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. 7
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 7.6

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Babeş-Bolyai“ din Cluj-Napoca
Şcoala(ile) doctorală(e)	Matematică şi Informatică
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.** 5071/05.10.2026**.**

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 ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

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

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

Decizia	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 "Babes-Bolyai" din Cluj-Napoca / "Babes-Bolyai" University of Cluj-Napoca
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
1.	BERINDE Vasile	Expert evaluator
2.	GRUENWALD Norbert	International Expert
3.	CHIPER Alexandra	PhD Student Evaluator

I. Introduction

This external evaluation report was drafted at the request of the "Babes-Bolyai" University of Cluj-Napoca (UBB), Faculty of Mathematics and Computer Science (FMI), 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 September 23-25, 2026, with the participation of all members of the external evaluation committee appointed by ARACIS, as follows:

- Prof. Dr. Vasile Berinde – committee coordinator;
- Prof. Dr. Norbert Gruenwald – expert evaluator;
- Stud. Drd. Alexandra Chiper – 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.

Babeş-Bolyai University (UBB) in Cluj-Napoca is the oldest, largest, and top-ranked public research university in Romania. UBB traces its origins back to the 16th century, i.e., to the Jesuit College of Cluj, established in 1581 by Ştefan Báthory, with its modern unified structure established in 1959 via the merger of the Romanian Victor Babeş University and the Hungarian Bolyai University. Currently, UBB has about 45000 students enrolled across more than 20 faculties. Starting with the 2020-2021 academic year, UBB has various study programmes offered by the 22 faculties (21 in Cluj-Napoca and one in Reşiţa, following the merger and absorption of the “Eftimie Murgu” University of Resita), along with numerous research centres and institutes. The doctoral school of mathematics comprises mainly professors from The Faculty of Mathematics and Computer Science (FMI). FMI consists of three departments: the Department of Mathematics (director prof. dr. Andrei Mărcuş), Department of Informatics (director conf. dr. Adrian Sterca) and the Department of Mathematics and Computer Science of the Hungarian line (director conf. dr. Andras Szillard) and the the Doctoral School of Mathematics and Computer Science (DSMCS). FMI also includes the following research centers accredited at the university level: Research Center for Applied Analysis (director prof. dr. Radu Precup), Center for Research in Algebra, Groups and Applications (director prof. dr. Simion-Sorin Breaz), Software Engineering Research Center (director prof. dr. Simona Motogna, conf. dr. Arthur Molnar). The faculty includes the following research groups, accredited at the faculty level in the field of mathematics: Analysis and Optimization Research Group (director conf. dr. Brigitte Breckner), the Geometry Research Group (director prof. dr. Cornel Pintea), the Complex Analysis Research Group (director prof. dr. Mirela Kohr), Research Group Nonlinear Operators and Differential Equations (directors prof. dr. Radu Precup, prof. dr. Adrian Petruşel), Numerical Analysis and Stochastic Analysis Research Group (director prof. dr. Sanda Micula), the Mechanics and Astronomy Research Group (director of prof. dr. Mirela Kohr). In the academic year 2025-2026, the doctoral school of mathematics at UBB has 19 doctoral supervisors in mathematics who supervise 32 PhD students. After the entrance exam from July 2026 other 9 doctoral students were admitted and will be enrolled starting with the academic year 2026- 2027.

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 room 126 of FMI of UBB, 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 UBB are carried out based on its own regulations, adopted by the Senate of UBB and institutional regulation. The activity of the Doctoral School of Mathematics and Computer Science (SDMI) is carried out based on its own regulations and 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

At UBB the doctoral studies are organised by Doctoral Schools, which are grouped in and coordinated by the Institute for Doctoral Studies (ISD) of UBB. Doctoral Schools operate as departments within faculties or within UBB research/ development/ innovation units. Doctoral Schools are managed by a School Council and a director, both elected by the members of the doctoral school. The director of the Doctoral School holds a position equivalent to that of a head of department. The Academic Branch Council outlines the development strategy of the academic branch in line with the development strategies of the faculties and the university, ensures optimal conditions for conducting educational and research programmes developed by the faculties, may propose new specialisations, and coordinates the administrative activities of the extension's various specialisations. The operation of the extension falls under the Regulation Governing the Operation of University Branches. The principles of multicultural organisation and operation of the University, with lines of study in Romanian, Hungarian, and German, as provided for in the Charter, also apply to university branches. The Scientific Council at the level of independent research units coordinates their activities. Student representation at the level of the university management is ensured under the Higher Education Law No. 199/2023, the UBB Charter, and the Code of Student Rights and Obligations. To ensure representation of all lines of study, the student prefect and deputy prefects are the students' representatives in the University Senate Office and the Administrative Council. At faculty level, students, through their elected representatives from each year of study, are members of the Faculty Council, complying with the legal quota of 25% student representation. Out of the elected student representatives at each faculty, one student is elected as the student chancellor. Student representation in the executive structure of the university and faculties complies with legal provisions, the democratic nature of the academic decision-making process, and encourages students to assume the responsibility of proposing initiatives to improve the quality of teaching and student life, while also ensuring their participation in the development of the university's strategic development plans.

