results, as well as on the development and completion of the doctoral thesis.

The doctoral program in Mathematics is structured according to the curriculum, based on expected learning outcomes and the ECTS system, integrating advanced theoretical training activities, practical work, research activities, as well as assessment activities in accordance with national and European standards. The curriculum includes subjects corresponding to the mission undertaken. The flexibility of the learning process is ensured by optional subject packages, depending on the research topics proposed to be put out to competition for vacant doctoral student positions.

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

The programmatic documents (curriculum, subject sheets, credit award methodology) are approved by the competent structures and are periodically reviewed.

✓ Recommendations: none
The indicator is: fulfilled

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

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

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

The field of doctoral studies in Mathematics is designed to ensure the correlation between the expected learning outcomes and the targeted professional competences, in accordance with national occupational standards and the European Classification of Occupations (ESCO).

Completing the doctoral studies, organized by SDM in the field of Mathematics, within UAIC, ensures that graduates acquire the skills corresponding to the occupations related to the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF), level 8 qualification.

✓ 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 studies in Mathematics aims to develop human resources competent in scientific research, capable of entering the highly skilled labor market. They consist of training for research and development and innovation, and constitute professional research experience, completed, after defending the doctoral thesis, by awarding the title of doctor.

The doctoral program in Mathematics is designed in accordance with national occupational standards and the European Classification of Occupations (ESCO), and the learning outcomes and skills acquired reflect the real requirements of the labor market, being formulated in the curricula and validated through consultations with stakeholders. The correlation between learning outcomes and occupational requirements is strengthened by continuously updating the curriculum content in line with developments in ESCO/COR, intensifying collaboration with the national and international academic community and with EUA-CDE.

The participation of doctoral student in the advanced training program (PPUA), which includes disciplines proposed by the doctoral supervisors in accordance with the research topics for which the students opted upon admission, creates the necessary theoretical knowledge. The syllabuses within the PPUA are elaborated according to the regulations in force, taking into account the concordance between the content and the objectives of the study program, respectively the achievement of the expected learning outcomes. The individual scientific research program contributes to ensuring the level of qualification and the correlation with the occupations for which the doctoral program is organized. Within this program, the doctoral student accumulates knowledge and skills necessary for research activity through study under the coordination of the doctoral supervisor and the academic integrity and guidance committee, participation in national and international scientific events, development and publication of scientific articles, etc. Also, doctoral students are co-opted into research teams within the research projects carried out by the

university and benefit from research mobilities to specialized institutions abroad, within the scientific collaborations carried out by the SDM members.

✓ Recommendations: none

The indicator is: fulfilled

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

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

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

The implementation of principles of student-centered learning is supported by: The UAIC Charter; The UAIC Student Rights and Obligations Code; The UAIC Doctoral Student Guide; UAIC Strategic Plan 2024-2029; The vision, mission, values, and strategic objectives of UAIC.

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

Within doctoral studies in Mathematics, the principles of student-centered learning integrates through the individual research program and are included in the structure of the curriculum. Student-centered learning is reflected from the moment of admission to doctoral studies, which is carried out on proposed research topics.

The training program based on advanced university studies and the individual research program, within the doctoral program in Mathematics, reflect active teaching, learning, and assessment methods tailored to the needs and individual pace of development of doctoral students.

The implementation of student-centered learning is ensured by applying the institutional regulations and by the activities carried out within the individual scientific research program. Ensuring access to research resources, flexibility of the research path, development of transversal skills through the research plan, the support offered for mobility and modern teaching methods, which support the autonomy, critical thinking and active involvement of the doctoral student in the training process, all these elements contribute to putting the doctoral student at the center of teaching-learning activities.

✓ Recommendations: none

The indicator is: fulfilled

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

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

Participation of doctoral students in academic mobility programs are credited in the curriculum and are carried out in accordance with internal regulations, methodologies, and procedures for the organization and implementation of mobility: Methodology for approving mobility grants for UAIC doctoral students from

IOSUD-UAIC funds; Internal regulations regarding opportunities for international exchanges; UAIC academic mobility plans and international cooperation agreements.

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

IOSUD-UAIC, through the Doctoral School of Mathematics, supports, including financially, the participation of doctoral students in international academic mobility programs, in accordance with the principles of student-centered learning, namely: international conferences, workshops and webinars, research internships, summer schools, training courses, etc. Doctoral students are also offered other diverse opportunities to participate in academic mobility, both in person and virtually, through Erasmus+ programs and other international partnerships. In 2021, the European Commission awarded UAIC the Erasmus Charter for Higher Education for the period 2021-2027. Access to mobility is supported by informative guides, academic counseling, and administrative support: Internal procedures and methodologies for organizing and conducting academic mobility; Support documents for students and guides on mobility opportunities.

