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. 2
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 2.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	Pentru Domeniul Matematică; Interdisciplinary School of Doctoral Studies - ISDS UB
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 şedinţa Comisiei permanente de specialitate Ştiinţe Exacte şi Ştiinţe ale Naturii (CPS_C1) din 05.10.2026, propunerea de decizie fiind consemnată în PV **nr.** 5078/05.10.2026**.**
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/20.10.2026**

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

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

Motivarea deciziei

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

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

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Universitatea din Bucuresti / University of Bucharest
Doctoral School:	Matematica / Mathematics
Doctoral Domain:	Matematica / Mathematics
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	BERINDE Vasile	Expert evaluator	
2.	SLAPNICAR Ivan	International Expert	
3.	CHIPER Alexandra	PhD Student Evaluator	

I. Introduction

This external evaluation report was drafted at the request of the University of Bucharest (UB), Faculty of Mathematics and Computer Science, 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 16-18, 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. Ivan Slapnicar – 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.

The University of Bucharest (UB) was established by Decree No. 765 of 4/16 July 1864 of Prince Alexandru Ioan Cuza and initially comprised the Faculties of Law, Science and Letters, and then, from 1890, the Faculty of Theology.
Currently, UB has over 34,000 students, 1,300 teaching staff and 600 researchers, as well as 1,200 administrative staff. It offers a wide range of educational programmes across numerous fields of study within 20 faculties, amongst which is Faculty of Mathematics and Computer Science (FMCS), comprising 95 undergraduate programmes, 223 master's programmes, 8 teaching master's programmes, and, as an institution organising doctoral studies (IODS), manages 24 doctoral schools covering 22 specific fields and one school for interdisciplinary doctoral studies.

The FMCS comprises two departments, the Department of Mathematics and the Department of Computer Science, which offer: 1) undergraduate degree programmes (in the field of Mathematics: Mathematics, Mathematics and Computer Science, and Applied Mathematics; in the field of Computer Science: Computer Science and Computer Science ID programmes; in the field of Computing and Information Technology: Information Technology programme; 2) master's degree programmes (in the field of Mathematics: 3 full-time research-based master's programmes, one of which is taught in English; in the field of Computer Science: 7 full-time research-based Master's programmes, of which 4 are taught in English, and 1 part-time Master's programme. FMCS also organises, since the 2005–2006 academic year, doctoral studied in Mathematics and Computer Science in the of the Doctoral School of Mathematics (DSM) and the Doctoral School of Computer Science, respectively.

The doctoral Mathematics programme is administered by the DSM and currently has 22 Doctoral supervisors. It was awarded the rating 'Accreditation Maintained' following the periodic external evaluation in 2021, according to ARACIS Council Decision No. 137/28.12.2021. During the mid-term evaluation from 2025, 4 recommendations within the 2021 report were considered to be partially implemented, while 5 were not implemented, according to ARACIS Council Decision No. 193/H/07.08.2025. All these indicators are now reported as being implemented.

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 DSUD 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 Politehnica Business Tower, Room 210, temporary headquarters of Faculty of Mathematics and Computer Science of UB, 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 UB are carried out based on its own regulations, adopted by the Senate of UB and institutional regulations. The activity of the DSM is carried out based on its own regulation and procedures,

i.e., Regulation of the DSM, i.e., Methodologies for organizing and conducting doctoral studies (admission, completion of studies 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

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

Recommendations: N/A

The indicator is: fulfilled.

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

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

The academic community is involved in the process of developing, approving, and revising the methodologies, regulations, and application procedures. At the UB, the adoption and/or revision of methodologies, regulations and implementing procedures, in accordance with the UB Charter and the legal provisions in force, may only be carried out by decisions of the UB Senate, usually following opinions received from the specialised committees of this body. The Senate, and its committees, include representatives from all faculties, including student representatives, who are free to express their own views and present the views of the colleagues they represent during the debate on these amendments.

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

* The faculty, department, subsidiary, extension - hereinafter “organisational components”

At faculty level, the adoption and/or revision of methodologies, regulations and implementation procedures are conducted following discussions and analyses within the Faculty Council, where representation is ensured for academic staff from all departments and student representatives from all levels of study. In case it is necessary to amend a provision that affects the academic community, debates within the Faculty Council take place following prior consultations with department heads, who seek the views of their colleagues. Within the CDS, the adoption and/or revision of methodologies takes place following consultation with representatives of all doctoral schools, including doctoral students who are members of the CDS, and such processes often occur after a draft of the relevant document has been drawn up within working groups comprising representatives from several doctoral schools. The adoption and/or revision of methodologies, regulations and implementation procedures at the level of the Doctoral School – in particular, the updating of the Doctoral School Regulations – takes place following prior consultation with all affiliated doctoral supervisors and is approved by the Doctoral School Council, which includes representatives of doctoral students. To ensure a high turnout, consultations usually take place electronically, thereby ensuring the participation of a large majority of the School of Doctoral Studies' members in the consultation and decision-making process.

Recommendations: N/A

The indicator is: fulfilled.

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

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

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

The facilities at the UB meet the needs of education and research, in line with the fields in which the educational process takes place. The UB's lecture theatres, seminar rooms and laboratories are equipped with modern facilities used in teaching, learning and research.

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

The FMCS building in the Elisabeta Palace (14 Academiei Street) has undergone renovation, started in 2025. To continue operations under optimal conditions, it was necessary to rent a usable area of 3,809.55 m², of which 2,135.95 m² is allocated to teaching and research activities. The space allocated to teaching activities is divided into three categories: (i) lecture theatres and classrooms; (ii) seminar rooms; and (iii) laboratories (for robotics, computer science and computing). The FMCS has the following facilities: 1 building, 7 lecture theatres, 10 seminar rooms, 14 laboratories (of which 13 are computer science laboratories and 1 is a robotics laboratory) and room 406, used as a communal workspace and social area

for FMCS members. All laboratories are equipped with specialized, licensed software. The scheduling of study groups (cohorts, groups) within the teaching spaces is organised according to their size and the capacity of the existing rooms, so that teaching and research activities can take place under optimal conditions. The FMCS has also a total area of 576.67 m² for teaching staff and administrative staff offices.

Recommendations: N/A

The indicator is: fulfilled.

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

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

The amphitheaters, seminar rooms and laboratories belonging to the FMCS of UB allocated to the DSM are continuously managed by an administrator and allow teaching and research activities to be carried out in the best conditions.

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

UB is responsible for the proper maintenance of the facilities used for teaching (seminar rooms, teaching and research laboratories, the library, internet access and digital services, and software), as well as sports facilities, student halls of residence and support services. In addition, in order to maintain these facilities, the UB continuously invests in improving its infrastructure. For example, through the EDIS project, the UB is investing in the digitization of resources, expanding the internet access facilities and increasing computing power, which are essential for PhD students in Mathematics and beyond. The IT&C Department is involved in the management and maintenance of the IT infrastructure and software applications necessary for the smooth running of educational and administrative activities, whilst halls of residence, canteens and student activities are administered by the Halls of Residence, Canteens and Student Activities Department.

