



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

Higher Education Institution/Education Provider Organization:	ȘTEFAN CEL MARE UNIVERSITY OF SUCEAVA
Doctoral School:	DOCTORAL SCHOOL OF APPLIED SCIENCES AND ENGINEERING
Doctoral Domain:	ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGIES
The objective of the external evaluation:	MAINTAINING THE ACCREDITATION



Members of the ARACIS Evaluation Panel

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I. Introduction

This external evaluation report was prepared for the periodic evaluation of the doctoral university studies field of Electronic Engineering, Telecommunications and Information Technology at the Ștefan cel Mare University of Suceava, during the period of June 8 – 9, 2026, by a visiting team composed of coordinator Prof. Tărniceriu Daniela, PhD, Eng. - Gheorghe Asachi Technical University of Iași, international evaluator Prof. Latinovic Tihomir, PhD - University of Banja Luka, and PhD student Răcăreanu Alexandra Bianca - National University of Science and Technology Politehnica Bucharest.

Starting with 1963, the Ștefan cel Mare University of Suceava has gone through four stages of institutional development, namely: 1963-1975: the Pedagogical Institute stage; 1976-1984: the mixed Higher Education Institute stage, both pedagogical and technical; 1984-1989: the Institute of Sub-engineers stage; from 1990 to the present: the "Ștefan cel Mare" University of Suceava (USV) stage. The university status was granted by the Romanian Government Decision no. 225 of March 7, 1990, establishing the Ștefan cel Mare University of Suceava as a public institution, integrated into the national higher education system.

Currently, USV is a comprehensive university with a mixed structure, offering study programs in all fundamental fields: mathematics and natural sciences, engineering sciences, biological and biomedical sciences, social sciences, humanities and arts, sports science and physical education, organized into 11 faculties.

USV is a public higher education institution whose mission is to promote and support the creation and dissemination of knowledge through education and continuous training activities, research and innovation, human development, and entrepreneurship at national and international standards. The USV management assumes the mission of education and scientific research, in which the entire academic community participates.

The management and governing bodies at the level of collectives, departments, faculties, and the university correspond to the structures defined by the Higher Education Law no. 199/2023, established by the USV Charter and by decisions of the university management from the Board of Directors and the University Senate.

USV has systematically and in accordance with legal provisions undergone the procedures for the external evaluation of education quality, in order to ensure compliance with the specific standards and indicators established by ARACIS. USV was evaluated by ARACIS at the institutional level in 2008, 2013, 2019, and 2024, receiving the rating of High Degree of Confidence.

The Doctoral School of Applied and Engineering Sciences is an organizational and administrative structure established within the Organizing Institution of University Doctoral Studies (IOSUD), which operates within the Ștefan cel Mare University of Suceava. IOSUD-USV was established in 2005 within the higher education institution Ștefan cel Mare University of Suceava.

Starting in 2012, based on the USV Senate Decision no. 68 of 15.05.2012, two Doctoral Schools were established:

1. The Doctoral School of Applied and Engineering Sciences;
2. The Doctoral School of Socio-Human Sciences.

The Council of the Doctoral School of Applied and Engineering Sciences consists of the director of the doctoral school, one teaching staff member acting as a PhD supervisor (elected by the vote of the PhD supervisors), and one PhD student (elected by the vote of the PhD students in the doctoral school).

The mission of Doctoral School consists of training intellectually autonomous researchers and preparing highly academic specialists in the fields of applied and engineering sciences by developing high-performance doctoral research programs.

The Doctoral School is led by the doctoral school council and the doctoral school director, and the organization and functioning of the doctoral school are based on the Regulation on the organization and functioning of the Doctoral School of Applied and Engineering Sciences.

The Doctoral School comprises seven accredited doctoral fields: Computers and Information Technology; Geography; Food Engineering; Electrical Engineering; Electronic Engineering, Telecommunications and Information Technologies; Mechanical Engineering, and Forestry. Each of these doctoral university study fields includes at least 3 PhD supervisors, according to the legislation in force, and the 7 fields include a total of 34 teaching staff members acting as PhD supervisors.

The doctoral university studies field of Electronic Engineering, Telecommunications and Information Technologies was established in 2000 within USV, decision no. 3775 O.M., and aims to train highly qualified specialists capable of contributing to scientific progress, technological innovation, and increasing the competitiveness of the telecommunications and information technologies sector.

Currently, in the field of Electronic Engineering, Telecommunications and Information Technologies, there are four tenured teaching staff members and 18 PhD students involved.

The Doctoral School of Applied and Engineering Sciences, which includes the doctoral university studies field of Electronic Engineering, Telecommunications and Information Technologies, full-time/part-time learning, obtained the Maintenance of Accreditation at the last periodic evaluation in 2021, approved by the ARACIS Council in the meeting of 16.12.2021.

The normative acts underlying the external evaluation report are the National Education Law no. 199/2023, with subsequent amendments and additions, the Romanian Government Decision no. 962/2024 regarding the establishment of the Methodology for the evaluation of doctoral university studies and the systems of standard criteria and performance indicators used in the evaluation.

Methods used

Methods and tools used in the external evaluation process, before and during the evaluation visit:

- **Analysis of the Internal Evaluation Report (IER)** of the evaluated doctoral university studies field and its annexes;
- **Analysis of the documents provided by IOSUD** in physical format during the evaluation visit;
- **Analysis of the documents, data, and information available** in electronic format on the IOSUD/Doctoral School website;
- **Site visits to the institution's facilities**, including: lecture halls, laboratories, and research centers;
- **Meeting/discussions with PhD students** from the evaluated doctoral university studies field (the meeting was held according to the schedule, with 8 PhD students participating from different years of study);
- **Meeting/discussions with graduates** of the evaluated doctoral university studies field (the meeting was held according to the schedule, with 9 graduates participating);
- **Meeting/discussions with employers of graduates** from the evaluated doctoral university studies field (the meeting was held according to the schedule, with 4 employers participating);
- **Meeting/discussions with the management of the Doctoral School** under which the evaluated doctoral university studies field operates (the meeting was held according to the schedule, with 5 representatives participating);
- **Meeting/discussions with teaching staff** from the evaluated doctoral university studies field (the meeting was held according to the schedule, with 9 participants);
- **Meeting/discussions with the heads of research centers** within the evaluated doctoral university studies field (the meeting was held according to the schedule, with 6 heads of research centers participating);
- **Meeting/discussions with the members of the quality assurance committees**;
- **Physical site visit to the doctoral secretariat**;
- **Physical site visit to the University Library**;
- **Meeting/discussions with representatives of various IOSUD/Doctoral School structures** within which the evaluated doctoral university studies field operates: the Doctoral School Head, Director of CSUD, the University Senate, the Quality Evaluation and Assurance Committee, the Ethics Committee;
- **Discussions among the members of the evaluation team** for the evaluated doctoral university studies field and the integration of different points of view.