Doctoral students are offered opportunities and resources, adapted to the profile of their research project, for participation at conferences, research activities under the guidance of specialists in the field, within top education and research institutions abroad. During 2021-2025, doctoral students in the field of doctoral studies Mathematics participated at 8 international conferences/ workshops/ symposiums/ training schools (France, Germany, Belgium, Austria, Italy), 12 doctoral students participated at 11 scientific events organized in Romania; one doctoral student was awarded 1stPrix at the International Competiton on Astronomy “Andrea Milani Challenge” organized by European Spatial Agency (ESA) in pertnership with European Network STARDUST.

✓ Recommendations

The indicator is: fulfilled

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

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

IOSUD-UAIC institutional policies on equity and inclusion are implemented through: Strategies/ methodologies/ tools for ensuring equity, incentives, educational support services; Institutional policy on equitable access and diversity in education; Gender equality plan; Regulations on the organization and functioning of the Integrated Student Services Center – SmartHub; UAIC Charter; Code of ethics and academic conduct; Internal regulations on curricular adaptations and teaching strategies for students with special needs or diverse learning styles; Student support programs (tutors, educational advisors, personalized learning sessions).

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

IOSUD-UAIC ensures equal opportunities for all students, including doctoral students, in accordance with their potential and aspirations, taking into account the diversity of learning styles and abilities. Support measures are implemented for developing inclusive educational resources, training doctoral supervisors in differentiated approaches, and constantly monitoring the progress of doctoral students from vulnerable groups or with special needs. The implementation and impact of these measures are documented and reflected in: Reports on student participation in educational programs, including personalized support measures.

SDM ensures access to doctoral students to a coherent set of educational resources, research infrastructure and support services, adapted to the specifics of the doctoral cycle, and individual training needs. Access to educational resources is ensured through the Library of the "Alexandru Myller" Mathematical Seminar and the "Mihai Eminescu" Central University Library in Iaşi, which provide doctoral students with a solid collection of specialized books and journals in the field of Mathematics. At the same time, doctoral students benefit from institutional access to international scientific databases and electronic research resources necessary for the development of doctoral theses and publication in indexed journals. The learning and research infrastructure is ensured through spaces dedicated to doctoral activities, including amphitheaters, seminar rooms, and computer laboratories equipped with modern equipment (video projectors, computers, smart boards).

✓ Recommendations: none

The indicator is: fulfilled

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

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

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

Institutional policy on accessibility and support for students with special educational needs/ disabilities (including Regulations governing the organization and operation of the Integrated Student Services Center – SmartHub; UAIC Charter; Code of Ethics and Academic Conduct, Code of Student Rights and Obligations); Strategies/ methodologies/ tools for ensuring equity and inclusion; Provisions in the Student Regulations regarding the provision of resources and support services; Internal procedures for adapting the curriculum and educational activities for students with disabilities; Reports and documents on physical and digital accessibility measures for the campus and educational resources (including Services, Documents etc.)

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

IOSUD-UAIC ensures access for all students, including those with special educational needs or disabilities, to resources and support services tailored to individual learning needs, specific to the field, cycle, and form of organization of the study program.

The UAIC Code of Student Rights and Obligations, adopted by the Decision of the UAIC Senate in 2024, provides that students with physical disabilities have the right to adapted access to all university spaces, to the provision of a sign language interpreter, as well as to adequate conditions for the normal conduct of academic, social, cultural and administrative activities within the University. Students with special needs benefit from support in identifying and carrying out specialized practice, have access to adequate information and communication services and are guaranteed the right to participate in student camps, in accordance with legal provisions.

All UAIC buildings with rooms dedicated to teaching and research activities, libraries, student dormitories, the canteen, as well as spaces dedicated to sports or socialization activities, are equipped with access ramps and elevators that facilitate access for persons with locomotor disabilities. The access paths within the UAIC campuses (Titu Maiorescu, Codrescu, Târguşor Copou) are designed to ensure accessibility for all persons, including those with disabilities. Some dormitories in the UAIC student campus are equipped with automatic lifting platforms to facilitate access for people with disabilities, with ramps. Braille signs and posters for visually impaired students are located on notice boards at the university entrance and at faculty. Support programs and services are offered to students with disabilities: counseling, adaptations of educational materials, technological assistance, specialized tutors, etc.