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 academic community is involved in the process of developing, approving, and revising the methodologies, regulations, and application procedures. The Charter was developed by the UBB Senate and adopted following debates with the UBB academic community. The University Code of Student Rights and Obligations was developed by consulting UBB student representatives, 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 UBB can

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

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

At faculty level, the decision-making process respects the relevant legislation and the University Charter. All decisions of the Council of the Doctoral School are taken after extensive discussions in the doctoral school, with the doctoral supervisors and with the other interested actors. Given the dual nature of the doctoral school, the doctoral fields involved, Mathematics and Computer Science, the logical autonomy of functioning of the two doctoral fields is always respected. Also, the practices and usages within each of the two areas form a basis for improving processes within the other area.

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)

Currently, UBB manages over 100 buildings. More than 85 of these are allocated as educational spaces. 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 SDMI are sufficient to achieve the proposed mission and objectives. The information technology equipment existing in the FMI 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 etc. The lecture halls are equipped with white/blackboards, 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 research activities specific to the doctoral program in the field of Mathematics are carried out in educational spaces equipped with equipment corresponding to the imposed research requirements. These spaces belong to the UBB and are given for use to the FMI and are located in the Mathematica

building (23-26 Ploiesti Street). These spaces contain the material and technical equipment necessary to carry out the activities supported within the doctoral program: video projectors, computers, specific software. Through the Central University Library and the Library of Mathematics and Computer Science, a substantial book fund is offered, through free access to books and specialized magazines in printed or electronic format.

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)

UBB owns the material assets that supports the university's activities, depending on the objectives of the activities conducted: teaching, research, and administrative. At the beginning of each term, the executive management of each faculty develops a strategic development plan aimed at improving the faculty's infrastructure. In addition to this initiative, the university introduced seed grants in 2020 for teaching staff and researchers, and in 2024 performance grants for administrative staff, which also contribute to ensuring optimal working conditions within the academic community.

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 spaces for the courses and seminars used in the doctoral program in Mathematics are under the administration of the FMI at UBB, are sized according to the number of doctoral students, and offer optimal conditions for carrying out teaching and research activities. The management team and the administrative staff constantly ensure that the facilities, arrangement and operation of these spaces are in full accordance with the mission and objectives assumed by the study program, as well as with the specificity of the subjects provided in the curriculum.

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)

There are 19 doctoral supervisors affiliated with the SDMI, of whom 18 have the status of tenured professors in FMI and 1 is an external member.

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 19 doctoral supervisors are very diversified and cover various areas of current topics in mathematics.

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 SDMI 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

The tenured professors and doctoral supervisors involved in the doctoral program in the field of Mathematics constantly participate in continuous training and professional development activities, taking part in specialized conferences and workshops, Erasmus+ mobilities, as well as in national and international research projects. They also carry out academic and scientific collaborations and are active in editorial boards and evaluation committees. These activities contribute to maintaining a high level of scientific competence and integration into prestigious research networks.

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 UBB, 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.

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 UBB website. Also, all information regarding academic competitions is published on the website of the UBB. The doctoral supervisors affiliated with the SDMI, who are full-time academic staff of the UBB, 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 UBB. The process of affiliating a doctoral supervisor to DSM 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, UBB benefits of a very high level group of active doctoral supervisors.

Recommendations: N/A

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)

At UBB, the Information and Communications Technology Directorate (DTIC) is entity that provides IT&C services to all users within the faculties, administrative units, and research units of Babeş–Bolyai University. At the same time, DTIC UBB collaborates with similar departments in other academic institutions and with the IT&C business sector to improve the IT&C services offered within the University and by the University to the public and private community. DTIC implements the Digital Transformation Strategy of UBB,

developing specific services for staff (14 dedicated services: FluxUBB, Email, Microsoft Teams, Online Admission, Teaching Degree Registration, AcademicInfo, Research Management, Workload Planning, Events – Online Payments, Rector's Order (CMS UBB), STAR-UBB Institute Evaluation, Cloud UBB, EduRoam, Hosting UBB) and students (12 dedicated services: CTP Subscription Reimbursement Request, Email, Microsoft Teams, Graduation Procedures, Scholarship Applications, Online Admission, Doctoral Student Requests, Doctoral Student Clearance Form, AcademicInfo, STAR-UBB Institute Evaluation, Cloud UBB, EduRoam), so that, according to the strategy, the majority of academic and administrative processes are already digitalised.