II. 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.
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- Ștefan cel Mare University of Suceava possesses organizational components regarding its academic, management, and administrative systems, as well as the University Senate, in accordance with the organizational charts published on the institutional website. These cover the academic, management, and administrative structures, the USV Senate, and the Suceava University Sports Club. The organizational chart is available at: <https://usv.ro/resurse/organigramele-usv/>. The institution's operations are based on periodically revised methodologies, regulations, and procedures that govern the conduct of teaching, research, and administrative activities. These include: the Regulation on the Organization and Functioning of the University, the Framework Regulation on the Initiation, Approval, Monitoring, and Periodic Evaluation of Study Programs, the Regulation on the Organization and Conduct of Master's Degree University Studies, the Procedure for the Development, Review, and Approval of Curricula, and the Procedure for the Internal Evaluation of Internal Evaluation Reports for Study Fields/Programs, all of them are published on the university's website.
- Based on the information presented in the Internal Evaluation Report (IER), the verification of the USV website, and the findings from the meetings held during the evaluation visit, it is confirmed that specific regulations govern the activity of the USV Doctoral School. These regulations address all legal and procedural aspects regarding the conduct of doctoral studies within the evaluated field: Regulation on the Organization and Functioning of the Council for Doctoral University Studies, Regulation on the Organization and Functioning of the Doctoral School of Applied and Engineering Sciences, Regulation on the Organization and Conduct of Doctoral University Study Programs. These documents are reviewed periodically to comply with the current legislative framework and contemporary educational realities. They are consistently applied throughout the activities they govern to ensure the implementation of educational, scientific, and managerial policies.
- There are no recommendations.
- **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.
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- The Internal Evaluation Report (IER) mentions the collaborative process used to design and update the doctoral training project. This process balances the input of external stakeholders with structured internal feedback to ensure continuous improvement. Training programs are established by gathering opinions and expectations from potential employers, doctoral students, graduates, and members of the doctoral school and its council. Regular events and consultations are held with economic agents, and all received proposals are centralized. Feasible suggestions from these debates are directly integrated into the adoption or revision of methodologies, regulations, and procedures. Periodically collected student feedback regarding teaching and auxiliary staff is analyzed to improve academic and administrative services. Students are actively involved in designing and reviewing procedures. Following the analysis of feedback and public debates, the final documents are submitted to the USV Senate for approval and subsequently published on the institutional Quality web page.
- The discussions during the site visit with the Director of CSUD, the Director of the Doctoral School, and the Quality Assurance Committee representative confirmed that community involvement is a permanent strategic objective for the university. As a major regional development hub in North-Eastern Romania, the institution actively collaborates with public administrations, educational forums, and professional stakeholders through initiatives such as dual education agreements, entrepreneurial cooperation, and expert-based support contracts, while also aligning several PhD research topics with needs expressed during regular employer meetings. Furthermore, based on the principle of representativeness, all new regulations and curricula are developed through a participatory approach—undergoing internal consultations with department members and students, piloting via voluntary lectures to assess training needs, and incorporating feedback from

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

mandatory annual meetings and bi-annual student evaluations, as demonstrated by the successful alignment of internal regulations with the 2024 PhD legislation. Finally, this integration is sustained by PhD advisors whose research projects include dedicated work packages with external stakeholders, positioning these stakeholders as active partners in research networks where PhD students occupy a central role. The stakeholders' feedback is centralized at the Quality Assurance Department, which takes it into account in proposing of new regulations.

- It is recommended that USV implements a procedural mechanism to ensure the active involvement and consultation of both the academic community and other stakeholders in processes related to the formulation, revision, and implementation of various institutional regulations and procedures.
- **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.
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- The university possesses the necessary assets to effectively support and achieve its mission and objectives. Specifically, the Doctoral School of Applied Sciences and Engineering (DSUD IETTI) features dedicated facilities tailored to the academic process, including specialized offices for doctoral supervisors, well-equipped laboratories, and administrative spaces. The infrastructure and equipment across these teaching and research spaces align with current advancements in technical, practical, and scientific knowledge. They are comparable to standards found in leading European universities and reflect international best practices, with the majority of the equipment acquired within the last five years. Furthermore, all instructional areas are outfitted with the essential computer technology and software required for modern education. Additionally, the University Library plays a vital role in supporting academic and research activities, offering doctoral students' full access to its extensive resources.
- The aspects mentioned in the IER regarding the material resources were confirmed during the external evaluation on site visit to the various educational facilities; the infrastructure and equipment are assessed as good and very good. The statements in the IER are confirmed, indicating that major investments made in recent years in upgrading the university's laboratories—funded both through European and national projects, as well as from the university's own revenues—continuously modernize these facilities. The book collection and subscriptions to periodicals or databases provided by the USV Library are consistent and relevant to the field.
- There are no recommendations.
- **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.
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- The teaching, research and administrative spaces and their associated facilities are used optimally, with staff employed for their maintenance. In the field of doctoral studies in Electronic Engineering, Telecommunications and Information Technology, there is an assistant teacher with expertise in the field, who is responsible for monitoring and maintaining the assets.
- The findings from the on-site visit show that both real estate (immovable) and movable assets are well and very well maintained, ensuring the smooth conduct of activities within the evaluated field. However, there are

no formal procedures put into practice for verifying the maintenance status of these assets, nor for planning periodic maintenance operations and equipment calibration.