Recommendations: N/A

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

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

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

The doctoral study programme in Mathematics comprises the training programme based on advanced university studies, which takes place in the first year of study and includes, within the DSM, doctoral courses specifically intended for first-year doctoral students, as well as the Scientific Research Programme, which runs throughout the entire duration of the doctoral programme.

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

Currently, there are 22 doctoral supervisors working at the DSM (Annex 4), who are scientifically active and whose research interests cover a wide range of topics in Mathematics and who fully meet the minimum standards for habilitation currently in force. Their research activity is illustrated by a consistent internationally recognized work in the field and by the consistent list of ISI-indexed publications for the period 2021–2025 (Annex 5), as well as by the visibility metrics (Annex 6). Of the PhD supervisors who are members of the DSM, 64% (14/22) hold IODS positions, 22% (5/22) are retired (emeritus) and 14% (3/22) are associates; none of them supervise more than 8 PhD students.
According to the feedback from PhD students at the DSM in 2025, interaction with the PhD supervisor is considered continuous and effective by 91.3% (65.2% to a large extent and 26.1% to some extent, respectively 69.6% to a large extent and 21.7% to some extent) of them, with the vast majority also stating that the members of the academic supervision and integrity committee effectively support them in their research work (52.2% to a large extent and 34.8% to some extent), see Annex 7.

Aspects that constitute best practice examples

The DSM has the requirement that members of the supervision and academic integrity committee hold at least the title of lecturer/SR III, to guarantee that doctoral students are supervised by researchers who have already demonstrated solid scientific activity, recognised (through publications) at national and international level, and who therefore possess the necessary professional qualifications and competences to supervise doctoral students.

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)

UB ensures the professional and personal development of its teaching staff and researchers, including those involved in educational activities within doctoral programmes. Doctoral supervisors affiliated with DSM 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

UB organises continuing professional development/peer learning sessions for academic staff, Erasmus mobility programmes, funds (up to a fixed annual amount) participation in conferences/workshops, provides financial support for the payment of publication fees in Q1 journals, awards merit-based pay rises based on clear and transparent criteria, see the specific FMCS methodology, and rewards the best scientific papers published in journals with an impact factor and the highest number of citations.

Aspects that constitute best practice examples

The UB Senate Awards annually prizes to recognize the most deserving members of the academic community in terms of their research activity.

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 the UB, doctoral supervisors (teaching staff or researchers) who apply for affiliation to one of the doctoral schools must first hold a qualification certificate. UB has its own Methodology regarding the organisation and conduct of the process for obtaining the habilitation certificate, drawn up pursuant to the Higher Education Act No. 199/2023, as subsequently amended and supplemented, and theon doctoral studies, approved by Ministerial Order No. 3020/2024, as subsequently amended and supplemented, and Ministerial Order No. 3998/2024 approving the Methodology for the award of the habilitation certificate. Furthermore, with a view to affiliation with the doctoral schools of the UB, on 19 March 2025 the Senate of the UB updated the Methodology regarding the automatic recognition by the IOSUD-UB – of the status of doctoral supervisor obtained at higher education or research and development institutions abroad, which allows for the recognition of the status of doctoral supervisor for Romanian citizens, citizens of Member States of the European Union, the European Economic Area, the Swiss Confederation, and citizens of third countries who have acquired the legal right to supervise doctoral students at accredited higher education or research and development institutions abroad.

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

Following the award/recognition of the habilitation certificate, in accordance with the Regulations on the organisation and conduct of doctoral programmes at the UB, the role of doctoral supervisor within the University's doctoral schools is carried out in accordance with a procedure approved of the UB Senate, following the receipt of opinions from the doctoral school council, the Faculty Council and the CDS. This approval is granted, in accordance with a UB decision, following an analysis by the doctoral school council regarding the existing potential of human resources and the strategy for their development, the applicant's proven capacity for scientific supervision, their research activity, and the absence of any sanctions or complaints regarding previous breaches of academic ethics by the applicant. Both the habilitation procedure and the procedure for affiliation to the doctoral schools of the UB are transparent, with the stages to be followed and the doctoral schools' specific criteria being made public on the UB's websites and/or those of the doctoral schools.

Aspects that constitute best practice examples

The MDS Regulations require that habilitation certificate holders who apply for affiliation must have at least 5 papers published in journals in the top half of the AIS ranking, of which at least 1 must be in the top third of the AIS ranking.

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)

UB uses IT tools to improve and simplify administrative procedures and ensure quality services for members of the academic community and indirect beneficiaries of education. All study programmes organised by UB/FMCS, including doctoral programmes, use educational platforms and digital administrative applications, which facilitate communication between lecturer and student and enable the integration of teaching resources into the learning process.

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

The development of IT tools at the UB has been driven by the implementation of the EDIS project, which provides students, teaching staff and researchers with access to individual, collaborative or university-wide virtual spaces, digital educational platforms, and laboratories providing access to the ACC (Advanced Computing Centre), whilst offering support staff access to training, modern resources, support and solutions to optimize their activities.
Communication and the dissemination of information specific to the PhD programme are also carried out digitally, via its own website, where timetables, regulations relevant to doctoral studies, announcements regarding scholarships, specific events, public defences of doctoral theses, etc., are published. Starting from the 2018–2019 academic year, the UB has also implemented the UMS programme (currently known as MOPAS) for the management of doctoral students' studies at the doctoral level, which covers both admission to doctoral studies and the management of doctoral studies from their commencement to their completion. Digital solutions have also been implemented for managing staffing levels and for establishing an interface between staff and the UB's Human Resources Department, through which certain administrative processes can be streamlined—such as submitting various requests and certificates, and applying for leave—and information regarding employment contracts and salary entitlements can be viewed. Another example of the use of IT tools is the HelpDesk Platform, which enables the efficient and transparent management of technical requests from teaching staff, students and administrative staff, who can submit requests, reports or issues relating to the digital infrastructure.

Aspects that constitute best practice examples

The IT system for recording doctoral students and their academic progress fully complies with the GDPR provisions on the protection of personal data.

Recommendations: N/A

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

III.1 Acronyms:

UB – University of Bucharest
FMCS – Faculty of Mathematics and Computer Science (Informatics)
CDS – Council for Doctoral Studies
ISDS-UB – Interdisciplinary School of Doctoral Studies at the University of Bucharest
DSM – Doctoral School of Mathematics
EQF – European Qualifications Framework
SciResCareer – Regional Center for Guidance and Counseling in Research Careers
ESCO – European multilingual classification of Skills, Competences, Qualifications and Occupations
CNATDCU – National Council for the Attestation of University Titles, Diplomas and Certificates of the Ministry of Education and Research
CIVIS – Europe's Civic University Alliance
ICUB – University of Bucharest Research Institute

III.2

Criterion B.1. Content and relevance of study programmes

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

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

The curriculum is comprised of teaching, research, practical learning/training, drafting papers and progress reports, and assessment. There are typically two advanced courses offered in the first semester, mostly aligned with the scientific preferences of the students. All learning and research activities are distributed evenly across the period of 4 years. Each activity is assigned number of ECTS credits, totaling 240 ECTS. The students are offered the possibility of choosing the appropriate specialized course in accordance with the study program. Course descriptions outline the contents and provide extensive literature, without going into detail, but this is expected for the doctoral level.