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 doctoral students at UBB (including SDMI doctoral students) have free access to a platform with academic databases relevant to the fields of doctoral studies organized through the ANELIS program. The "Lucian Blaga" Central University Library in Cluj Napoca is a member of the Anelis Plus consortium within which several scientific bases are subscribed to which doctoral students have access. Independently of this participation, the Lucian Blaga Central University Library also has institutional subscriptions to other scientific research databases, of which - scientific resources with access to the full text: JSTOR, EBSCO Academic Search Complete, EBSCO - Business Source Complete, EBSCO - Art Full Text, SpringerLink Journals, Emerald Management Journals, ProQuest Central, Cambridge Journals, Science Direct Freedom Collection, American Institute of Physics Journals, American Chemical Society Journals, Institute of Physics Journals, SciFinder (CAS), Wiley Journals, MathSciNet, Zentralblatt MATH; bibliometric and bibliographic databases: Clarivate Analytics, Scopus.
Each SDMI PhD student has access, through the research group to which he belongs, to the TurnItIn electronic system for verifying the degree of similarity with other existing scientific creations. IOSUD UBB and SDMI promote compliance with ethical and deontological norms in research and development, with the norms of integrity, rigor and fairness imposed by scientific research. In order to avoid intellectual fraud, starting with 2016, IOSUD-UBB has acquired and annually renewed the software license in order to verify the percentage of similarity in all doctoral theses (iThenticate textual similarity detection software provided by Turnitin, which contains one of the largest databases of works at international level and has high-performance algorithms for identifying the similarity ratio).

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,

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

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

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

The expected learning outcomes are correlated with the skills required by the corresponding occupations, in line with national and European policies

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

Within the training program based on advanced university studies, the doctoral student participates in the first year of the doctoral studies in the activities of at least 3 disciplines of doctoral studies - according to the Curriculum and the discipline sheets (syllabi) published on the website of the doctoral school, which ends with exams and colloquiums, respectively. In the first year of the doctoral studies, the doctoral student presents the scientific research project – the granting of the Admitted qualification for this activity leads to the accu-mulation of 30 ECTS. In the second, third and fourth years of the doctoral studies, the doctoral student presents a research report on his progress in scientific research and the results of this activity - for each of the research reports marked with the qualification "admitted" 60 ECTS are awarded.
The curriculum of the doctoral school is updated annually in consultation with the doctoral supervisors, and is available on the website of the doctoral school. The fact sheets of the subjects included in the curriculum, respectively the competences acquired by the doctoral student after completing the discipline, are drafted annually by the doctoral supervisors and available on the website of the doctoral school. In accordance with good practices in the field, the disciplines of the doctoral school aim to introduce doctoral students in the ethics and methodology of scientific research in mathematics and computer science, as well as in the scientific investigation related to doctoral studies.

Recommendations N/A

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 expected learning outcomes are correlated with the skills required by the corresponding occupations, in line with national and European policies

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

The learning outcomes are correlated with the competencies required by the main employers of the graduates of the Doctoral School of Mathematics (SDMI) at UBB, which are national research and development institutes (e.g.: Mathematics Institutes - branches of the Romanian Academy), research institutes / companies (e.g. in the banking, financial or IT sector), which need specialists in pure or applied mathematics, pre-university and university educational institutions (state or private universities, state or private schools, international colleges, educational centers).
The skills developed within the SDMI program - such as the ability to formulate and demonstrate advanced results in mathematics, the development of complex mathematical models, the validation of results by rigorous methods, publication in prestigious scientific journals and the autonomous management of research projects - are perfectly aligned with the requirements of these occupations.

Recommendations N/A

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)

UBB is committed to ensuring the implementation of student-centred learning principles through a flexible curriculum and the use of innovative teaching strategies

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

Student-centred learning in teaching activities is ensured at UBB through the practical implementation of the following concrete imperatives: ensuring transparency in the instructional and training process; designing teaching activities based on students' learning and development needs and interests; ensuring active student participation in the deepening and construction of knowledge; diversifying and differentiating forms of academic assessment.
During the COVID-19 pandemic, the Centre for Innovation in Teaching and Learning (CIPI) supported teachers in adopting modern, technology-based teaching methods by providing training programmes, digital resources, and methodological guidelines that foster the creation of an educational environment adapted to the diverse needs and learning styles of students.
UBB demonstrates a strong commitment to student-centred learning, creating a dynamic, innovative academic environment focused on educational excellence

Recommendations N/A

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)

Academic mobility at UBB is systematically and coherently pursued, in accordance with the Babeș–Bolyai University Internationalisation Strategy 2025–2029, adopted by the UBB Senate in January 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

Continuing to expand its internationalisation efforts, in November 2021, UBB joined the EUTOPIA European University Alliance, a network of prestigious European universities aiming to redefine the future directions of European higher education. As part of its internationalisation efforts, UBB ensures that its students, teaching staff, and administrative personnel have access to Erasmus mobility, with information publicly and transparently posted on the website of the Centre for International Cooperation. Moreover, UBB students can attend in person and/or remote mobilities through summer schools and Blended Intensive Programmes (BIP), earning ECTS credits. PhD students from the Doctoral School of Mathematics and Computer Science can benefit from Erasmus+ mobilities to develop their academic skills and participate in international exchanges of experience.

Recommendations N/A

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)

UBB ensures fair opportunities for the professional development of all doctoral students, in line with their potential and aspirations, given the diversity of learning skills.