- There are no recommendations.
- **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.

- The teaching staff at DSUD IETTI are tenured university professors with degrees in the field being evaluated, PhDs/habilitations in the doctoral field being evaluated or related fields. Information about the teaching staff's CVs and a list of their publications are available on the Doctorate website. Four teaching staff members carry out doctoral supervision activities within DSUD IETTI.
- Upon verification of the information available on the website and the findings from the on-site visit, the teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list. The PhD supervisors fulfill the National standards established by CNATDCU (according to Ministerial Order 6129/2016).
- Measures should be taken to increase the number of PhD supervisors within the evaluated field.
- **The indicator is: fulfilled**

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

- Teaching staff from the Doctoral School of Applied Sciences and Engineering (DSUD IETTI) have actively participated in projects funded by the Institutional Development Fund. These initiatives specifically aimed to modernize the educational process, digitize teaching resources, and stimulate applied research in the fields of electronic engineering, telecommunications, and information technologies. Additionally, the university organized specialized training and professional development sessions through the COACH project (Link A.3.1.2.1). This program provided practical training opportunities focused on modern university teaching methodologies, the integration of digital technologies in education, and the development of transversal skills. The active involvement of doctoral supervisors in these initiatives underscores the institution's strong commitment to continuous staff training and maintaining high standards of quality in education.
- Based on the analysis of the data provided in the report and on the website and the findings from the on-site visit it is evident that the university ensures training opportunities through the use of digital technologies in education and the development of transversal skills. The IER does not present evidence regarding professional development based on personalized plans, nor does it detail the specific training and professional development activities from which the teaching staff involved in the evaluated field have benefited. The review of institutional documents and the findings during the on-site visit demonstrate that professional and personal development is actively supported through participation in numerous FDI and research projects and conferences, as well as through access to relevant information resources—such as Science Direct, IEEE Xplore, SpringerLink, and Web of Science—which are available via the e-Information platform.
- It is recommended that USV develops a customized professional and personal development plan for teaching staff members involved in the program, which should incorporate a diverse range of training activities.
- **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.
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- The teaching staff at DSUD IETTI was recruited in accordance with the legal provisions and regulations of USV, Regulation on filling vacant teaching positions, Regulations on filling vacant or temporarily vacant teaching and research positions for a fixed term, and Regulations on the organization and conduct of the process of obtaining the habilitation certificate, and meets the legal requirements.
IOSUD-USV organizes competitions for the filling of teaching positions for an indefinite period, in accordance with the staffing table, which leads to the appointment of new teaching staff. Since the last evaluation, within the Doctoral School one university professor position has been opened for competition M. Of 395 din 28.11.2024 -.pdf.
- The documents provided in the IER have been verified and are compliant with the actual state of facts. At the level of the DSUD IETTI, recruitment procedures strictly comply with the legal framework, ensuring a transparent and standardized process for filling teaching and research positions based on criteria established at the national level.
- There are no recommendations.
- **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.

- A dedicated Communications and Information Technologies Service operates in the university. It manages the Internet/Intranet network, ensures data security, and provides free Wi-Fi access to all students. Its activity is fully regulated and monitored through periodic reports. The teaching process is digitally supported through the use of collaborative platforms, specifically Google Classroom and Google Forms. The Doctoral School's website is constantly updated with relevant information for DSUD IETTI, and the timetables of the teaching staff and coordinators are accessible online.
- Consultations of the website and findings from the on-site visit demonstrate that USV's IT system is highly developed, providing streamlined access to information across all facets of university operations (Forms, Documents, Regulations, and Educational Platforms).
- There are no recommendations.
- **The indicator is: fulfilled.**

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- The doctoral curriculum in Electronic Engineering, Telecommunications, and Information Technology fully aligns with ARACIS standards and national regulations, aiming to train specialists for the labor market. Developed through self-assessment and benchmarking against EU and international standards, the program

* 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.

allocates 30 ECTS credits in its first semester for both compulsory and optional courses. The course syllabi—which outline time distribution, skills, content, and assessment—are approved by management and regularly evaluated using student questionnaires to meet the expectations of the epistemic community and employers. Key information is transparently shared with students via the Student Guide and the official Doctoral School website.

- From the analysis of the curriculum, and findings from the on-site visit, it is noted that it contains three compulsory courses at the Doctoral School level, two optional courses at the field level, and one elective course during the first semester of the first year. The compulsory courses of the doctoral school provide students with the necessary research tools throughout their four-year studies, focusing on academic writing and research ethics. The curriculum lacks flexibility, preventing it from aligning with the specific developments and demands of the research field, as well as with the distinct needs and characteristics of each cohort of PhD students. Learning outcomes are not always defined in a clear and precise manner. Additionally, the course syllabi do not include a description of the minimum performance standards.
- Recommendations
 - It is recommended to diversify the field-specific educational offer within the curriculum by introducing academic courses that align directly with the specific doctoral research topics of the respective academic year.
 - It is recommended that USV revises the learning outcomes to ensure clear and precise phrasing.
 - It is recommended to include in the course descriptions a detailed breakdown of how the declared learning outcomes are covered by the specific assessment components.
 - It is recommended to explicitly define the minimum performance standard for each course, using clearly measurable descriptors.