✓ Recommendations: none

The indicator is: fulfilled

Criterion B.5. Learning outcomes

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

✓ 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 program in Mathematics, learning outcomes are explicitly described in the following documents: Subject files; Curricula; The IOSUD-UAIC doctoral student guide.

The process of defining and updating learning outcomes is regulated through internal documents and mechanisms that ensure permanent alignment with developments in the academic and professional fields: Internal regulations on the definition and assessment of learning outcomes; Internal procedures for reviewing and updating learning outcomes, in line with educational developments and labor market requirements.

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

Within the doctoral program in Mathematics, learning outcomes are coherently formulated, structured according to specific (professional) and transversal competences and expected learning outcomes which are consistent with 8th qualification level according to EQF/CEC and CNC (National Qualifications Framework), at the levels Knowledge, Skills, Responsibility and autonomy, as follows: Knowledge - advanced knowledge in the field of scientific specialization; in-depth understanding of research methodology and specialized literature; knowledge of data analysis and interpretation; knowledge of research ethics and academic integrity; Skills - the most advanced and specialized skills and techniques, including: the ability to design, plan, and carry out original scientific research; analytical and critical skills

for evaluating complex information; scientific communication skills, both oral and written; ability to publish and present results at conferences or in specialized journals; ability to work independently and in a multidisciplinary team; experience in designing, implementing, and managing a scientific research project; flexibility and openness to continuous learning and adaptation to new technologies and research methods; Responsibility and autonomy - demonstrating a high level of authority, innovation, autonomy, scientific and professional integrity, and a sustained commitment to developing new ideas or processes at the forefront of a work or study situation, including research, through: developing and advancing knowledge in the field of specialization; publishing research and contributing to the advancement of the field; mentoring students or other young researchers; adhering to ethical and integrity standards in research; planning, organizing, and coordinating one's own activities and resources to achieve objectives; applying research results to solve practical or theoretical problems.

The assessment of learning outcomes is carried out using various methods relevant to the specific nature of the disciplines and the level of study, ensuring correlation with the targeted competences. The emphasis is on original research, in order to generate relevant scientific contributions to the field. Successful completion of doctoral studies at SDM ensures the development of competent human resources in carrying out scientific research at national and international levels. The skills and abilities acquired by doctoral students respond to diversified labor market requirements, starting mainly from scientific research, higher education, but also in the economic field, such as the IT industry.

✓ Recommendations: none

The indicator is: fulfilled

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

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

Within the doctoral program in Mathematics, checking of learning outcomes is carried out, both during the semesters and at the end of the studies, in accordance with: The regulations on the organization and conduct of doctoral studies at IOSUD-UAIC; The operational procedure for the completion of doctoral studies at IOSUD-UAIC; Doctoral study contracts; Curricula indicating the forms of assessment of learning outcomes during and upon completion of studies.

Doctoral studies are completed by defending the doctoral thesis in a public session before the doctoral thesis defense committee, according to the procedure approved by the UAIC Senate.

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

The training program, based on doctoral university studies, is organized during the first semester of the first year. Participation in the exam for a subject is mandatory and is graded ("Very good," "Good," "Satisfactory," or "Unsatisfactory"). Passing the exam is quantified by a number of transferable credits, according to the individual doctoral study program, annexed to the contract. A grade of "Unsatisfactory" means failure and entails the obligation to retake the exam in order to obtain the corresponding credits. If the grade is "Unsatisfactory" on the second examination as well, the doctoral student is expelled from doctoral studies. The doctoral student must accumulate a total of 30 ECTS credits within the program based on advanced university studies. After passing the training program based on advanced university studies, the doctoral student submits the scientific research project for the doctoral thesis. Acceptance or

promotion of the scientific research project means approval of the doctoral thesis topic and continuation of the individual scientific research/applied research program.

The individual scientific research program is carried out in accordance with the individual doctoral study program, annexed to the study contract. The ultimate goal of the individual scientific/applied research program is to develop and defend the doctoral thesis and complete all activities established by the doctoral supervisor as part of their individual doctoral study program, including the development and defense of a research project and a minimum of 3 scientific research reports. After each presentation of a scientific research report, minutes are drawn up recording both the grade awarded, and the main remarks and recommendations made by the doctoral supervisor and the members of the academic guidance and integrity committee. After each annual evaluation, the doctoral supervisor completes the Annual Evaluation Form. Doctoral studies are completed, after completing all requirements established by the study program, by defending the doctoral thesis, following the regulations in force. The doctoral student is responsible for the originality of the doctoral thesis.