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

UBB offers free support services for all students to reach their full potential, organizing coaching and personal development, academic writing and critical thinking workshops. Through the Department of Career Counseling and Guidance at UBB, support is provided in making career decisions and creating a personalized professional development plan, identifying opportunities for developing skills and competencies needed on the labor market, support for self-knowledge, stress management.
UBB promotes access to its programmes for students from various disadvantaged categories, supporting their academic and social integration. In order to ensure equal opportunities for all students and staff, the university has implemented inclusive institutional policies, updating and supplementing two essential guidelines: the UBB Gender Equality Guideline and the Guideline for Combating Discrimination.
The university has implemented procedures dedicated to mental health for both students and staff, aimed at supporting an inclusive, tolerant, and open academic environment.

The UBB's language policy guarantees equity in the use of the university's three official languages, reinforcing the institution's commitment to multiculturalism.

Aspects that constitute best practice examples

University's three official languages, reinforcing the institution's commitment to multiculturalism.

Recommendations N/A

The indicator is: **fulfilled**

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

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

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

The teaching and learning facilities (lecture halls, classrooms, seminar rooms, laboratories, and spaces for practical activities) meet all the requirements in terms of space and equipment—multimedia systems: computers, video projectors, overhead projectors, projection screens, flip charts, sound systems, etc.—supporting high-quality educational 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

UBB offers free support services for all students to reach their full potential, organizing coaching and personal development, academic writing and critical thinking workshops.
UBB, support is provided in making career decisions and creating a personalized professional development plan, identifying opportunities for developing skills and competencies needed on the labor market, support for self-knowledge, stress management.
UBB promotes access to its programmes for students from various disadvantaged categories, supporting their academic and social integration. In order to ensure equal opportunities for all students and staff, the university has implemented inclusive institutional policies, updating and supplementing two essential guidelines: the UBB Gender Equality Guideline and the Guideline for Combating Discriminatio

Recommendations N/A

The indicator is: **fulfilled**

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.

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

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

The learning outcomes for the doctoral program in Mathematics are rigorously and clearly formulated, in accordance with national and international academic standards, and are communicated to doctoral students through the official documents of SDMI.

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

Learning outcomes at UBB are described so as to reflect:
• acquiring advanced knowledge in fundamental and specialized areas of mathematics;
• developing the ability to formulate, demonstrate and evaluate original theoretical results;
• training the research skills necessary to carry out a doctoral thesis at international standards;
• developing critical analysis, rigorous argumentation and scientific communication skills;
• the ability to use modern methods in mathematics to address complex problems.
The learning outcomes are specified in the discipline sheets (syllabi), published on the website of the doctoral school, associated with each discipline of the Curriculum. This facilitates the understanding by all participants in the educational process of the requirements related to the content of the disciplines in the doctoral study program, as well as the activities included in the scientific research program within the doctoral studies.

Recommendations N/A

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)

The verification of learning outcomes is carried out through continuous assessment during the semester and summative assessment at the end of each semester.

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

These activities at UBB are organized in accordance with the "Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System (ECTS)".
In the first year of the doctoral studies, the doctoral student presents the scientific research project – the granting of the Admitted qualification for this activity leads to the accumulation of 30 ECTS. In the second, third and fourth years of the doctoral studies, the doctoral student presents a research report on his progress in scientific research and the results of this activity - for each of the research reports marked with the qualification "admitted" 60 ECTS are awarded.

The evaluation at the end of the doctoral studies is carried out through the analysis of the doctoral thesis and by defending it in a public meeting.

Recommendations N/A

The indicator is: **fulfilled**

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

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

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

In accordance with the provisions of the Higher Education Law no. 199/2023, admission to the doctoral cycle of studies is based on a selection competition.

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

UBB annually drafts and updates the Admission Methodology for Doctoral Studies, as well as the Regulation on the Organisation and Operation of Doctoral Studies, both of which enter into force after being adopted by the University Senate. Admission to doctoral university studies is based on a selection competition organised by Babeş-Bolyai University, through the Institute for Doctoral Studies, in accordance with the admission methodology for doctoral studies. Each faculty operates the framework regulation through a specific regulation that establishes its own selection and ranking criteria, admission exams, calendar, and registration conditions. The admission procedures ensure compliance with the principles of transparency, equity and competitiveness.

Recommendations N/A

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 doctoral study programmes is conducted in compliance with Law no. 199/2023, respecting the principles of equity and equal opportunity.

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

At Babeş-Bolyai University (UBB), the following are not considered selection criteria for admission: age, sex, ethnicity, mother tongue, religion, race, political affiliation, membership in legally established organisations (whose activities do not violate Romanian laws), or chronic illnesses that do not pose a risk to the community. Moreover, in accordance with the law, UBB allocates special places to ensure equal opportunity for the following disadvantaged categories: Romanians from abroad and candidates of Roma ethnicity.

Recommendations N/A

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)

Students' academic activity is organized in accordance with the UBB "Regulation on Students' Academic Activity" based on the European Credit Transfer and Accumulation System (ECTS), as well as the UBB "Code of Students' Rights and Responsibilities".

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

At UBB, students are considered strategic partners and equals of the University in all areas of its activity and interest, and they are members of the university community, enjoying rights and responsibilities. The sole representative structure for students at Babeş–Bolyai University is the Student Council, which operates under its own regulations, in compliance with the provisions of the University Charter.
The Doctoral School of Mathematics and Computer Science ensures the consistent and transparent application of all regulations regarding the professional activity of doctoral students. PhD students are informed about academic requirements, deadlines, mutual responsibilities (doctoral student-supervisor) and evaluation criteria. The periodic evaluations are carried out according to the methodologies approved by the Council of the Doctoral School.