- **Indicator is: Partially fulfilled.**

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator
I.P.B.2.1.2

The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

- The IER states that the DSUD IETTI program is built upon learning outcomes directly correlated with specific discipline competencies, aligned with both the European and Romanian National Qualifications Frameworks for Higher Education. The curriculum focuses on research-based learning to develop two primary categories of competencies: i) Professional Competencies, which are field-specific and research-oriented. Key skills include formulating and solving research problems, mastering advanced research methodologies, project management, technical proficiency in documenting and disseminating scientific work, language proficiency for academic purposes, and the application of research ethics. ii) Transversal Competencies, which enhance the student's professional and personal development. Furthermore, DSUD IETTI ensures and develops an appropriate organizational framework for the participation of PhD students in research teams, including within research projects.
- From the analysis of the curriculum and the course syllabi, there is no direct correlation shown between the skills formulated at the doctoral program level and the target occupations outlined in the European Skills, Competences, Qualifications and Occupations (ESCO) classification, developed by the European Commission. PhD students participate in research projects.
- It is recommended to explicitly map and correlate the program's targeted skills and learning outcomes with the specific professional occupations listed in the ESCO classification.
- **Indicator is: Partially fulfilled.**

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

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- The DSUD IETTI doctoral program ensures quality and student-centered learning through the following mechanisms. 1) Management: The program head, supported by doctoral supervisors, monitors strategy implementation and evaluates teaching effectiveness. Supervisors provide structured support through regular consultation hours and clear feedback channels; 2) Digital Infrastructure - Google Classroom and Microsoft Teams, alongside professional email communication, to facilitate efficient interaction and resource access; 3) Continuous Improvement.
- According to the IER, website documents and findings from the on-site visit it appears that there are conditions for effective communication between doctoral students and doctoral supervisors, including access to teaching materials and consultation sessions. DSUD IETTI integrates modern teaching methods, adapted to various learning styles, with research activities to ensure interdisciplinary training. The syllabi outline the didactic strategies used—such as lectures, presentations, debates, and experiments—designed to stimulate engagement, critical thinking, and student autonomy. While assessment methods are explicitly provided in the course descriptions, the minimum performance standards and evaluation criteria are not. The curricula contain only two elective subjects.
- It is recommended that USV ensure a free and flexible choice of the students' educational path through elective courses in accordance with their doctoral research topic.

• **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.
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- The Doctoral School enhances the academic network through international collaborations, ERASMUS+ and the NEOLAIA consortium. These partnerships foster a globalized educational environment by facilitating extensive student and faculty exchanges. Doctoral students gain access to diverse research environments, innovative teaching methodologies, and intercultural perspectives. Exchanges are designed to improve academic experience and prepare participants for the challenges of a global professional landscape. By prioritizing international mobility, the school aims to strengthen institutional ties, optimize teaching-learning processes, and promote sustainable, high-level research collaboration.
- The arguments in the IER and the findings during the site visit confirm the current situation: there are international partnerships through which doctoral students can benefit from mobility programs.
- There are no recommendations.
- **The indicator is: fulfilled**

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- IOSUD-USV, and Doctoral School are committed to providing equal opportunities by accommodating diverse learning styles and individual needs. These include: **Inclusive Pedagogy** - The DSUD IETTI curriculum utilizes active and experimental learning methods, case studies, and interactive digital platforms to ensure equitable access to education; **Support Systems** - The institution implements concrete inclusion policies, including dedicated support for students with special needs, social scholarships, and professional counseling services; **Student-Centered Approach** - Through continuous dialogue and project participation, the institution strives

to optimize the academic experience, ensuring that every doctoral student can reach their full individual potential.

- The arguments in the IER and the findings during the site visit confirm the state of facts: DSUD IETTI provides an unbiased educational framework based on educational inclusion and equitable opportunities for students.
- There are no recommendations.
- **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.
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- The organizational component of doctoral university study programs ensures non-discriminatory access for students to educational resources and support services appropriate to this cycle of studies. Doctoral students benefit from access to research infrastructure, the library, and international scientific databases. The teachers have developed and published textbook materials—either in physical and/or electronic format on Google Classroom—for the courses within the curriculum, to which doctoral students have access. These resources are continuously updated by the course coordinators in alignment with current specialized literature.
- The arguments from the REI and the findings during the visit confirm the state of facts; DSUD IETTI provides support services (USV Library, publications and periodicals in the field, access to international scientific databases), access to specialized laboratories, equipment, analysis software, academic and professional counseling services, scholarships, access to educational spaces (ramps, elevators) to allow easy access for people with disabilities.
- There are no recommendations.
- **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.
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- The IER stated that the **DSUD IETTI** curriculum integrates learning outcomes for each discipline, specifically designed to prepare doctoral students for professional practice in line with current labor market demands. Outcomes are clearly formulated, measurable, and directly correlated with subject objectives, assessment criteria, and teaching methods. They are communicated to students at the start of each semester to ensure transparency. All course descriptions follow a standardized format. Teaching staff receive ongoing professional training to ensure these outcomes are effectively drafted and updated. The Doctoral School Council regularly reviews and monitors the quality of these outcomes to ensure they remain relevant and aligned with the overall study program's objectives.
- Based on the consultation of the documents on the website, learning outcomes are not always formulated in an appropriate, clear, and precise manner in accordance with level 8 of the European Qualifications

Framework (EQF) and the National Qualifications Framework (NQF). The course descriptions do not include a description of the minimum performance standard.

- It is recommended that USV defines adequately the learning outcomes in the syllabus and provide a description of how the stated learning outcomes are covered by the examination components; it is recommended to explicitly define the minimum performance standard, specific to each course, with clearly measurable descriptions.
- **The indicator is: partially fulfilled.**

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- According to IER, the examination and grading of doctoral students are conducted in accordance with the university regulations, R12. The scheduling of exams is arranged by the doctoral students in collaboration with the teaching staff. The level of learning outcomes is determined through assessments that take place throughout the semester and during the exam session.
- The visit to the Secretariat responsible for doctoral students verifies the arguments in the IER, which are in line with the actual state of facts.
- There are no recommendations.
- **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.