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

In accordance with the Curriculum provided to Experts, all activities within the study program are executed at the advanced level. This holds for courses taught and the entire scientific research program. Course descriptions outline the contents and provide extensive literature, without going into details, but this is expected for the doctoral level. All activities set out in the Curriculum enable the acquisition of a Level 8 qualification under the EQF. Although details about curricular activities and descriptions of courses were provided to the Experts, there are not to be found on the internet. The information on Curricula and courses is published only in Romanian.

Aspects that constitute best practice examples

Good practice, supported by ample evidence, is that the students are very satisfied with all activities in the Curriculum and frequently write and publish their research with mentors in high-quality journals.

Recommendations

To increase the international visibility of the doctoral study program, the details about curricular activities and descriptions of courses should be published in Romanian and English and be clearly visible on the web. The high-quality program deserves more promotion.

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

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 organizational 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 main employers of graduates are national research institutes (e.g., institutes of the Romanian Academy, national research and development institutes) and pre-university and university educational institutions both în Romania and abroad. According to ESCO, the programme trains specialists in mathematics (mathematician –2120.5), statistics (statistician – 2120.6), actuarial science (actuarial consultant – 2120.1), computer science (computer scientist – 2511.1) and education (university lecturer – 2310.1.5, research assistant in higher education – 2310.1.41, secondary school mathematics teacher – 2330.1.11, secondary school ICT teacher – 2330.1.9). Additionally, with a view to developing skills for the labour market, including the international market, UB offers courses esigned to develop cross-disciplinary skills. These courses, some of which are obligatory, are accessible to all PhD students in an interdisciplinary and intercultural format. The courses are organized at he university level by the CDS and the SciResCareer.

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

The expected learning outcomes are well aligned with the skills required by the main employers of the graduates of the Study program. The success of the program and attained learning outcomes are demonstrated by the successful employment of graduates in Romania and abroad. Besides university, the two most prominent employers are institutes IMAR and ISMMAR. The directors of the institute mention that “the graduates have good training in the field and carry out a very good research activity”. At the level of the two institutes, the number of graduates employed in the last 5 years is similar, between 5 and 10. At this moment, the legislation does not allow the hiring of new researchers within the institutes.

Aspects that constitute best practice examples

It is important that some of the courses are obligatory. It is also a good practice that the courses include cross-disciplinary skills on writing research papers and grant applications, which is highly important for research careers. Many graduates have good research jobs at institutes.

Recommendations:

Reverse negative trend of restricting employment of graduates at the institutes.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles The organizational component implements the principles of student-centered learning.	
Indicator I.P.B.3.1.1	The organizational component ensures implementation of student-centered 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)

At DSM, student-centered learning is implemented in various forms. The specialist courses in the Syllabi have content that is updated annually and adapted as closely as possible to the research topics of first-year PhD students and the lecturers/researchers delivering these courses are usually PhD supervisors who have first-year PhD students. Further, the research activities set out in the Scientific Research Programme take place over the four years of the doctoral programme and include termly semesar reports and the drafting of scientific papers.

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

The research activities set out in the Scientific Research Programme are entirely student-centred. The courses are chosen according to individual needs and preferences, and scheduled reports closely monitor the progress of the research carried out by the PhD student and serve as a preview of their future thesis. Drafting and publishing of the papers disseminates the obtained results and helps to meet the minimum standards set by CNATDCU for the award of a Doctorate in Mathematics.
The vast majority of PhD students at the DSM consider that the modules within the training programme based on advanced university studies are tailored to the level of knowledge and training needs of PhD students. The modules contribute to increasing the autonomy of PhD students in their research activities and encourage creative thinking and personal development. The set of compulsory activities for doctoral students, adopted by the UB Senate, provides the necessary framework for acquiring the professional competences (content-related, cognitive and research-related), as well as the transversal competences during doctoral studies. The efficacy of the implemented procedures is demonstrated by the fact that 9 students defended their PhD thesis at the DSM in the period from 2021-2025.

Aspects that constitute best practice examples

An example of best practice is the information pack in the form of Guide for PhD Students at the UB. The Guide, developed by IODS-UB, contains concise descriptions of all steps from admission to obtaining a PhD, which is extremely useful for both PhD students and potential candidates or partners from Romania and abroad.

Recommendations

Try to attract more students, from Romania or abroad to this high-quality program.

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)

UB strongly encourages academic mobility of all students, and in particular that of PhD students. UB is intensively working to increase the number of partner institutions with compatible curricula, with a view to concluding partnership agreements for exchanges and mobility schemes (Erasmus and bilateral). Currently, the UB has bilateral agreements with 126 higher education institutions abroad and is a member of 12 international networks. UB regularly organizes information sessions on the forms of support and international scholarships available to students. UB, through the International Relations Directorate/Erasmus and CIVIS Service, concludes mobility agreements each year for teaching staff and students at all levels of study, including PhD students.
Another international project involving the creation of an integrated academic space where students, teaching staff, researchers and support staff from UB enjoy mobility and collaborate freely and without restrictions with other European universities is CIVIS, an alliance which is currently comprised of 11 European universities: the University of Aix-Marseille (France), the National and Kapodistrian University of Athens (Greece), the University of Bucharest (Romania), the Free University of Brussels (Belgium), the Autonomous University of Madrid (Spain), Sapienza University of Rome (Italy), Stockholm University (Sweden), Eberhard Karls University of Tübingen (Germany), the University of Glasgow (UK), Paris Lodron University of Salzburg (Austria) and the University of Lausanne (Switzerland).

The support for participation in national and international scientific events is offered in the form of an academic mobility scholarship worth up to 1000 euros for international conferences and up to 500 euros for international conferences in the country. Mobility grants for documentation/research/doctoral trainings can usually be awarded proportional to the duration of the training/ mobility. The cumulative duration of mobility scholarships/grants in the country cannot exceed 6 months, and those abroad cannot exceed 3 months. The total amount for these mobilities is granted in proportion to the duration of each mobility, cannot exceed 3,600 euros. There are also international mobility grants for financing for doctoral students pursuing doctoral studies under international co-tutelage. The funds are allocated for a maximum of four trips, each lasting at least one month, but cumulative not exceeding 4 months. These trips can be made separately or can be merged, provided that each trip lasts at least one month. The cumulative duration of the mobility grants cannot exceed 4 months, and support is limited to 4,800 euros. The details of mobility grants are found in the document Methodology for supporting high performance in doctoral students' research activity.

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

There is evidence that 10 doctoral students have used mobility for short stays to visit international conferences or workshops/schools in the period from 2021-2025. There are few longer international

mobilities (several months) financed from outside sources obtained through connections of professors. Some students did not use longer mobilities due to work obligations.

Aspects that constitute best practice examples

Most PhD students regularly present their work at conferences and attend adequate workshops and schools, using the opportunity to develop international contacts.

Recommendations

This good practice should be continued and enhanced by prolonging the visit periods and increasing support.