✓ Recommendations: none

The indicator is: fulfilled

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

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

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

Internal validation of the regulations and admission calendar at IOSUD-UAIC is carried out annually, in accordance with legal requirements and includes: Regulations for admission to doctoral studies; Admission regulations, which include the conditions, criteria, and deadlines for admission to UAIC; Framework methodology for organizing the admission process, established by the Ministry of Education and Research and adapted by UAIC; The process of internal validation of the regulations and admission calendar for compliance with the framework methodology; Public announcements regarding admission, posted on the UAIC website and in other informational materials; Distribution of places for doctoral studies, list of eligible doctoral supervisors, proposed research topics.

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

IOSUD-UAIC, through CSUD and doctoral schools, develops and applies procedures for admission to doctoral programs, including for the field of doctoral studies in Mathematics, ensuring compliance with the principles of fairness, transparency, and equal access to higher education. The information regarding the admission process is communicated publicly, in a transparent manner, by posting it on the website and through other information channels, ensuring the access for candidates to all relevant details.

The admission exam is conducted according to the IOSUD-UAIC Regulation on the organization and conduct of admission to the doctoral university studies cycle approved annually in February. The admission consists of two parts: a) written test and oral examination of questions from the topics approved by the Doctoral School Council and published on the Doctoral School website; b) presentation of the research project. The final grade is the arithmetic average of the grades obtained in the two tests. In order

to enter the final evaluation stage for allocation to the available doctoral places, the candidate must obtain at least a grade of 8 in the evaluation before the admission committee. The topics for the written admission test are published on the Doctoral School website.

✓ Recommendations: none

The indicator is: fulfilled

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

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

Admission to the doctoral program in Mathematics is conducted in accordance with the principles of fairness, equal opportunity, and social inclusion, in accordance with national regulations and the institutional policy of IOSUD-UAIC.

The Doctoral School of Mathematics ensures an accessible and equitable admission framework, adapted to the needs of candidates from vulnerable groups, who are at social or educational risk, as well as those with special educational needs and/or disabilities through: The admission regulations, which specify the principles of fairness, equal opportunities, and measures to support for access for vulnerable groups; Institutional policy on social inclusion and equal opportunities in the admission process; Procedures and guidelines for accommodating candidates with special educational needs and/or disabilities.

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

The Doctoral School of Mathematics organizes the admission competition to the doctoral university study programs, ensuring compliance with the principles of equity and equal opportunities, access to learning opportunities being achieved without any discrimination. The recruitment and admission policy to the doctoral program is applied transparently and rigorously, in full accordance with the legislation in force, with the admission methodology approved by the University Senate, with the mission and objectives of the faculty. For a more concrete and effective application of the principle of non-discrimination and gender equality, at the level of the entire academic community of UAIC, the Gender Equality Plan was adopted, a strategic document through which UAIC assumes the commitment to promote and monitor gender equality, for its integration into the institutional culture and practices.

Each academic year, at least 6 months before the start of the admission period, the University Senate approves the Regulation on the organization and conduct of admission to the doctoral university study cycle. Information regarding admission is published on the university's website dedicated to admission and on the SDM website, in the Admissions section. The promotion of the SDM study offer is done both through the existing framework organized by the university (educational fairs, Open Doors Week, etc.).

✓ Recommendations: none

The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

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

The educational process is carried out in accordance with the legal regulations in force regarding doctoral studies and with the specific regulations/ procedures approved at the IOSUD-UAIC level, which establish the criteria for academic evaluation, promotion, re-examination, and completion of studies such as: Regulations on the organization and conduct of doctoral studies at IOSUD-UAIC; Operational procedure regarding the completion of doctoral studies at IOSUD-UAIC; Doctoral study contracts; Curricula indicating the forms of assessment of learning outcomes during and at the end of studies; Code of ethics and academic conduct, including sanctions for breaches of academic standards; Policies on student attendance, participation, and involvement in teaching, research and extracurricular activities.

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

The Doctoral School of Mathematics provides support for the academic progress of doctoral students by implementing institutional regulations regarding their activities. The academic progress of doctoral students is monitored and documented by the Doctoral Studies Service within IOSUD-UAIC, reflecting their academic status, promotion, and individual performance throughout their doctoral studies. Monitoring involves both recording academic and scientific results and the assessment of compliance with ethical and academic conduct standards.