- USV has a structured and transparent system for managing the admission of doctoral candidates, governed by national law and internal methodologies. Regulatory Framework: Admission is based on the University Charter (Art. 24) and the Regulation on the organization and conduct of doctoral university study programs (R11). A specific Regulation on the Organization and Conduct of Entrance Exams (R10) is updated annually. For the 2026–2027 academic year, a total maximum limit of 7 doctoral students is proposed for enrollment.
- The arguments in the IER are verified and are in line with the actual state of facts. The USV admission system is based on clear and legal procedures, which are publicly available on the website.
- There are no recommendations.
- **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.
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- The University Charter enshrines the "principle of equity" and the "principle of ensuring equal opportunities and non-discrimination" as core institutional values. These principles are further reinforced by the Code of Ethics and University Deontology, which explicitly prohibits discriminatory treatment based on race, gender, sexual orientation, disability, social category, or material status. Support for Vulnerable Groups: In compliance with national law and the University Charter, USV provides guaranteed budgeted places specifically for

candidates from socio-economically disadvantaged backgrounds or marginalized groups, including Roma applicants and graduates from high schools in rural areas or small towns. Evidence of these separate allocations is found in Link B.7.1.1.

- The arguments in the IER are verified and comply with the actual state of facts. The admission policy of IOSUD-USV and the IETTI doctoral domain is designed to promote fairness and equal access through documented and transparent support measures. By providing reserved admission slots for Roma candidates (requiring recommendation from legally established organizations) and ensuring that candidates with disabilities are not limited by their condition during assessments, the institution materializes its commitment to educational inclusion. The existence of dedicated structures like ACCES-USV and the formal recognition of students as "partners of equal standing" ensures that the needs of vulnerable groups are addressed systematically rather than on an ad-hoc basis. These facts justify the judgment that the indicator is fully met.
- There are no recommendations.
- **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.
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- The University Charter enshrines the "principle of equity" and the "principle of ensuring equal opportunities and non-discrimination" as core institutional values. These principles are further reinforced by the Code of Ethics and University Deontology, which explicitly prohibits discriminatory treatment based on race, gender, sexual orientation, disability, social category, or material status. Support for Vulnerable Groups: In compliance with national law and the University Charter, USV provides guaranteed budgeted places specifically for candidates from socio-economically disadvantaged backgrounds or marginalized groups, including Roma applicants and graduates from high schools in rural areas or small towns. Evidence of these separate allocations is found in Link B.7.1.1. Access for Candidates with Disabilities: Candidates with medically certified disabilities have the legal right to alternative examination methods during the admission process and subsequent studies. Furthermore, the university has optimized physical access to its academic spaces through the installation of ramps and lifts.
- The arguments in the IER are verified and comply with the actual state of facts. At the USV level, there is a professional activity regulation for students, including doctoral students.
- There are no recommendations.
- **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.
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- The Doctoral School of Applied Sciences and Engineering expands its international educational network through partnerships with various European universities via the ERASMUS+ programme, the NEOLAiA consortium, and other international institutions. Doctoral students gain the opportunity to study in diverse academic environments, experience new teaching methodologies, and broaden their intercultural perspectives. Teaching staff engage in continuous professional development by participating in international

teaching activities, workshops, and research projects, which enriches their expertise and improves educational quality.

The organization of outgoing student mobilities under the ERASMUS section strictly follows established operational procedures for student selection (PO-SRIAE-01) and mobility implementation (PO-SRIAE-02).

- The arguments in the Internal Evaluation Report are verified and comply with the actual state of facts. Eleven international mobilities of doctoral students are specified for research purposes and participation in summer schools. Exceeding Standards: The observed mobility rate for doctoral students (73%) significantly exceeds both the national requirement of 35% and the European Higher Education Area (EHEA) target of 20%. Diversified Funding: Mobility is not dependent on a single source; it is funded through Erasmus+, bilateral projects, own university funds, and competitive research grants.
- There are no recommendations.
- **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.
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- The doctoral study program consists of two components: the Advanced University Training Program (PPUA), which includes mandatory disciplines like Research Methodology and Ethics, and the Individual Scientific/Applied Research Program. To complete the program, doctoral students are obligated to capitalize on their research through publications. The 2026 regulations (R11) require a minimum of 5 scientific papers (at least 3 as first/sole author, with specific ISI/Scopus indexing requirements depending on the field). The educational process integrates research directly into skill development. Students are actively encouraged by the USV and CSUD management to participate in both national and international conferences, symposiums, and professional competitions.
- During the on-site visit, it was found that learning based on scientific investigation is achieved through implementation of the individual doctoral research project, the integration of doctoral students into grants and research projects, participation in national and international scientific events, the drafting and publication of scientific papers, and the presentation of scientific research reports. Ten doctoral theses were defended over the last 5 years. The list of publications by the PhD students is given in Annex B.9.1.1.2. Achievement is checked through annual progress reports defended before a guidance committee, where students must demonstrate satisfactory research progress.
- There are no recommendations.
- **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.
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- Scientific research of DSUD IETTI is aligned with the strategic plans of both IOSUD and the institution. The detailed scientific research plan and specific topics are documented for each PhD student. The research output of each doctoral supervisor—measured through high-impact publications, patents, and research/technology transfer contracts—is accessible on website.

- The arguments in the REI have been verified and reflect the state of facts. USV was Romania's leading university for innovation (2012–2023), securing 10 national and 4 international patents in 2023. In the IETI field, PhD students published in Q1 journals with an Impact Factor up to 27.398. USV supports dissemination through 20 accredited journals, the "Studia Doctoralia" collection, and the annual "USV Doctoral Student Day." The university provides financial facilities to cover the costs of attending international conferences and publishing in specialized journals, resulting in 73% of IETI students participating in such events.
- There are no recommendations.
- **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
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- The institutional quality assurance structure is organized in accordance with legal provisions and operates on a continuous basis, in alignment with the Quality Code (Link I.1.24), the Statement of Quality Policy and Authority (Link I.1.23), and the quality regulations (Link I.1.31) and procedures (Link I.1.32). At the CSUD level, an annual Internal Quality Evaluation Report is drafted and integrated into the Rector's Report (Link I.1.21), which serves as a baseline for strategic and operational decisions. IOSUD has its own quality policy, backed by a series of strategies applied institution-wide. These are corroborated with the CEAC-USV operational plan (Link I.1.29) and aim to promote a quality culture while actively involving all members of the academic community—teaching staff, doctoral supervisors, researchers, and students.
- The arguments in the REI are verified and comply with the actual state of facts. USV has documented organizational structures, policies, strategies, and procedures for the quality assurance of teaching, learning, research processes, and student services, all of them are available on the website.
- There are no recommendations.
- **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.
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- USV implements an integrated academic quality management system designed to guarantee the continuous improvement of university processes and activities. The information regarding the implementation of procedures—specifically the fact that documents of public interest are open for debate and open to proposals for amendment/update—is transmitted to members of the academic community and stakeholders via email or online announcements.
- The Quality Assurance Committee consists of 8 teaching staff, 3 students, one of them being PhD student, and one representative of stakeholders. In this way, the opinions of internal community members and other stakeholders are considered during the procedure implementation process.
- There are no recommendations