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)

UB ensures equitable opportunities for the professional development of all doctoral students, in line with their potential and aspirations, taking into account the diversity of learning abilities. More specifically, UB offers free support services to help all students reach their full potential, organizing workshops on coaching and personal development, academic writing and critical thinking through the UB Learning Centre, psychological and educational assessment services, psychological and educational assistance and counselling through the Clinic for Psychological and Educational Assistance and Intervention (CAIPE), and career counselling, psychological and aptitude assessment through the Department of Career Counselling and Guidance (DCOC). In particular, the DCOC offers support in making career decisions and creating a personalized professional development plan, identifying opportunities to develop the skills and competences required in the labor market, overcoming emotional difficulties, and support for self-awareness and stress management.

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

Specific to UB doctoral students is the adoption and implementation of the Programme for the Prevention of Dropout from Doctoral Studies. The programme provides flexible study interruptions and continuous monitoring by doctoral supervisors and DSC, in order to have effective intervention to prevent dropout. Continuous monitoring helps identify academic or personal challenges early before a student decides to withdraw. The programme also creates of more direct links between UB's doctoral and master's programmes by highlighting elements of continuity, the organization of social events, and the consideration of voluntary initiatives to support doctoral students in difficult situation. Current doctoral

students of study domain Mathematics reported no problems but were aware of some situations where assistance was needed. Alumni were aware of several dropouts, all for expected reasons (insufficient interest and necessity to work).

Aspects that constitute best practice examples

Continuous monitoring and frequent meetings with mentors and other students and opportunities to travel create a stimulating research atmosphere and enables personal and professional development.

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)

At the UB, for students on undergraduate and postgraduate programmes, the resources required for the learning process (teaching materials) are primarily provided by course lecturers via the UB Moodle platform, or through access to the branches of the 'Carol I' Central University Library (BCUB) located in various faculties. The resources required for the smooth running of practical activities (laboratory equipment and consumables) are provided through the UB's annual procurement plan.

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

For PhD students it is essential to ensure access to recent specialist literature and modern research infrastructure, as well as to stimulate creativity through participation in scientific debates within a competitive academic environment. Since 2013, UB has implemented services that provide all students, including PhD students, with access to electronic scientific resources relevant to each of the fields of doctoral study they are pursuing. Through the ANELIS Plus programme, PhD students benefit from free access to academic databases essential for conducting research. The databases can be accessed directly from any computer within UB, or via permanent mobile access from computers outside UB. Recently, access to the electronic resources to which the UB subscribes has increased significantly and is now possible using mobile phones. From the complete list of electronic resources to which UB currently subscribes via the following databases are of major interest to the field of Mathematics: Nature Journals, American Physical Society, ScienceDirect Freedom Collection–Elsevier, SpringerLink Journals, Wiley Journals, Institute of Physics Journals. Free electronic access to the above-mentioned databases is also

available from the computers in the Faculty of Mathematics Library. Many of UB's PhD students in Mathematics are employed on research contracts at UB/FMCS and thus have direct access to the institution's research infrastructure. The FMCS frequently organizes seminars and debates to which leading figures in scientific research are invited, including those from prestigious universities and institutions abroad. In this way, PhD students at the FMCS have the opportunity to stay continuously informed about the latest discoveries in the field of Mathematics. The FMCS and the UB, through different sections of ICUB, organize lectures of interest to PhD students at the DSM and the ISDS, respectively, and organize interdisciplinary guest lectures. Such scientific events are publicized on relevant websites, but the announcements are not easy to find. Free access to resources and services designed to support the learning process for students with special educational needs/disabilities, including PhD students, is facilitated through the use of assistive technologies and social support services aimed at the integration and adaptation of students in vulnerable situations (disabilities or chronic illnesses, at risk of dropping out, from disadvantaged backgrounds, of different nationalities or ethnicities, with social integration issues, belonging to the LGBTQIA2S+ community, or facing various addictions) into the university environment, provided by the Inclusion, Equity and Diversity Service, as well as psychological and educational assessment, assistance and counselling, provided by the Psychological and Educational Assistance and Intervention Clinic, and psychological and aptitude assessment and counselling services, provided by the Career Counselling and Guidance Department. The students present at the interview did not use the above-mentioned services but were aware of rare situations where the services were needed and welcome.

Aspects that constitute best practice examples

Students of the Doctoral study domain Mathematics reported complete satisfaction with access to adequate resources and support services.

Recommendations

Recommendation is to increase the visibility of the seminars on the internet.

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)

Learning outcomes are consistent with the topics covered by each doctoral course offered within the DSM, see the course descriptions associated with each subject/activity in the Curricula. The learning outcomes consist of the acquisition and understanding of the advanced mathematical concepts and theories taught, the corresponding modern techniques, as well as the identification of current research directions in the field.

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 support the understanding of the expectations of all participants in the educational process regarding the content of the subjects in the training programme based on advanced university studies and the activities set out in the scientific research programme. Although it is hard to define comprehensive learning outcomes for each course at the high educational level of doctoral studies, the individual description of courses should be more elaborate. The expected learning outcomes are well aligned with the skills required by the main employers of the graduates of the Study program as evidenced by interviews with employers. See also the indicator I.P.B.2.1.2.

Aspects that constitute best practice examples

The adequacy of learning outcomes is demonstrated by the impressive list of publications of doctoral students and the successful employment of graduates in Romania and abroad, as evidenced by interviews with members of doctoral school, employers of graduates and information available on the internet.

Recommendations

Publish more comprehensive descriptions of learning outcomes for offered courses. Maintain the list of former graduates and their past and current employment.

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 generic curriculum for the study program approved by the Rector, the Dean, and the Director of the Doctoral School is provided on the web. The detailed curriculum for each individual student, which includes the courses and the specific dates for reports and other activities, is approved by the committee assigned to that student. The disciplines of the first semester are evaluated by examination by the holders of the disciplines, according to the requirements announced at the beginning of the semester. The exams set in the second semester certify whether the objectives pursued have been achieved. The evaluation of the activity carried out by doctoral students in years 2-4 is done both through grades assigned to the papers and through the evaluations at the end of each year. The exception is the final semester, which is dedicated to disseminating the research activity within the doctoral thesis through the presentation of a paper at a scientific event. In accordance with the Procedure for the completion of doctoral studies at the level of the University of Bucharest, the public defense of the doctoral thesis is preceded by an analysis of the similarity report, carried out using software such as Turnitin and SistemAntiplagiat, which is also available to students.

The members of the guidance committee actively participate in the evaluation process. The thesis is presented, scientifically verified, and discussed in a group of specialists that include members of the guidance committee and only after obtaining approval can it be submitted for defense.

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

There is a continuous process of evaluating the progress made by doctoral students both in the process of accumulating knowledge and in the process of writing original results. There are also permanent discussions held by doctoral supervisors with the coordinated students and annual evaluations, in which all members of the guidance committee participate.

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)

At UB, admission to doctoral studies is carried out through a competition, according to an admission methodology developed annually, for each admission session. The methodology is approved by the University Senate and published on the doctoral studies website alongside other relevant information regarding application fees, tuition fees, or the required language proficiency certificates.

Regulations regarding the organization and conduct of the admission competition for doctoral studies – Doctoral School of Mathematics (in Romanian) set out the way the admission competition is to be organised and conducted. The doctoral admission competition consists of an oral examination, and each candidate will briefly present their proposed research topic and will be examined on a list of 10 topics submitted at the time of registration. In special cases, the doctoral admission examination may be conducted via videoconference. The PhD admission examination consists of a brief presentation of the proposed research topic and an oral examination on the list of 10 topics submitted at the time of registration. The DSM Admission Regulations explicitly specify the criteria used to assess and rank the candidates.