Doctoral students within SDM annually evaluate the quality of the activity within the Doctoral School and educational services through a Questionnaire. The feedback provided by the doctoral students is analyzed by the internal evaluation committee of SDM, which can propose methods and solutions to improve the quality of the educational activity.

✓ Recommendations: none

The indicator is: fulfilled

Criterion B.8. Internationalisation process

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

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

International activity at the IOSUD-UAIC level is strengthened through participation in educational, research, and social projects and partnerships, as well as through the conclusion of memoranda of understanding and collaboration agreements with universities and higher education institutions abroad, through: International projects and partnerships in the field of education, research, and social activities within International Relations Department, Research and Project Management Department, iTRANSFER Technology Transfer Center; Memoranda of understanding or cooperation agreements with universities and higher education institutions in other countries; Procedures and guidelines for student and academic staff mobility, including exchange and mobility agreements.

The international academic cooperation activity of UAIC is carried out based on the following reference documents: Law no. 199/2023 on higher education, Erasmus+ Program Guide, Erasmus+ University Charter, UAIC Charter, Regulation on the organization and functioning of UAIC, Regulation on the organization and functioning of the International Relations Service (SREI), UAIC cooperation agreements with universities abroad.

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

The Doctoral School of Mathematics implements politics referred to the development of the international dimension of doctoral studies by supporting and promoting the mobility of doctoral students, doctoral supervisors, academic and administrative staff. International cooperation and academic mobility are also achieved through international joint doctoral programs or by co-opting foreign teaching staff into academic guidance and integrity committees/ doctoral thesis support committees.

In the process of internationalizing studies, the "Alexandru Ioan Cuza" University of Iaşi has concluded 845 agreements with 386 universities from 31 European countries. From 2015 to the present, 68 inter-institutional collaboration agreements have been concluded with universities and research institutions. Based on these agreements, doctoral supervisors and doctoral students of the Doctoral School of Mathematics within IOSUD-UAIC can benefit from teaching, study and practice mobilities. The methodology for implementing the European Doctorate at "Alexandru Ioan Cuza" University (approved in 2026) represents an essential tool for supporting internationalization, with the objective of stimulating the international mobility of doctoral students in higher education institutions and/or research institutes abroad. It contributes to improving access to advanced research infrastructures and international expertise, increasing the relevance and visibility of doctoral research, developing the transversal skills of young researchers, as well as strengthening collaborative networks in the field of research at European level.

Cotutelle-based doctorate contracts concluded during the evaluated period within: Universite de Bretagne Occidentale (UBO), Cagliari University, Italia, 2025. Doctoral supervisors participated in PhD defense committees of doctoral theses abroad within: Tor Vergata University of Rome, Italy, 2023; Duisburg-Essen University, Germany, 2022; City University of Hong Kong, 2024, 2025; University of Bari, Italy, 2024.

Specific actions carried out at the SDM level by the management of the doctoral school and the doctoral supervisors are embodied in encouraging co-tutorship agreements, encouraging doctoral students to access Erasmus scholarships during semi-annual meetings in order to present the mobility possibilities through Erasmus scholarships.

During the analyzed period, the following research grants (implying international collaboration) were carried out: 1. CA COST Action CA16227: Investigation and Mathematical Analysis of Avant-garde Disease Control via Mosquito NanoTech-Repellents, (2017-2021); 2. European-funded project H2020-MSC.

✓ Aspects that constitute best practice examples

Participation in programs carried out in collaboration with partners abroad (co-tutoring, research grants, etc.)

✓ Recommendations: none

The indicator is: fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

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

The Faculty of Mathematics constantly promotes a strongly research-oriented academic culture, visible in the high number of scientific results published in ISI and BDI indexed journals, as well as in volumes published by prestigious publishing houses. Research activities are directly integrated into the teaching process, through the organization of scientific circles, workshops and communication sessions, all included in the faculty's strategic plan for the period 2024–2029.

✓ 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 shows that the faculty truly capitalizes on scientific research in achieving learning outcomes. Active participation of students in major research projects, including international ones, favors the development of skills in analysis, modeling, abstraction and application of advanced techniques.

International relations with prestigious institutions increase academic visibility and support inquiry-based learning, providing students with access to real problems and advanced expertise. Excellent results in international competitions confirm the formative impact of these activities.