Recommendations N/A

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)

In recent years, UBB's internationalisation process has experienced a continuous acceleration. This is substantiated by the following key indicators, e.g.:

- a large number of European and international projects, and UBB academic and research staff participating in international academic/research/administrative teams
- UBB ranking first nationally in terms of Erasmus funding attracted.
- UBB ranking first nationally in total number of Erasmus beneficiaries.
- Erasmus partnerships with over 700 universities worldwide.

The EUTOPIA initiatives aim to create integrated thematic networks in which professors, researchers, and students collaborate in knowledge-based 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

PhD students in the field of Mathematics have the opportunity to benefit from study mobility within the European Erasmus and CEEPUS (Central European Exchange Program for University Study) for the doctoral study cycle. There are a lot of bilateral agreements for study mobility at doctoral level for doctoral students in the field of Mathematics. Within the field of Mathematics studies, the organization of doctorates in international co-supervision is supported, as well as the invitation of first-rate experts to hold courses/lectures for doctoral students. Also, the Doctoral School supports the internationalization of the activities within the doctoral studies in the field of Mathematics by including international experts in committees for guiding or defending doctoral theses.

Recommendations N/A

The indicator is: **fullfilled**

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)

UBB's doctoral programs are designed in close alignment with the university's research activities, and doctoral students are integrated, starting in their first year, into ongoing research teams and projects. The doctoral program includes research internships conducted at UBB centers and institutes, as well as at partner universities and research institutions in Romania and 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

UBB's doctoral programs combine research internships with the active participation of doctoral students in ongoing projects at the university. Course descriptions and teaching materials draw on recent publications in the international academic community, including the findings of doctoral school members, doctoral students, and course instructors. The doctoral school's website ensures transparency in these activities by

presenting research projects and the scientific achievements of doctoral advisors, advisory committees, and doctoral students, along with information on international collaboration and visibility.

Aspects that constitute best practice examples

The effective integration of doctoral students into UBB's ongoing research projects.

Recommendations: N/A

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 results of the research are capitalized on through scientific publications and technology transfer - consulting centers, science parks, and the development of new products. These are tracked by UBB's Academic/Scientific Activity Management application, which provides a continuous and up-to-date overview of the number of publications across all categories, as well as the level of national and international recognition received by members of the academic community (awards, honors, and membership in academies and professional societies).

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

In 2021, following an extensive audit conducted by the Quacquarelli Symonds (QS) platform - which also assessed the international visibility of research activities - UBB achieved the status of a 5-star world-class university, a status that was reconfirmed in 2025. Also from the perspective of academic performance evaluation, UBB participates in the University Metaranking, which has, over time, become a benchmark in Romanian academic and public circles; Published between 2017 and 2021 under the auspices of the Ad Astra Association, it has been coordinated since 2022 by UBB's Qualitas Center, which maintains its established methodology in accordance with the commitments made upon signing the CoARA. At the doctoral school level, the principle of transparency is ensured by publishing, on its own website, comprehensive information regarding the publications, research projects, and international visibility of doctoral advisors and doctoral students.

Aspects that constitute best practice examples

UBB's well-established international recognition.

Recommendations: N/A

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)

Quality assurance and competitiveness at UBB are governed by internal resolutions based on the guidelines of the Quality Assurance Policy and are implemented through the 2024–2029 Strategic Plan, the Annual Operational Plans, and the Annual Quality Assurance Programs, which aim to continuously improve teaching and research activities, relationships with students and the external community, as well as university management; the degree to which the established objectives have been met is evaluated at the end of each reporting period. The procedures developed by the Qualitas Center and other administrative units comply with the applicable legal framework and are published in the Quality Manual, on the Qualitas Center's website, and on the Board of Trustees' 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

At the SDMI level, there are internal procedures in place for analyzing the content of doctoral study programs and evaluating their quality, as well as for periodically evaluating doctoral advisors and doctoral students: at the beginning of each academic year, doctoral advisors submit a checklist verifying compliance with the CNATDCU minimum standards, and doctoral students' work is evaluated annually, based on a self-assessment report of their research activity, by a committee appointed by the Doctoral School Council. In addition, the FMI Council constantly monitors the quality of the scientific work of faculty members — including those affiliated with the doctoral school — and of doctoral students through the Commission for Evaluation and Quality Assurance, whose responsibilities include periodically evaluating the faculty's programs and activities, collecting feedback from students and faculty, and fostering a culture of quality throughout the entire academic community.