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

The admission methodology includes the conditions for registering candidates, the necessary documents and the registration method, the manner of conducting the competition (specialty exam with one or more tests specific to the doctoral field), information regarding the establishment of admission committees, the scoring method and the calculation of the admission average, the admission criteria, as well as the criteria

for ranking and awarding places financed from the budget and doctoral scholarships, the admission calendar and is published at UB website. The information about admission, including that about mentors and vacant positions for scholarships, is available on the website of the DSM. The positions are described in Romanian.

Recommendations: Publish the above Regulations and vacant positions in English, as well.

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)

Both UB and DSM actively promote equal opportunities and fair access to the admissions process. Applications are open to all candidates who meet the conditions set out in the legislation in force and in UB's Regulations on Admission to Doctoral Studies. To ensure access for vulnerable groups or those at social and educational risk, UB allocates special places for Roma candidates and for ethnic Romanians holding citizenship other than Romanian, implementing concrete measures to include candidates with special educational needs and people with disabilities. UB's Gender Equality Plan includes concrete measures, indicators, resources and implementation deadlines, with monitoring and future review, and promotes an inclusive and equitable institutional culture.

The specialty exam for admission to the doctoral program assesses the research capacity, theoretical skills, and motivation of the candidates.

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 selection criteria for doctoral students at DSM are clear and objective, respecting the principles of fairness and equal opportunities The admission process is organized in such a way as to facilitate the participation of all candidates, including those with special educational needs. The facilities offered by UB for candidates with disabilities and/or special educational needs are clearly formulated and published on UB website. In special cases, when the physical presence of candidates is not possible (therefore, including for candidates with disabilities), the doctoral admission methodology provides for the possibility of organizing the specialty exam online. Another facility refers to the exemption from paying the registration fee of persons at risk of losing the ability to meet their daily living needs due to situations of illness, disability, or poverty.

Aspects that constitute best practice examples

UB is recognized for promoting gender equality, having been ranked 3rd globally according to the latest Times Higher Education study.

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)

The Regulation on the professional activity of students includes a set of rules regarding the organization, conduct and completion of studies at UB.

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 Mathematics Doctoral School at UB has a well-established system of regulations regarding the conduct of all activities related to the doctoral program. These regulations, which are debated by the Senate, are periodically reviewed. The Regulation at UB includes distinct sections regarding the organization of the educational process, the transferable credit system, student enrollment and expulsion, student attendance and assessment of skills, interruption of studies, student academic mobility, completion of studies, rewards and sanctions.

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)

UB's internationalization strategy has as its general objective the increase of the university's internationalization level at all study cycles, including the doctorate.

The UB's internationalisation strategy at the level of doctoral studies is implemented by the CDS and the doctoral schools through the joint efforts of several departments and directorates within the UB. In particularl, the support is given by the Directorate of International Relations (through the Erasmus Service

and the International Cooperation and International Students Service). The support is based both on the mobility of members of the academic community and on the internationalisation of the curriculum, study programmes and administrative aspects. Specifically, the steps taken to implement this strategy involve the following:

- The international promotion of doctoral programmes/curricula and the recruitment of international students, is facilitated by providing information in English on the university's website, producing promotional materials, and participating in fairs and conferences. In particular, the UB website has developed a section dedicated to the admission of international students, which contains information regarding the admission procedure for all levels of university study, including doctoral programmes. The ISDS-UB website also has an English version containing the relevant information, whilst the ISDS website is entirely in English and includes all the information required by international applicants to attend the admission interview, the range of subjects offered in the study programmes, as well as the administrative support provided to PhD students. *However, no candidates who had completed a Master's degree at overseas educational institutions applied for admission to doctoral studies in Mathematics for the 2021–2025 period.*
- The internationalisation of the curricula is achieved by organising courses in internationally recognised languages. Within the DSM, doctoral courses may be taught in English if needed. Within the Institute of Doctoral Studies (IDS), all courses are taught in English.
- Furthermore, with a view to strengthening the internationalisation of doctoral studies, UB Senate approved the Resolution for the implementation of the Doctor Europaeus/Europaea route at the University of Bucharest.
- Another important component of the strategy for the internationalisation of doctoral studies is the encouragement of writing doctoral theses in English. The Doctoral Studies Contract, concluded between the University of Bucharest and the doctoral student, provides for the possibility of writing and defending the doctoral thesis in English, and the DSM encourages this. In particular, between 2021 and 2025, 8 out of the 9 doctoral theses defended at the DSM were written in English. At ISDS, all doctoral theses are written and defended in English, but between 2021 and 2025, no theses were defended in the field of Mathematics.
- UB is constantly seeking to increase the number of partner institutions with which it can enter into collaboration agreements in the fields of academic and research activities, such as bilateral agreements or participation in international networks. The DSM is making efforts to attract international candidates to the PhD admission process in the field of Mathematics.
- An important step towards establishing international partnerships is developing collaboration with international experts, including by inviting them to deliver courses, lectures or conferences, or to participate in debates at the UB. In addition to such actions, which were mentioned previously in relation to indicator I.P.B.3.1.2, the FMCS encourages collaboration with international experts. This includes inviting them to serve as members of the committees for the public defence of doctoral students' theses.
- Involvement in international projects alongside other European universities: one such project in which UB is involved, alongside 10 other European universities, is CIVIS, offering doctoral students the opportunity to access CIVIS mobility schemes.
- Encouraging transnational research/connecting research at UB to the global network through the participation of PhD supervisors and doctoral students in international research projects. PhD supervisors within the DS who are part of such international collaboration networks have the opportunity to address research topics of global relevance and to encourage the PhD students they supervise to carry out their research within international

teams. This is demonstrated by the *impressive list of publications of PhD students for the period 2021–2025*.

- Improving the efficiency of administrative support, including in languages of international circulation, by issuing (for example) documents in English. This measure is implemented specifically within the ISDS.
- From a financial perspective, the UB's internationalisation strategy is governed by the Methodology on encouraging excellence in the research activities of doctoral students, from which doctoral students at the DSM also benefit. This Methodology, which is also published on the DSM website, provides for the granting of financial support, specifying the maximum amount thereof, for various types of mobility such as: (i) a maximum of 5 trips to attend national and international scientific events; (ii) undertaking documentation/research/doctoral preparation placements lasting longer than 2 weeks; (iii) undertaking international mobility placements of the Erasmus+, DAAD or Fulbright type; (iv) international mobility grants for doctoral students in international co-supervision; (v) travel by the doctoral student to the foreign institution from which a member of the supervisory or doctoral committee originates, where applicable; (vi) mobility grants for documentation/research/training placements abroad, at universities or research institutes within the European Union, with a total duration of at least 3 months for PhD students enrolled on the European Doctorate pathway. Regarding the doctoral students at the DSM, 7 of them undertook a total of 10 short mobility placements between 2021 and 2025 (Annex 8), *see also I.P.B.3.1.2.*

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

UB carries out various international programs and projects and has concluded collaboration agreements (framework agreements, ERASMUS+ and CEEPUS) with various partner institutions from many countries. At the level of DSM at UB, the ERASMUS+ program represents an important pillar in the internationalization strategy. Currently, updated inter-institutional agreements are active, including the 3rd cycle of doctoral studies, concluded through this program between UB and an important number of universities from EU member states and associated countries (program K103), respectively partner (third) countries (program K107). The Faculty of Mathematics and Informatics has constantly organized international conferences attended by a large number of specialists in different fields of Mathematics. Doctoral students had the opportunity to participate in these conferences /summer schools and get in touch with current research topics. The UB allocates funds for their organization. PhD students in the field of Mathematics have carried out short international mobilities (visits to conferences and workshops or schools), sponsored by the UB. There is a rather small number of longer visits of couple of months financed through international sources.