✓ Aspects that constitute best practice examples

The involvement of students in complex European projects such as Stardust-R (Horizon 2020), the achievement of remarkable international performances such as winning the Andrea Milani Challenge competition, the establishment of advanced research groups adapted to current developments in science, the systematic integration of research into education through student circles, workshops and scientific sessions, as well as the international visibility consolidated through long-term collaborations with renowned universities demonstrate the maturity and solidity of the faculty's research culture.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

The Faculty of Mathematics carries out constant research activity, with approx. 200 articles published in the last five years in ISI indexed journals, mainly in the Q1–Q2 quartiles, which attests to international visibility and scientific quality. The results are capitalized on by integrating them into the curriculum and training activities (mentoring, seminars, colloquia), including through internal scientific series (SING, Nonlinear Analysis, EDP and Mathematical Modeling, Mechanics, Analysis and Geometry; Mathematics Colloquium; "Alexandru Myller" Mathematical Seminar). At the international level, the periodic organization of conferences (e.g. AAG 2025, Differential Geometry Workshop, Multi-scale Dynamics of Space Objects, FAAI 2024) and the participation of students in projects, mobilities and scientific events confirm the external recognition and real impact of research in advanced training.

✓ 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 regular organization of international conferences and internal scientific seminars contributes to maintaining a dynamic academic environment, which supports both institutional visibility and the integration of research results into the educational process. The involvement of master's and doctoral students in these activities reflects the alignment of research with the objectives of the study programs, ensuring the acquisition of the competencies provided for in the learning outcomes and facilitating their training as future specialists in the field.

✓ Aspects that constitute best practice examples

The publication of a high number of articles in ISI journals in the Q1–Q2 quartiles, the active involvement of students in projects, seminars and scientific competitions, the organization of international conferences with wide participation and the regular conduct of the faculty's traditional scientific activities reflect a dynamic, visible academic environment strongly anchored in high-level research.

✓ Recommendations: none

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

The quality manual, adopted by the university, provides for the procedures to be implemented regarding quality assurance. At the faculty and study program level, actions to improve the quality of the educational act are provided for in the strategic plan and the operational plan of the faculty, which in turn are coordinated with similar documents at the university level.

The dean prepares the strategic plan of the faculty for the period of his/her mandate, on the basis of which the operational plans are prepared annually. These documents include the strategic directions of the faculty, materialized through objectives and the activities that contribute to their achievement.

✓ 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

There is a continuous concern for improving the quality of teaching. The planned measures are discussed both in department meetings and individually with the colleagues involved.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

At the level of "Alexandru Ioan Cuza" University of Iași, there is a framework of quality centered strategies and policies, with the corresponding implementation mechanisms summarized and presented in the Quality Manual. The process of monitoring and controlling documents integrated into the University's Quality Management System, as well as the responsibilities arising therefrom, is regulated by The Procedure on the development of documented procedures, which establishes the process for initiating, drafting, endorsing, approving, as well as the content, format, revision, and archiving of any documented procedure related to activities carried out within the Quality Management System and the internal managerial control system of UAIC;

- ✓ 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

Members of the faculty's academic community have the opportunity to propose changes or updates to methodologies, regulations and procedures following the hierarchical path: Dean, Faculty Council, Rector or the Executive Office of the Board of Directors, Board of Directors, Senate. Periodic meetings are also organized with teaching staff or representatives of employers. Students can express their opinion on the general activity of the faculty in the semester feedback form, together with the evaluation of teaching staff.

- ✓ Recommendations: none

The indicator is: fulfilled.

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

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

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

The University Ethics Committee is not subject to the authority of any body within the university. Its members are appointed following a competition, being selected from the submitted applications. The organization and functioning regulations of the committee are adopted by the university senate. At the faculty level, research ethics subcommittees have been established for cases requiring expertise in specific fields.

- ✓ 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

It was found that the Regulation on the organization and functioning of the Ethics Commission was not updated on the IIS website. Following discussions with the institution's representatives, it was in the Senate meeting of January 29, 2026, together with the University Charter, to be published after obtaining the approval of the Ministry of Education.

- ✓ Recommendations: Update the information on the University and faculty's website regarding the new version of the regulations on the organization and functioning of the ethics committee, as well as providing a version of the webpage in english for international students.

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)

Members of the academic community of UAIC, and, in particular, the Faculty of Mathematics, apply the Regulation on the initiation, approval and evaluation of bachelor's and master's degree programs and master's and doctoral fields.

✓ 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

Meetings organized for the initiation, monitoring and periodic review of study programs are recorded in minutes or reports. PhD students also said that they were listened to when they expressed their opinion.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

In accordance with the Regulation on the initiation, approval and evaluation of bachelor's and master's degree programs and master's and doctoral degree fields, study programs are reviewed periodically. The consultations that are made are recorded in minutes, reports, and methods such as applying questionnaires or organizing meetings can be used. The revisions of study programs apply to the promotion that will begin university studies after the completion of the review process.