Aspects that constitute best practice examples

The existence of a comprehensive quality assessment system at the institutional level

Recommendations: N/A

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)

An internal evaluation of the main activities - teaching and learning, research, and services - is conducted annually, both at the university level and at the level of its constituent units; the results serve as the basis for adopting improvement measures. The conclusions of the internal academic audit and the improvement actions are included in the Rector's Report, which is debated in the Senate. The evaluation of faculty and researchers by university leadership, as well as peer review, is conducted in accordance with dedicated operational procedures that define performance standards and methods for utilizing the results, focusing on teaching, research, and civic engagement - for the benefit of the institution and society - including the degree to which the objectives set forth in the PIC have been achieved. The evaluation of teaching performance by doctoral students takes place on a semesterly basis through questionnaires accessible on the AcademicInfo platform. For all these components, the Qualitas Center prepares annual summary reports.

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

To evaluate the quality of teaching and research staff - including doctoral advisors in the SDMI - the FMI applies a comprehensive evaluation model that combines self-evaluation, peer review, and evaluation by the department chair, in accordance with UBB's general procedures. At the IOSUD UBB level, there are feedback mechanisms from doctoral students designed to identify their needs and level of satisfaction with the doctoral program, with a view to the continuous improvement of academic and administrative services; beginning with the 2014–2015 academic year, the Qualitas Center has been conducting a comprehensive survey of students in all three levels of study, including international students, regarding the teaching-learning process, facilities, and services provided; the results are utilized in formulating strategic and operational objectives and in quality assurance programs. Within the SDMI, feedback from doctoral students is ongoing, through regular meetings with doctoral advisors and members of the advisory committees.

Aspects that constitute best practice examples

The multi-source and continuous nature of quality feedback

Recommendations: N/A

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)

UBB continues to uphold the principle articulated by the founders of the Romanian University of Cluj, according to which academic freedom, social responsibility, and intellectual and moral integrity are mutually reinforcing. The Code of Ethics and Professional Conduct, updated in 2025, is based on the values of academic freedom, competence and professionalism, intellectual integrity and honesty, collegiality and loyalty, justice and fairness, non-discrimination and equal opportunity, as well as responsibility. Compliance with the provisions of the code is primarily the responsibility of each member of the academic community, while the institution has dedicated practices and mechanisms in place to ensure and verify their implementation.

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

Oversight of the code's implementation falls to the UBB Ethics Committee, a body independent of the Senate and the Rector's Office, which operates pursuant to Higher Education Law No. 199/2023, Government Decision No. 305/2024 on the Framework Code of University Ethics and Professional Conduct, and the on the organization and operation of university ethics committees, approved by Order No. 6,869/2024, as well as its own rules of organization and operation; at least 25% of its members are students. At the Faculty of Mathematics and Computer Science, the Commission for Analysis and Counseling on Academic Integrity operates, monitoring and analyzing breaches of academic ethics within the faculty, including within the SDMI, and enjoying the same independence from the faculty administration.

Recommendations: N/A

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)

The University Senate's Curriculum Committee is the specialized body responsible for the internal accreditation, regulation, and monitoring of doctoral programs, in accordance with UBB's development strategy and the requirements of external, national, and international accreditation bodies. Its mission is carried out primarily by evaluating and approving the curricula for each specialization, in compliance with the applicable regulatory framework, as well as by reviewing the authorization or accreditation dossiers of doctoral schools and endorsing them, based on their quality, for submission toward external accreditation.

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

SDMI develops and updates the curriculum annually based on the objective needs of the doctoral students' academic journey. The reports generated periodically by the research management application are used by the FMI Commission for Evaluation and Quality Assurance, as well as by the FMI Council and the SDMI, to monitor the academic activity of doctoral advisors and doctoral students, enabling the correction of any

deficiencies and the promotion of performance. The evaluation of doctoral students, both at the SDMI and IOSUD UBB levels, tracks annual progress, measured by the number and quality of publications (indexing in relevant databases, citations, awards) and by participation in scientific events. Through the continuous dissemination of relevant information, the SDMI supports doctoral students' participation in conferences, the publication of articles, the development of academic collaborations, and involvement in research projects, while the doctoral grant provides the financial resources necessary for scientific mobility, the purchase of monographs, research software, and other materials and services related to doctoral studies.

Aspects that constitute best practice examples

Systematic monitoring of academic progress based on objective indicators.

Recommendations: N/A

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)

The initiation, authorization, accreditation, monitoring and periodic evaluation of doctoral fields and schools follows a sequential institutional path: the files are developed at the level of the doctoral school and endorsed by its Council, then by the Faculty Council to which it belongs; subsequently they are transmitted to the Institute of the Doctoral School for verification and to the Council for Doctoral Studies for endorsement. After the favorable opinion of the CSUD, the file is submitted to the Board of Directors of UBB and finally to the University Senate, where it is verified by the Curriculum Committee before the approval vote.

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 actors involved in the conduct of doctoral study programs — doctoral supervisors, members of the mentoring commissions and doctoral students — carry out their work in strict compliance with the applicable institutional procedures. Consistent compliance with these regulations ensures uniform application of rules, transparency of academic and administrative processes and maintaining high standards of quality and integrity in doctoral work.

Recommendations: N/A

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 evaluation of the professional activity of the teaching staff and researchers by the management, as well as the collegial evaluation, is carried out according to dedicated operational procedures, adopted by the UBB Senate, which set performance standards and ways of capitalizing on the results. They cover teaching, research and civic activity - carried out for the benefit of the institution and society, while reflecting the degree of achievement of the objectives assumed by PIC.