- 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.
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- USV has established a formal and independent structure to manage academic ethics and deontology, supported by a comprehensive regulatory framework. The operation of the commission is governed by Regulation R04 (Regulations of the University Ethics Committee). The fundamental principles and norms are detailed in Chapter XIII of the University Charter, which constitutes the Code of Ethics and University Deontology. Any person may notify the committee regarding misconduct. Furthermore, the Rector is legally obligated to present an annual report to the Senate that includes the status of observance of academic ethics.
- The arguments in the REI are verified and comply with the actual state of facts. The Ethics Committee exists at the USV level and functions in accordance with the laws and internal regulations currently in force.
- There are no recommendations
- 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.
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- USV operates an integrated academic quality management system aimed at continuous improvement, governed by the University Charter and the Quality Code. The system is monitored by the Quality Assessment and Assurance Commission (CEAC) and the Quality Assurance Department, which ensure that procedures are applied across all faculties and doctoral schools. The university utilizes a vast portfolio of Standard Operating Procedures (POs), Doctoral supervisors undergo annual evaluations using the Academic Performance Self-Assessment Sheet (F09), which tracks research results and the success of their coordinated doctoral students.
- The application of quality procedures is judged to be systematic, transparent, and demonstrably impactful. The impact of quality assurance is evidenced by the transition from feedback to action. Results from satisfaction surveys managed by the Career Counseling and Guidance Center (CCOC) are integrated into Strategic Development Plans and Research Plans, which assign specific responsibilities and completion deadlines. USV complies with the principle of public liability by publishing annual reports on the state of the university, which include the results of research activity and the situation of academic quality.
- There are no recommendations.
- 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.
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- USV has established a multi-layered system for involving members of its own community and external stakeholders in the design, implementation, and review of university procedures. Students hold at least 25% of seats in the University Senate and Faculty Councils. They are mandatory members of committees for quality assurance, ethics, and social problems. Internal regulation R11 mandates that the team for developing or revising the doctoral training curriculum must include at least one doctoral student. The Quality Assurance Committee includes one representative of Stakeholder. Their suggestions are taken into consideration in process of review of methodologies, regulations and procedures for doctoral domain.
- During the meeting with doctoral students, it resulted that although consultation mechanisms exist, not all doctoral students were fully aware of this process. Discussions conducted during the site visit show that no one from the stakeholder representatives confirmed that consultation and engagement with economic partners do not occur.
- It is recommended that USV implements a procedural mechanism to ensure the active involvement and consultation of both the academic community and other stakeholders in processes related to the formulation, revision, and implementation of various institutional regulations and procedures.
- **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.
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- USV has established a formal and mandatory system for the evaluation of teaching staff by students, supported by specific procedures and digital tools. The University Charter (Art. 77 and Art. 90) enshrines the student's right to participate in the evaluation of teaching staff performance. It explicitly states that the evaluation of teaching activity by students is mandatory and that the results must be made public. There are dedicated procedure, PO-DAC-05 "Student evaluation of teachers", to manage this process. A similar procedure, PO-DAC-11, exists for the evaluation of auxiliary teaching and administrative staff. The university provides a standardized "Teacher evaluation questionnaire" (available in both .doc and .pdf formats) through its official doctoral forms portal to ensure uniform data collection.
- From the discussions with the management of the University, we found that until 2021, they have used the general template that any students from USV can access for evaluating a teacher. In 2022-2023 they have tested a supplementary questionnaire, additional to that employed by the university. In 2024 they have adopted the final form of the questionnaire, and put it online in 2025. In February 2024, 18 answers have been collected on paper copies (evaluating the PhD studies in the year 2023/2024). In February 2025, 130 answers have been collected (online), in June 2025, 60 answers (paper copies distributed at a PhD event), in February 2026 the questionnaire was fulfilled online by 110 Ph D students. For the doctoral study programme under evaluation, about 30% of PhD students completed the questionnaire.

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.
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- USV utilizes an integrated academic quality management system that relies on the continuous collection and processing of data through specialized structures and digital platforms. USV possesses an integrated information system through which essential data for institutional management is periodically collected. This data is utilized both for reporting to the Ministry of Education and for evaluating the university's overall evolution, based on relevant indicators and analyses conducted at regular intervals. The official CEAC-USV website is continuously updated and constitutes an essential resource for monitoring the quality of educational and administrative processes, preparing self-evaluation reports for study programs/domains, and documenting legislation and quality policies through access to institutional platforms and databases.
- The arguments presented in the IER have been verified and comply with the actual state of facts. The integrated digital system implemented by USV for managing educational, administrative, and research processes efficiently supports quality monitoring and improvement.
- There are no recommendations
- **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.
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- USV maintains a comprehensive and systematic framework for public transparency, governed by both national legislation and internal quality standards. Essential information regarding the evaluated doctoral field of study—including the curriculum, course syllabi, qualification-associated competencies, as well as the schedule of teaching activities—is available online, with public access, on the USV website under the CSUD, Doctorate section (Link C.6.1.1.1).
- The arguments presented in the IER have been verified on the site visit and comply with the actual state of facts.
- There are no recommendations
- **The indicator is: fulfilled**