Within the UAIC, the CEAC commission also includes representatives of the business environment who, together with representatives of the academic community and students, are involved in monitoring and implementing the procedures.

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

The faculty maintains close collaborative relationships with a large number of partners, which is reflected in the adaptation of study plans and subject contents.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

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

The teaching staff of the Faculty of Mathematics is evaluated annually by the faculty management according to the Recruitment, Evaluation and Promotion Regulation, which monitors both research and teaching activity. The evaluation is based on a self-evaluation form, where research represents 70% of the score, and teaching activity 30%.

✓ 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 questionnaire on the evaluation of teaching staff performance by students is applied semi-annually and contains 20 questions. The evaluation is anonymous, and the summary report at the department/faculty level is made public on the faculty website. Also, the result of the evaluation of teaching staff by students is included in the evaluation grid of teaching staff according to research and teaching activity.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

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

Within the "Alexandru Ioan Cuza" University of Iași, the Digital Communications, Statistics and Informatization Directorate operates, which ensures the functioning of an integrated information system at the institution level, as well as statistical situations at the university level.

The school management application used in the university centralizes data related to student activity and results, allowing for analysis of promotion, school dropout, etc. A separate application ensures the collection and management of research activity results, based on individual reporting by community members. There are also various applications for managing admission, timetable, purchases and expenses, use of teaching spaces, services for students and graduates.

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

The university and faculty have implemented mechanisms for collecting relevant information, which helps to continuously improve the activity on all levels.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

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

"Alexandru Ioan Cuza" University of Iași offers complete and constantly updated public information regarding: admission criteria, the study contract, the regulations for carrying out student activities, the ECTS transferable credit system, the study completion methodologies, the University Charter which also contains the code of ethics; the quality management system, especially through the information available on the university's website (www.uaic.ro). At the level of the Faculty of Mathematics, all information regarding the programs and fields of study can be found on the official website.

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

All necessary information can be found on the faculty and university websites. However, the English version of the website is not updated on most of the pages, even though the faculty provides an English study programm for graduate students.

✓ Recommendations: Update the English version of the faculty's website.

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 management of the Faculty of Mathematics ensures that members of the academic community and the general public are informed about the decision-making process in the faculty by publishing the agenda of the Faculty Council meetings and by publishing on the official website of the faculty all decisions regarding teaching, research or managerial activity.

✓ Recommendations: none

The indicator is: fulfilled.

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

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

Both the university and the faculty have consistently followed external evaluation procedures. The last external quality assessment of the Mathematics Doctoral University Study Field took place in 2021, assessment for accreditation, and 2024 – Progress Report.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: After getting the PhD title, the former students get full-time positions at UAIC or elsewhere. High level doctoral supervisors with a good coverage of mathematics subfields UAIC offers substantial financial support to PhD students and doctoral supervisors.	INTERNAL FACTORS 	**Weaknesses:** The limited financial resources of the Romanian higher education system;
SWOT analysis		
Opportunities: The increasing role of mathematics in AI, data science and the modelling of phenomena, which may attract motivated doctoral students and interdisciplinary collaborations. The growing demand for graduates of study programs in the field of Mathematics to fill top positions in research and education. Participation in programs carried out in collaboration with partners abroad (co-tutoring, research grants etc.)	 EXTERNAL FACTORS	**Threats:** The increasing role of mathematics in AI, data science and the modelling of phenomena, which may attract motivated doctoral students and interdisciplinary collaborations. The continuous process of decreasing the mathematical knowledge of high school graduates. Unstable legislation for the higher education system in Romania. Insufficient funding of scientific research in higher education, with impact on the sustainability of projects and academic visibility. The very

		low number of research project calls at national level.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Amongst the current 14 doctoral supervisors affiliated with the Doctoral School of Mathematics, only one is female, while the majority of PhD students are girls.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			We recommend SDM to encourage and support young female staff at UAIC in order to get habilitation and join the Doctoral School of Mathematics.
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
	DOMAIN C. Quality management		
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	Update the information on the University and faculty's website regarding the new version of the regulations on the organization and functioning of the ethics committee, as well as providing a version of the webpage in English for international students.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Update the English version of the Faculty of mathematics's website.
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

Following the periodic evaluation procedure, the on-site visit and the preparation of the EER, it resulted that all performance indicators are met. Therefore, the external evaluation committee proposes

a) maintaining accreditation (MAC);

for the Doctoral Study Domain of Mathematics at the "Alexandru Ioan Cuza" University of Iasi.