Recommendations

Besides giving information on doctoral studies, information should be given of successes of alumni. The recommendation is to increase the presence of all activities on the web, especially in English. The recommendation is to increase the number of longer scientific visits both outgoing and incoming.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

Learning based on scientific inquiry is the core component of the Scientific Research Program at the School of Mathematics, as outlined in the Curriculum. The program requires, beginning in the first year of doctoral studies, the preparation and defense of semester-long scientific papers/reports, linked to research activities and the preparation of scientific papers. The learning outcomes formulated for each specialized course are explicitly focused on scientific research 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

The documents analyzed show that scientific research is not only mandated by regulations but also operationalized and verifiable: The curriculum establishes a mechanism for the periodic assessment of research competencies - semester papers and reports, which are mandatory starting in the first year - and learning outcomes in specialized disciplines are geared toward developing the ability to conduct independent research. There is, therefore, alignment between the curriculum design and the program's stated objectives. The effectiveness of this design is confirmed by measurable results: validation by CNATDCU of all theses defended between 2021 and 2025, with grades predominantly *Very Good* and *Excellent*; institutional recognition through the UB Senate's Annual Award (2023); and the consistent placement of graduates and doctoral students in teaching and research positions, which attests to the transfer of learning outcomes into professional practice.

Aspects that constitute best practice examples

Continuous monitoring of research-based training, from admission to the program through to professional integration.

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 University of Bucharest is committed to producing scientific results and increasing the visibility of those results. Through the work of its doctoral advisors and doctoral students, the Doctoral School of Mathematics (ȘDM) makes a substantial contribution to the visibility of the University of Bucharest in the field of mathematics, both nationally and internationally.

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

Through the work of its doctoral advisors and doctoral students, the Doctoral School of Mathematics (ȘDM) supports the University of Bucharest's national and international visibility in the field of mathematics: between 2021 and 2025, doctoral advisors were (co)authors of 170 Web of Science-indexed publications and participated in international conferences, and the doctoral students' achievements are evidenced by the publications in which they are (co)authors.

Aspects that constitute best practice examples

The sustained scientific productivity of the faculty of doctoral advisors, which is consistently recognized internationally, and the effective integration of doctoral students into the research activities of their advisors.

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)

UB's commitment to the continuous improvement of educational services, research, and administrative activities, in line with international standards, is formalized through a Quality Assurance Strategy. The body responsible is the Commission for Evaluation and Quality Assurance (CEAC-UB), which operates in accordance with the Regulations approved by the UB Senate and prepares an annual evaluation report - approved by the Senate and made public - based on the faculties' self-evaluation reports and focusing on: strategic and operational quality planning tools; periodic evaluation of teaching, research, teaching support, and administrative staff; adherence to academic ethics; sustainability and social responsibility; and transparency of information of public interest. Executive support is provided by the Quality Management

Department (DMC), which advises the CEAC-UB and the faculty-level committees through two services: the Institutional Sustainability Service (internal/managerial control, data collection and analysis for sustainability reports) and the Curriculum Development Service (authorization, accreditation, and periodic evaluation of bachelor's and master's programs).
At the FMI level, the Annual Self-Evaluation Report is prepared by CEAC-F and approved by the Faculty Council. CEAC-F collaborates with department councils on evaluations based on quality criteria and on establishing improvement measures. The quality of teaching and research staff's work is analyzed through a three-part mechanism outlined in the Evaluation Methodology: periodic evaluation by department leadership, peer review, and semester-based evaluation by students. The report includes an action plan submitted for approval by the Faculty Council.

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 doctoral level, the CSUD and the doctoral school councils are responsible for quality management. Monitoring is conducted at the institutional level through the CEAC-UB Annual Report, which includes data and analyses regarding the organization of doctoral studies, and periodically - at least once every five years - through the internal evaluation report prepared by the CSUD for all doctoral schools. Both the reports of the doctoral schools and the CSUD's summary report conclude with proposals for improvement accompanied by action plans, the implementation of which is monitored at the level of each doctoral school and centralized by the CSUD.

Aspects that constitute best practice examples

Quality assurance mechanisms are effective and functioning, both at the university level and at the doctoral school 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)

Academic staff, doctoral students and other relevant stakeholders participate in quality assurance activities through institutional consultation mechanisms, evaluations and periodic reviews of regulations and procedures. This stakeholder involvement contributes to transparency and supports the continuous enhancement of doctoral education. The institutional governance framework appears to be appropriately embedded and functional. At institutional level, UB students are represented in all governing structures in the numbers or proportions required by law and contribute to quality assurance by providing information, taking part in surveys and focus groups, participating in the drafting of self-evaluation reports, and serving as members of the responsible decision-making bodies.

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

In the case of the evaluated doctoral programme, all interested parties are consulted whenever procedures governing the conduct of university studies - doctoral studies included - are drafted, implemented or revised. Faculty members and students alike take part in these processes: students are represented in CEAC-F, in the ŞDM Council, in the FMI Council and in the UB Senate, participating directly in the decisions taken by these bodies. Two doctoral student representatives sit on the ŞDM Council and take part in all its decisions, and a further representative sits on the FMI Council. The close institutional ties between FMI and the Institute of Mathematics of the Romanian Academy (IMAR), respectively the "Gheorghe Mihoc – Caius Iacob" Institute of Mathematical Statistics and Applied Mathematics (ISMMA-AR), make the interaction between the Faculty/ŞDM and employers and graduates effectively continuous, so that their views feed into academic decisions and into the periodic updating of curricula and course syllabi at all study levels, including the doctoral one. At ŞDM level, doctoral students contribute to the quality of the educational process through annual surveys measuring their satisfaction with the organisation and conduct of the doctoral programme in Mathematics, as well as through feedback on the form and content of the School's web page.

Aspects that constitute best practice examples

Active stakeholder participation is encouraged.

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)

To establish a culture of academic ethics and professional conduct, UB has adopted a Code of Ethics, which establishes the applicable standards, the responsibilities of the Ethics Committee - the body responsible at the university level - and the sanctions applicable in the event of noncompliance. The Commission operates under its own regulations approved by the UB Senate, has a representative at each faculty, and publishes its annual activity reports. The UB Ethics Committee operates independently; its members are appointed by a decision of the Rector, validated by the Board of Trustees and the UB Senate. The regulatory documents that form the basis of its work - the University Charter, the Code of Ethics, and its own regulations - are drafted in accordance with current legislation.