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- USV maintains a comprehensive system for the public dissemination of information related to its doctoral study programs, governed by national law and internal transparency policies. The University Charter establishes the "principle of transparency" as a core value. It mandates that all decisions and activities be transparent and specifically requires the results of educational and scientific activities to be made public. There also exist Mandatory Web Publication, Specialized Portals, and Institutional Reporting. The Rector's annual report on the state of the university, which includes research results and quality assessments, is published on the website and sent to all stakeholders.
- The institution's commitment to transparency is judged to be systematic and highly effective. The arguments presented in the IER have been verified and comply with the actual state of facts. The communication of decisions is carried out transparently both at the CSUD level and at the DS level, through website postings and email communications.
- There are no recommendations
- **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.
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- USV maintains a systematic commitment to external quality evaluation, adhering to the periodic cycles mandated by national legislation and ARACIS standards. The doctoral field of study Electronic Engineering, Telecommunications and Information Technologies, full-time/part-time learning, organized by USV, has been periodically evaluated by ARACIS. The Ștefan cel Mare University of Suceava fulfills its obligations regarding the collection, transmission, and publication of data, as well as the drafting of reports, in compliance with legal and contractual requirements, ensuring adherence to the obligations stemming from public accountability. The procedures pertaining to the external quality evaluation process have been conducted periodically. During the last evaluation in 2021, the confirmation of maintenance of accreditation was obtained, according to the ARACIS Council Report dated 16.12.2021 (Link I.1.73).
- The institution's management of the external quality evaluation process is judged to be proactive, compliant, and effective. The arguments presented in the IER have been verified and comply with the actual state of facts. The evaluated doctoral field of study received confirmation for the maintenance of its accreditation through the evaluation conducted by ARACIS on 16.12.2021, valid until 16.12.2026.
- There are no recommendations
- The indicator is: fulfilled

IV. SWOT Analysis

Strengths: Modern infrastructure The teaching and research facilities are modern, allowing for the gradual integration of theoretical and practical knowledge and the conduct of research in the field under evaluation, with national and international visibility, which are also accessible to students. Development Opportunities: Students have access to scientific activities, including conferences, student circles, and mobility programs through strong international relations. Student Support Services: Doctoral students benefit from modern accommodation, scholarships, sports facilities, and medical services. Strategic Management: There is a clear institutional strategy for the growth of the IETTI field, supported by the university leadership.	INTERNAL FACTORS ↑	Weaknesses: Funding Gaps: There is insufficient funding available for the continuous maintenance and modernization of material resources required for research. Business Collaboration: While collaborations exist, they are not yet exploited to their full potential, particularly regarding the integration of students into applied research with the local business community. Staff Overburdening: High demands on academic staff due to overlapping teaching, administrative, and research responsibilities can affect overall educational efficiency.
SWOT analysis		

Opportunities: Campus Expansion: The ongoing expansion and modernization of the university campus provide new facilities for education and research. External Funding: There is significant potential to access external funding through research projects, institutional development grants, and professional training programs. Adaptability: The interdisciplinary structure of the teaching staff allows for a high capacity to adapt to changing labor market dynamics. Community Support: The program receives active support from the local community, authorities, and partner institutions.	↓ EXTERNAL FACTORS	Threats: Demographic Decline: A regional decline in the number of high school graduates directly impacts the potential pool of candidates for the domain. Brain Drain: There is a decreased interest among master's graduates in pursuing doctoral studies locally, often preferring larger international centers perceived as offering more development opportunities. Competitive Migration: Young teachers often migrate to other sectors or abroad where salary packages and promotion conditions are more attractive. Knowledge Transfer Barriers: The domain faces difficulties in the applied exploitation of scientific research, specifically in technology transfer and achieving real economic impact in the socio-economic environment.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	No recommendations
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	Fulfilled	It is recommended that USV implements a procedural mechanism to ensure the active involvement and consultation of both the academic community and other stakeholders in processes related to the formulation, revision, and implementation of various institutional regulations and procedures.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and	Fulfilled	No recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	Fulfilled	No recomandations
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	Fulfilled	No recomandations
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	No recomandations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	No recomandations
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	Fulfilled	No recomandations
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Partially fulfilled	It is recommended to diversify the field-specific educational offer within the curriculum by introducing academic courses that align directly with the specific doctoral research topics of the respective academic year. It is recommended that USV revises the learning outcomes to ensure clear and precise phrasing. It is recommended to include in the course descriptions a detailed breakdown of how the declared learning outcomes are covered by the specific assessment components. It is recommended to explicitly define the minimum performance standard for each course, using clearly measurable descriptors.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the	fulfilled	It is recommended to explicitly map and correlate the program's targeted skills and learning outcomes with the specific

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	occupational standards and/or the European Skills, Competences and Occupations (ESCO).		professional occupations listed in the ESCO classification.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	fulfilled	It is recommended that USV ensure a free and flexible choice of the students' educational path through elective subjects in accordance with their doctoral research topic.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	fulfilled	There are no recommendations.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	fulfilled	There are no recommendations.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	fulfilled	There are no recommendations.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	partially fulfilled	It is recommended that USV defines adequately the learning outcomes in the syllabus and provide a description of how the stated learning outcomes are covered by the examination components; it is recommended to explicitly define the minimum performance standard, specific to each course, with clearly measurable descriptions.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	fulfilled	There are no recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	fulfilled	There are no recommendations
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	fulfilled	There are no recommendations
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	fulfilled	There are no recommendations
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members	fulfilled	There are no recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	fulfilled	There are no recommendations
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	fulfilled	There are no recommendations
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	fulfilled	There are no recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	fulfilled	There are no recommendations
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	fulfilled	There are no recommendations
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	fulfilled	There are no recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	fulfilled	It is recommended that USV implements a procedural mechanism to ensure the active involvement and consultation of both the academic community and other stakeholders in processes related to the formulation, revision, and implementation of various institutional regulations and procedures.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	fulfilled	There are no recommendations
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	fulfilled	There are no recommendations
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	fulfilled	There are no recommendations
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	fulfilled	There are no recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	fulfilled	There are no recommendations

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	12	2	0
Domain C. Quality management	10	0	0
Total	30	2	0

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

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

The external evaluation of ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGIES within the Doctoral School of Applied and Engineering Sciences from Stefan cel Mare University of Suceava confirmed that the doctoral domain under evaluation is organised within a functional institutional and regulatory framework. The doctoral domain is supported by appropriate management structures, transparent procedures, qualified doctoral supervisors, adequate administrative support, and access to institutional resources necessary for the organization and coordination of doctoral studies.