VII. Annexes

1) The schedule of the on-site visit.
2) Meetings minutes

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Prima zi / *Day no. 1* Miercuri / *Wednesday*, 26.08.2026			
17:00-18:45	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A
Ziua a doua / *Day no. 2* Joi / *Thursday*, 27.08.2026			
8:30 - 9:00	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A
9:00 - 9:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - 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*	**Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A** **Lista persoanelor care vor participa la întâlnire:** **- Prof. univ. dr. R. L. - Decan Facultatea de Matematică** **- Prof. univ. dr. S. A. - Director SD de Matematică** **- Prof. univ. dr. C. O. - membru Consiliul SD de Matematică**
9:50 - 10:00	Pauză/ *Break*		
10:00 – 10:45	Întâlnirea comisiei de experţi evaluatori în evaluarea externă a calităţii cu **echipa care a**	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	realizat raportul de evaluare internă (REI)/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Echipa care a realizat REI/ *Team that has drafted the IER*	Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. R. L. - Decan Facultatea de Matematică - Prof. univ. dr. S. A. - Director SD de Matematică - Prof. univ. dr. C. O. - membru Consiliul SD de Matematică
10:45-11:15	Vizitarea bazei materiale/ *Visiting the material resources*	- 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*	Prof. univ. dr. R. L. - Decan Facultatea de Matematică
11:15-12:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A
12:00-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. S. A. - Director SD de Matematică - Prof. univ. dr. C. O. - membru Consiliul SD de Matematică - Prof. univ. dr. R. L. - Prof. univ. dr. D.G. - Prof. univ. dr. C. G. - Prof. univ. dr. I. B.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- Prof. univ. dr. M. T. - Prof. univ. dr. C. L.
13:00-14:00	Pauză de prânz / *Lunch*		
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*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. I. B. - Prodecan - Prof. univ. dr. C. G. - Director Centrul de Cercetare "Mendel Haimovici" - Prof. univ. dr. R. L. - Decan
14:50-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[1] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. M. R. - Director Departamentul de Matematică Universitatea Tehnică "Gh. Asachi" - Prof. univ. dr. C. L. – Director Institutul de Matematică al Academiei Române "O. Mayer" - Prof. I. C. – Inspector Matematică ISJ Iaşi - Prof. C. T. – Director Centrul de Excelenţă Iaşi - Prof. I. A. - Colegiul Naţional Costache Negruzzi Iaşi

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
15:30-16:20	Pauză/ *Break*		
16:20-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți** [2] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - T. B., anul V (prelungire) - A. R. F., anul II - D. P., anul II - G. F., anul III - M. B., anul III - L. D., anul III - A. G., anul I
17:20-18:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[3],[4] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[5] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - I. P.a, absolvent 2026 - S. A., absolvent 2026 - R. A., absolvent 2025 - G. N., absolvent 2026
18:10-19:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru concluzii legate de intalnirile avute)/ *Technical meeting of the expert*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A

[2] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.
[3] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[4] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	evaluation panel (Collaborative activity for clarifying the aspects discussed that day)		
Ziua a 3-a / *Day no. 3* Vineri / *Friday*, 28.06.2026			
9:00 - 10:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A
10:00 - 11:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala de Conferințe a Facultății de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. C. T. Ş., Prorector UAIC - Prof. univ. dr. D. G., Preşedinte CEAC Facultatea de Matematică - R. P. - Administrator şef Facultatea de Matematică, membru CEAC - A. V., Compartimentul Managementul Calităţii UAIC
11:00 - 12:00	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*	Sala de Conferințe a Facultății de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. C. O. - Prof. univ. dr. E. V. - Lect. univ. dr. A. G. - Lect. univ. dr. G. T.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
12:00-13:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz şi 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 şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. R. L. - Decan Facultatea de Matematică - Prof. univ. dr. S. A. - Director SD de Matematică
13:00-14:00	Pauză de prânz / *Lunch*		
14:30-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[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*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	Sala de Conferinţe a Facultăţii de Matematică, UAIC Corp A Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. R. L.- Decan Facultatea de Matematică - Prof. univ. dr. S. A. - Director SD de Matematică - Prof. univ. dr. D. G. - Director Departamentul de Matematică, Președinte CEAC facultate - Lect. univ. dr. M. A. - Prodecan

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