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 evaluation procedures by the management and the interevaluation apply to all teachers and researchers employed for an indefinite or determined period, except for those associated; by the decision of the Faculty Council, their application may be extended to teachers and doctoral students who perform teaching activities on an hourly basis. Starting with the procedure adopted in March 2024, the UBB doctoral students assess the doctoral internship annually. The Qualitas Center annually elaborates reports and summaries for each of these components — evaluation by the management, interevaluation and evaluation of the doctoral internship by the doctoral students. The auxiliary and non-teaching staff is assessed annually, according to the system procedure on individual professional performance. In addition, at the level of IOSUD UBB there are feedback mechanisms by which the needs of doctoral students and their degree of satisfaction with the doctoral program are identified, in order to continuously improve the academic and administrative services, and at the level of the SDMI the feedback is continuous, through regular meetings between doctoral students, doctoral supervisors and members of the mentoring commissions.

Aspects that constitute best practice examples

Full coverage of the academic community through annual evaluation mechanisms

Recommendations: N/A

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)

The administrative activities are supported by three integrated information systems, developed within the Information Systems Center, which bring together services for employees and students and whose access is based on credentials. The Compartments of the General Administrative Directorate use the ManageAsist application, dedicated to managerial assistance at different levels; the faculty secretariats use the AcademicInfo package, which allows tracking the student's school trajectory and online assessment of courses; and the Center for Scientific Research Management, teachers and researchers use the UBB's academic/scientific activity management application to record professional results.

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 integrated computer systems of UBB complementarily cover the work of the university. AcademicInfo manages the school records for all — study cycles from admission and curricula to grades, fees, student applications and online evaluation of the teaching benefit —, providing summaries on the teaching process and data on the insertion of graduates into the labor market. ManageAsist models integrated administrative and financial-accounting activities, based on a unique database, organizational chart and UBB information flows. The Academic/scientific Activity Management application allows each — teacher and researcher including doctoral managers and doctoral students — to record their results, generating reports, scores and syntheses at the level of department, research unit, faculty and university.

Aspects that constitute best practice examples

The integrated computer infrastructure of UBB — AcademicInfo, ManageAssist and the — academic/scientific activity management application developed internally and accessible at all levels of the organizational chart, which ensures the unitary collection of data on teaching, administrative and research activity and transforms them into reports and syntheses used directly in the internal quality assurance process, including the evaluation of doctoral internship.

Recommendations: N/A

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)

Public interest information is disseminated in UBB through multiple channels: the statements of the spokesperson, the communications and press conferences of the Communication and Public Relations Department, the display panels in the university buildings, the institutional and faculty site, the social media accounts and the admission brochures. Information about the study programmes is published on the faculty websites and the doctoral school website provides, in a transparent manner, complete data on doctoral studies, discipline sheets, doctoral supervisors (Google Scholar profiles, lists of publications, grants, the situation of doctoral students), members of the guidance committees and doctoral students, including aspects regarding the international component.

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

Public information is accessible, relevant and contributes to institutional transparency. The published documentation adequately supports potential and current doctoral students. The University publishes

relevant information on doctoral education, regulations, admission procedures, academic activities, and quality assurance through official institutional channels.

Aspects that constitute best practice examples

Transparent institutional governance and clearly documented decision-making procedures.

Recommendations: N/A

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)

Access to public interest information produced by UBB is facilitated through the institutional website, INFOUBB section, where any person can consult data on the university; also published are the decisions of the Senate and the Board of Directors, as well as updated information on the work of the Faculty Council and the Doctoral School. At the level of the SDMI, important decisions — starting with its own regulation — are adopted after consulting all members, and the decisions of the SDMI Council are published on the doctoral school website, being accessible to all those interested.

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

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

Aspects that constitute best practice examples

Transparent institutional governance and clearly documented decision-making procedures.

Recommendations: N/A

The indicator is fulfilled.

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

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

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

UBB was the first university in Romania evaluated by specialized international institutions: OSCE High Commissioner for Minorities (2000), Salzburg Seminar (2002) and European University Association (2001 and 2012). Following the 2018 QS Stars audit, it achieved four-star university status, and in 2021 it became the first university in Romania confirmed at the five-star level - international university status of excellence, reconfirmed in 2025 with a higher score; the audit also targeted institutional quality assurance processes. Since 2018, UBB has held the „HR Excellence in Research" award, awarded by the European Commission to institutions applying the „European Charter for Researchers" principles and „Code of Conduct for the Recruitment of Researchers", currently under renewal. At national level, following the assessments of ARACIS for institutional accreditation, the university obtained the rating of „High degree of confidence" in 2009, 2014 and 2020.

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

Annually, UBB submits to the evaluation of ARACIS study programmes and domains for the purpose of authorisation, accreditation or re-accreditation. At the last external evaluation of the doctoral study programme in Mathematics, carried out in November 2021, all critical and normal indicators were assessed as fulfilled, except for the indicator A.1.3.3, considered partially unfulfilled; the Mathematics field received the rating „maintaining the accreditation", by ARACIS Council Decision no. 132/16.12.2021. The recommended measures were implemented in the period 2021–2024 and detailed in a progress report submitted to ARACIS, their corresponding implementation being validated by ARACIS Council Decision no. 193/H/07.08.2025.