The doctoral studies are coordinated through established procedures, with the involvement of doctoral supervisors, guidance committees, administrative structures and quality assurance mechanisms.

The doctoral domain has a defined academic and research profile, supported by the expertise of the doctoral supervisors and by the research directions developed at institutional level. The discussions held during the visit confirmed the existence of doctoral research topics connected to the scientific interests of the supervisors and ongoing research major projects, the available research infrastructure and, where applicable, the needs of the socio-economic environment.

Doctoral students benefit from academic supervision, guidance committee support and access to institutional resources necessary for the development of their research. Their progress is monitored through periodic reports, while the interaction with supervisors and guidance committees contributes to the development and refinement of the doctoral research.

The research infrastructure, laboratories, library resources and administrative support were found to be outstanding for the organisation and conduct of doctoral studies. The visit also highlighted the existence of opportunities for participation in conferences, publication of research results, involvement in research projects and access to academic resources.

The quality assurance mechanisms applicable to the doctoral domain are supported by internal regulations, procedures, feedback mechanisms and institutional structures. The meetings confirmed the existence of consultation and monitoring processes involving academic staff, doctoral students and, where applicable, external stakeholders. The evaluation also identified several directions that may further support the development of the doctoral domain, including the clearer communication of procedures and opportunities available to doctoral students, the further involvement of students and external stakeholders in consultation processes, the promotion of mobility and



international cooperation, and the continued attention to research ethics, academic integrity and the responsible use of artificial intelligence in doctoral research.

Based on the analysis of the internal evaluation report, supporting documents, clarifications provided during the visit and discussions held with the relevant stakeholders, the doctoral domain under evaluation demonstrates the necessary conditions for the continuation of its activity within the applicable quality assurance framework. Therefore, the ARACIS evaluation panel proposes maintaining the accreditation of the doctoral study domain ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGIES within the Doctoral School of Applied and Engineering Sciences from Stefan cel Mare University of Suceava.

Propose and substantiate a decision.

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

- a) **maintaining accreditation** (MAC);

VII. Annexes

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

1. CSUD_Adresa_Clarificari_IETTI_mai_2026
2. Visit schedule

Calendarul vizitei de evaluare externă a calității

domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit
for the doctoral university study domain

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization: ȘTEFAN CEL MARE UNIVERSITY OF SUCEAVA

Școala doctorală/ Doctoral School: DOCTORAL SCHOOL OF APPLIED SCIENCES AND ENGINEERING

Domeniul de doctorat/ Doctoral Domain: ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGIES

Obiectivul evaluării externe/ The objective of the external evaluation: (autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat) **MAINTAINING THE ACCREDITATION**

1. Perioada vizitei de evaluare/ The evaluation period: June 8 and 9, 2026

Comisia de experți evaluatori ai ARACIS/
Evaluation panel:

Reprezentantul ÎS/OFE:

Nr./ No.	II.1 Numele și prenumele/ Last Name and First Name	Calitatea/Team role
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Nr./ No.	Numele și prenumele/Last Name and First Name	Calitatea/Team role
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* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.

1.	Prof. Dr. TARNICERIU DANIELA UNIVERSITATE A TEHNICĂ GHEORGHE ASACHI DIN IAȘI	Coordonator Cadru didactic RNE	1.	Prof. Dr. ing. Adrian Graur	Persoană de contact/Contact person
2.	PROF. DR. LATINOVIC TIHOMIR - UNIVERSITY OF BANJA LUKA	Membru - Evaluator internațional RNE-I			
3.	RĂCĂREANU ALEXANDRA BIANCA - UNIVERSITATEA NAȚIONALĂ DE ȘTIINȚĂ ȘI TEHNOLOGIE POLITEHNICA BUCUREȘTI	Membru - Student doctorand RNE-S			

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Luni/ <i>Monday</i> , 08.06.2026			
8:00-8:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Room/Location D 101
8:30-9:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Room/Location D 101
9:30-10:00	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Room/Location D 101
10:00-10:10	Pauză/ <i>Break</i>		

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
10:10-12:00	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	Labs: NANOMAT CERTeLab Wireless MintViz Human Computer Interaction PDADMCPI - Platform for developing distributed applications for monitoring and controlling industrial Processes
12:00-12:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice / <i>Teaching staff</i>	Room/Location D 101
12:30-13:45	Pauză de prânz/ <i>Lunch</i>		
13:45 - 14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Location D 101
14:20 - 15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți * doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Room/Location D 101
15:20-15:30	Pauză/ <i>Break</i>		
15:30-16:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți†,‡ ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni§ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Room/Location D 101
16:30-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers** of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Room/Location D 101

* 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.

† Se va evita invitarea absolvenților care sunt angajați ai ÎȘS sau ai OFE, după caz.

‡ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

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

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
17:30-19:00	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Room/Location D 101
Marți/ <i>Tuesday</i> , 09.06.2026			
08:30 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> D 101
9:30 - 10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Room/Location D 101
10:00 - 10:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Room/Location D101
10:30-11:00	Vizită la secretariatul Doctorat/ <i>Visiting the Doctoral office</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	
11:00-11:30	Vizită la biblioteca universității/ <i>Visiting the University Library</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	
11:30-12:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Room/Location D101
12:30 - 13:30	Pauză de prânz/ <i>Lunch</i>		
13:30-14:30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Room/Location D101



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

Member of the European Association for Quality Assurance in Higher Education - ENQA

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Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>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</i>	- Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	
14:30- 17:30	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Room/Location D101