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

The university has established regulations, procedures and institutional structures dedicated to academic ethics and integrity. Plagiarism prevention, ethics training and similarity verification are all part of doctoral education and thesis evaluation. The Ethics Committee's annual report also includes the activities of the Research Ethics Subcommittee (CEC), which is responsible for evaluating, approving, and monitoring, from an ethical perspective, the research conducted within the academic community of the University of Bucharest; this body operates in accordance with its own regulations. The CEC's decisions cannot be overturned by any administrative or academic body of the University.
In addition, the Center for Action, Resources, and Training for Academic Integrity (CARFIA) is tasked with raising awareness of academic integrity issues and preventing academic fraud through the consistent implementation, at the faculty level, of practices specific to this field. During the meeting with members of the ethics committee, it was noted that there were no cases of violations of the code of ethics within the Mathematics doctoral programme during the period under review.

Aspects that constitute best practice examples

A constant commitment to applying and upholding the principles of academic and research ethics through the Centre for Action, Resources and Training for Academic Integrity (CARFIA).

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 continuous monitoring and periodic evaluation of study programs, regardless of the level of study, are part of the quality assurance policy at the University of Bucharest (UB). The procedures for initiating, revising, and approving bachelor's and master's degree programs are governed by the Regulations on the Initiation, Approval, Monitoring, and Evaluation of Study Programs. Each faculty has a Quality Assurance and Evaluation Committee (CEAC-F), which adopts the objectives of the CEAC-UB and supplements them with objectives specific to its own fields and the faculty's strategy; Its membership includes faculty members, students, representatives of employers and alumni, as well as senior administrative staff. Faculties are encouraged to adapt the framework documents to their specific needs and to develop their own tools for improving outcomes, as well as to exchange best practices through peer reviews. In addition, both at the faculty and institutional levels, comparative analyses are conducted with other faculties and

universities in the country and abroad, which serve as the basis for setting short-, medium-, and long-term objectives.

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

At the IMF, programs are initiated and revised upon the recommendation of the Faculty Council, based on an analysis of labor market needs, the alignment of the targeted occupations with the national and European qualifications frameworks, and comparisons with similar programs in Romania and abroad. Periodic monitoring is the responsibility of CEAC-F and the program coordinators, through self-assessment reports. The monitoring of doctoral programs is carried out by the CSUD through periodic internal evaluation reports.

Aspects that constitute best practice examples

Continuous monitoring and implementation of quality assurance procedures at both the institutional level and the level of the faculties and doctoral schools.

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 procedures for initiating, monitoring, and periodically reviewing study programs and fields of study, as well as the activities carried out at UB, involve faculty and researchers, students, employers, and other stakeholders alike. Based on these consultations and the supporting evidence, and with the approval of the Senate, UB continuously develops and updates its educational offerings at all levels of study.

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 quality assurance process benefits from the participation of a wide range of institutions, which supports transparency and shared responsibility for enhancing quality. Members of the academic community are involved in implementing quality assurance procedures through institutional committees, periodic evaluations and consultative activities.

Aspects that constitute best practice examples

The inclusive and well-documented nature of the quality assurance processes: systematic consultation with faculty, students, employers, and alumni; student representation in all decision-making bodies; and the

traceable incorporation of feedback into decisions regarding the educational offerings, as approved by the UB Senate.

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)

In accordance with current legislation and the University Charter, UB has developed a unified evaluation framework through the Framework Methodology for Evaluating the Individual Professional Performance of Teaching and Research Staff, approved by the Senate on December 15, 2021, and implemented beginning with the 2022–2023 academic year. The document aims to ensure that teaching and research staff meet high standards of teaching and research, develop effective and modern academic management skills, and act as active contributors to society. In accordance with legal provisions, the evaluation comprises four components: self-evaluation, evaluation by management, peer review, and student evaluation.

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

The university collects and analyses student feedback on teaching activities using established evaluation procedures. These results contribute to improving academic quality and informing institutional decisions. Student evaluations are systematically integrated into the quality assurance process, providing useful evidence for the continuous enhancement of educational activities.

Aspects that constitute best practice examples

The results of evaluations are used to improve quality.

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 digitization process at the University of Bucharest is evident at all levels - teaching, research, and administration. UB has IT systems dedicated to the systematic collection and analysis of data on teaching, research, career placement, and learning outcomes. The FOCUS database enables the centralization of faculty research results and the generation of reports required for internal and external evaluations. The integrated UMS system, currently known as MOPAS, manages student records—including those of doctoral students—as well as academic performance and coursework, enabling the generation of statistical reports and the tracking of educational progress. Administrative activities are supported by the EMSYS system, which includes modules for accounting, finance, cashier services, fixed assets, dormitories, scholarships, and general administration.

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 Statistics, Monitoring, and Evaluation Service periodically conducts sociological studies and compiles statistical reports on the evaluation of educational services by students and faculty, including reports on graduates' entry into the labor market and their career paths. The Service also manages databases containing indicators related to scientific research outcomes and other aspects characterizing the academic community. For doctoral students, the CSUD has made available an electronic platform for collecting data on publications in which they are (co)authors and their participation in conferences. At the doctoral school level, information regarding the knowledge, skills, competencies, responsibility, and autonomy acquired through the doctoral program is collected via a dedicated questionnaire (Appendix 7), which identifies doctoral students' needs and their level of satisfaction with the program.

Aspects that constitute best practice examples

Dedicated information systems provide a continuous evidence base for internal and external evaluations.

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)

The Doctoral Domain of Mathematics uses its official website (https://fmi.unibuc.ro/scoli-doctorale/) as the primary platform for disseminating publicly accessible information. Serving as a centralised repository, the website covers the entire doctoral student lifecycle - from admission and academic pathways (curricula

and regulations) to thesis defense and postdoctoral development. Transparency is ensured through the regular publication of annual reports and statistical data, which supports open and accessible communication with all relevant stakeholders.

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 and relevant, and it contributes to institutional transparency. The published documentation provides adequate support for prospective and current doctoral students. The university publishes information on doctoral education, regulations, admission procedures, academic activities and quality assurance via official channels.

Aspects that constitute best practice examples

Increase accessibility by launching the website in a widely used international language, such as English.

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)

Transparency of information is an important condition for the implementation of quality assurance policies. At UB, decisions, documents, procedures, and regulations are discussed and published with the aim of involving and empowering the entire academic community; in particular, the decisions of the Senate and the Board of Trustees are made public on the websites of these bodies. The UB website meets international standards in this regard.

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 that affect doctoral education are communicated through official institutional channels. The governance framework promotes transparent decision-making and institutional accountability. Evidence confirms the consistent implementation of established procedures.

Aspects that constitute best practice examples

All decisions, regulations and procedures are debated and published online, ensuring that the entire academic community has access to the information underpinning institutional decision-making.