Aspects that constitute best practice examples

Constant quality validation through independent, national and international external evaluations

Recommendations: N/A

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
UBB is classified as first Romanian University in the field of Mathematics in many international rankings (Shanghai, QS World University Rankings, US News Best Global Universities etc.) Active and internationally visible doctoral supervisors Increasing the degree of internationalization of doctoral	INTERNAL FACTORS 	Decrease in the number of PhD students in the field of Mathematics. The existence of doctoral students who give up their doctoral studies, failing to complete their doctoral theses on time.

studies, by attracting international doctoral students and doctorates in international co-supervision.		
SWOT analysis		
Opportunities: UBB scholarships and grants to support the competitiveness of students and teachers Attracting international PhD students	EXTERNAL FACTORS	**Threats:** Relatively small number of graduates of the IMF's master's specializations who continue their doctoral studies in the field of Mathematics Reducing research budgets at national level and, consequently, reducing the frequency of national research project competitions.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	account the diversity of learning styles and abilities.		
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	taken into account in the procedure implementation process.		
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of 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 "Babeş-Bolyai" University of Cluj-Napoca.

VII. Annexes

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Ziua întâi / *Day no. 1* Miercuri / *Wednesday*, 23.09.2026			
17:00-17:45	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/Locația/ **Room/Location 9/I**
Ziua a doua / *Day no. 2* Joi / *Thursday*, 24.09.2026			
8:30 - 9:00	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/Locația/ **Room/Location 9/I**
9:00 - 9:50	Întâlnirea comisiei de experți în evaluarea externă a calității 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 experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți 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/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. C. P., Head of the doctoral School in Mathematics and Computer Science (SDMI) - Prof. univ. dr. S. C.i-member of CSDMI - Prof. univ. dr. H. P., member of CSDMI Drd. D. P. Drd. M. D.
9:50 - 10:00	Pauză/ *Break*		
10:00 – 10:45	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: Prof. univ. dr. S. C.-member of CSDMIf

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	with the team that has drafted the internal evaluation report		- Prof. univ. dr. H. P., member of CSDMI - Conf. univ. dr. H.-I. L.
10:45-11:15	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	Sala/Locaţia/ **Room/Location 9/I** - Prof. Univ. dr. S. C. - Prof. Dr. C. P.
11:15-12:00	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/Locaţia/ **Room/Location 9/I**
12:00-13:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **personalul didactic** implicat în activităţile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala/Locaţia/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. M. K. - Prof. univ. dr. A. M., Head of Mathematics Department - Prof. univ. dr. C. S. - Prof. Univ. dr. S. C. - Prof. dr. T. G. - Prof. Dr. C. P.
13:00-14:00	Pauză de prânz / *Lunch*		
14:00-14:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the**

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures	- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	**meeting**:: - Sociolog Principal A.-D. S. ....
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/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. Dr. D. P., Universitateqa Tehnica, Cluj-Napoca - Cercetator I E. C., Directorul Institutului de Calcul Tiberiu Popoviciu, Cluj-Napoca - Prof. Dr. A. M., Directorul Colegiului National Emil Racovita, Cluj-Napoca
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/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Drd. M. A., Anul 4 - Drd. C. R., Anul 3 - Drd. R. P. (online) -Drd. I. A. T., anul 1

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

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			-Drd. M. M., anul 1
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/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. Dr. C.-C. T., Universitatea Tehnica Cluj-Napoca - CSIII A. S. Institututl de Calcul Tiberiu Popoviciu - Conf. Univ. Dr. T. C., FSEGA Prof. Dr. A. M., Directorul Colegiului National Emil Racovita, Cluj –Napoca....
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 evaluation panel (Collaborative activity for clarifying the aspects discussed that day)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location 9/I**
Ziua a 3-a / *Day no. 3* Vineri / *Friday*, 25.09.2026			

[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*
9:00 - 10:00	**Întâlnirea tehnică** a comisiei de experţi 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 experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ **Room/Location 9/I**
10:00 - 11:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii 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 experţi evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locaţia/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. A. M. - Prof. univ. dr. M. K. - Prof. univ. dr. C. P. - Conf. Univ. Dr. B. B.
11:00 - 12:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locaţia/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Lect. Univ. Dr. A.-D. F.
12:00-13:00	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii 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*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/*Contact person*	Sala/Locaţia/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. A. A. - Prof. dr. A. M.

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	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		- Prof. univ. dr.C. P. - Prof. univ. dr. S. C. ....
13:00-14:00	Pauză de prânz / *Lunch*		
14:30-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității**[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/Locația/ **Room/Location 9/I** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Conf. univ. dr. M.S., Decan - Prof. Univ. Dr. A. M. - Prof Univ. dr. S. C. - Prof. Univ. dr. H. P. - Prof. univ. dr. C. P. - Conf. univ. dr. D. S. - Conf. Univ. dr. A. S.

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