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)

The Doctoral School of Mathematics ensures the systematic implementation of external quality assurance processes by providing administrative support to the Quality Evaluation and Assurance Commission (CEAC). This support facilitates the planning and coordination of evaluation activities, as well as the preparation of the documentation required for external reviews. The consistency of the quality assurance system is reflected in the institution's successive external evaluation procedures:

- The University of Bucharest was awarded the 'High degree of confidence' qualification by the ARACIS Council on 30 June 2021 and 'Maintenance of accreditation as an IOSUD' by the ARACIS Council on 28 December 2021.
- Doctoral field evaluation: the Mathematics doctoral programme was externally evaluated in 2021. The field was granted *Maintenance of accreditation* by ARACIS Council Decision no. 137/28.12.2021.
- Monitoring and follow-up: the recommendations issued on that occasion were addressed between 2021 and 2024, and documented in a progress report submitted to ARACIS. ARACIS Council Decision no. 193/H/07.08.2025 noted that four recommendations had been partially implemented and five remained unimplemented. This defines the priority areas for the current improvement plan.

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

The university actively participates in external quality assurance procedures and has implemented the recommendations resulting from previous ARACIS evaluations of the mathematics doctoral programme. Evidence indicates the university's ongoing commitment to monitoring compliance with quality standards.

Recommendations: N/A

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS	Weaknesses:
Coverage of the most of key sub-fields in Mathematics by		Lack of PhD supervisors for certain subfields of great

members of the Doctoral School The long-standing and excellent tradition of research activity carried out at the FMCS of UB Collaboration with the 'Simion Stoilow' Institute of Mathematics of the Romanian Academy (IMAR)		importance in Mathematics, e.g. Number Theory The small number of government-funded PhD positions Lack of international PhD students The small number of PhDs under national or international joint supervision
SWOT analysis		
Opportunities: Individual research collaborations of doctoral school members with renowned researchers from prestigious institutes and universities abroad High potential of doctoral supervisors for attracting international students	 EXTERNAL FACTORS	**Threats:** Unpredictable and inconsistent legislation, with numerous changes regarding doctoral studies Demographic decreasing trend, coupled with the continued low interest among young people in the exact sciences in general, and in Mathematics in particular, with effect on the reduction in the number of doctoral students in the near future

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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
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	To increase the international visibility of the doctoral study program, the details about curricular activities and descriptions of courses should be published in Romanian and English and be clearly visible on the web. The high-quality program deserves more promotion.
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	Reverse negative trend of restricting employment of graduates at the institutes.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Try to attract more students, from Romania or abroad to this high-quality program.
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	This good practice should be continued and enhanced by prolonging the visit periods and increasing support.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	Publish more comprehensive descriptions of learning outcomes for offered courses. Maintain the list of former graduates and their past and current employment.
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	Recommendation is to increase the visibility of the seminars on the internet.
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	Publish more comprehensive descriptions of learning outcomes for offered courses. Maintain the list of former graduates and their past and current employment.
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	Publish the above Regulations and vacant positions in English, as well.
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	Besides giving information on doctoral studies, information should be given of successes of alumni. The recommendation is to increase the presence of all activities on the web, especially in English. The recommendation is to increase the number of longer scientific visits both outgoing and incoming.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
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 University of Bucharest.

VII. Annexes

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

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Ziua întâi / *Day no. 1* Miercuri / *Wednesday*, 16.09.2026			
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 210/Politehnica Business Tower (PBT) / **Room 210/ PBT**
Ziua a doua / *Day no. 2* Joi / *Thursday*, 17.09.2026			
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 210/PBT / **Room 210/PBT**
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 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting – HIBRID**: - Prof. univ. dr. V. B. – director C.S.U.D./ [Director of the D.C.D.S.] - Conf. univ. dr. C. G. – decanul F.M.I./ [Dean of the F.M.C.S./ Associate Professor] - Prof. univ. dr. L. M. – director Ş.D./ [Director of the D.S./ Professor] - Prof. univ. dr. L. O. (**online**) – membru C.S.D./ [Member of the D.S.C./ Professor]

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
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 with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. L. M. – director Ș.D./ [Director of the D.S./ Professor]
10:45- 11:15	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	
11:15- 12:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala 210/PBT / **Room 210/PBT**
12:00- 13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. M. A. – membru C.Ș.D./ [Member of the D.S.C./ Professor] - Prof. univ. dr. D. B. – membru Ș.D./ [Member of the D.S./ Professor]

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			- Prof. univ. dr. S. D. – membru Ș.D./ [Member of the D.S./ Professor] - Prof. univ. dr. L. M. – director Ș.D./ [Director of the D.S./ Professor] - Prof. univ. dr. I. P. – membru Ș.D./ [Member of the D.S./ Professor] - Prof. univ. dr. M. V. – membru Ș.D./ [Member of the D.S./ Professor]
13:00-14:00	Pauză de prânz / *Lunch*		
14:00-14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Conf. univ. dr. E. O. – reprezentant CEAC-UB/ [CEAC-UB representative] - Dna Gabriela N.-B. – reprezentant DMC/ [DMC representative]
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 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. L. B. – director IMAR/ [Professor – Director of IMAR] - C.S. II dr. S. I. – director ISMMAR/ [Senior Researcher II – Director of ISMMAR]

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
15:30-16:20	Pauză/ *Break*		
16:20-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[2] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - A.-M. Ș. – anul 1/ 1st year - A.-V. C. – anul 2/ 2nd year - N. D. – anul 3/ 3rd year - D. P. – anul 3/ 3rd year - A.-V. M. – anul 4/ 4th year - C.-D. S. – anul 4/ 4th year
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 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting – HIBRID**: - Dr. A. G. (**online**) – an absolvire/ graduation year: 2001 - Dr. M. B. – an absolvire/ graduation year: 2023 - Dr. H. C. (**online**) – an absolvire/ graduation year: 2024 - Dr. M. P. (**online**) – an absolvire/ graduation year: 2024

[2] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.
[3] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[4] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat
[5] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
18:10-19:00	**Întâlnirea tehnică** a comisiei de experţi 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 experţi evaluatori ai ARACIS/ *Panel members*	Sala 210/PBT / **Room 210/PBT**
Ziua a 3-a / *Day no. 3* Vineri / *Friday*, 18.09.2026			
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 210/PBT / **Room 210/PBT**
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 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. L. M. – director C.C.M.M.C/ [Director of the R.C. for Continuum Mechanics/ Professor] - Conf. univ. dr. M. S. – director C.C.G.T.A./ [Director of the R.C. for Geometry, Topology and Algebra/ Associate Professor]
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*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. F. L. – membru al Comisiei

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
		- Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	de etică universitară/ [Member of the University Ethics Committee/ Professor]
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 evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de 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 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. V. B. – director C.S.U.D./ [Director of the D.C.D.S.] - Prof. univ. dr. L. M. – director Ş.D./ [Director of the D.S.]
13:00-14:00	Pauză de prânz / *Lunch*		
14:30-15:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[6]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person /*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii / reprezentanţi ai CEAC / reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures*	Sala 210/PBT / **Room 210/PBT** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. L. M. – director Ş.D./ [Director of the D.S.] - Conf. univ. dr. E. O. – reprezentant CEAC-UB/ [CEAC-UB representative] - Dna G. N.-B. – reprezentant DMC/ [DMC representative]

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	representatives of the CEAC / representatives of quality assurance organisational structures	- Persoana de contact/ *Contact person*	