



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

|                                           |                                                                  |
|-------------------------------------------|------------------------------------------------------------------|
| Higher Education Institution              | <b>University of Life Sciences "King Mihai I" from Timisoara</b> |
| Doctoral School:                          | <b>Plant and Animal Resources Engineering (SD-IRVA)</b>          |
| Doctoral Domain:                          | <b>Agronomy</b>                                                  |
| The objective of the external evaluation: | <b>Maintaining accreditation (MAC)</b>                           |





### Members of the ARACIS Evaluation Panel

| No. | Last Name and First Name        | Team role             | Signature |
|-----|---------------------------------|-----------------------|-----------|
| 1.  | <i>PhD Prof. SAMUIL Costel</i>  | Expert evaluator      |           |
| 2.  | <i>PhD Prof. OLAH Judit</i>     | International Expert  |           |
| 3.  | <i>PhD Student BUNGĂU Tudor</i> | PhD Student Evaluator |           |

## I. Introduction

- the context in which the external evaluation report was drafted

**The objective of the external evaluation:** periodic evaluation

**Visiting period:** 22-23 June 2026

**Members of the ARACIS Evaluation Panel:**

| No. | Last Name and First Name | Team role             |
|-----|--------------------------|-----------------------|
| 1.  | PhD Prof. SAMUIL Costel  | Expert evaluator      |
| 2.  | PhD Prof. OLAH Judit     | International Expert  |
| 3.  | PhD Student BUNGĂU Tudor | PhD Student Evaluator |

- description of the higher education institution / Romanian Academy

The University of Life Sciences "King Mihai I" from Timisoara is an accredited higher education institution, with a tradition in academic training and scientific research in the fields of life sciences and engineering. IOSUD-USVT operates in accordance with the national legislation in force and the ARACIS regulations on the organization of doctoral studies. The governance of doctoral studies is ensured by functional structures (Senate, Rector, CSUD, doctoral schools), with clearly defined and consistently applied attributions. The existence of the University of Life Sciences "King Mihai I" from Timisoara (USVT) is linked to the establishment of the Faculty of Agronomy, within the Polytechnic Institute of Timișoara, on July 30, 1945, by Decree 2394 of King Mihai I of Romania and Law no. 617/01.08.1945, published in the Official Gazette of Romania. As of 2022, the current name of the university is the University of Life Sciences "King Mihai I" from Timisoara (USVT), modified according to Government Decision no. 976 of 3.08.2022 and published in the Official Gazette of Romania no. 775 of 3.08.2022.

In 2010, within the Doctoral School of the University of Agricultural Sciences and Veterinary Medicine of Banat in Timisoara, the doctoral field in "Food Products Engineering" was established and accredited. Since 2012 the university has organized IOSUD-USAMVBT, structured on 2 doctoral schools: the Doctoral School in the field of Veterinary Medicine (SD-MV) and the Doctoral School of Plant and Animal Resources Engineering (SD-IRVA) with the following fields: Agronomy, Horticulture, Food Products Engineering and Animal Husbandry. In 2022, the field of Biotechnologies was established by the ARACIS Council Decision no. 65/H/01.07.2022, and in 2024 the field of Engineering and Management in Agriculture and Rural Development (IMADR) by the ARACIS Council Decision no. 79/H/29.02.2024, both areas being included in the SD-IRVA within IOSUD-USVT.

Ph.D. Within IOSUD-USVT, doctoral studies are organized in two doctoral schools (SD-IRVA and SD-MV), academic structures responsible for implementing doctoral programs in the fields: Agronomy, Biotechnologies, Horticulture, Food Engineering, Engineering and Management in Agriculture and Rural Development and Animal Science within SD-IRVA, respectively the field of Veterinary Medicine within SD-MV.

The human resources involved in the activity of IOSUD-USVT include a total number of 78 doctoral supervisors, of which 55 have obtained the habilitation certificate. Within the Doctoral School of Plant and Animal Resources Engineering (SD-IRVA) there are 59 doctoral supervisors, of which 43 are qualified, and within the Doctoral School of Veterinary Medicine (SD-MV) there are 19 doctoral supervisors, of which 12 are qualified. Also, teachers and researchers with recognized experience are part of the guidance and academic integrity commissions, their number being 163 members in SD-IRVA, of which 50 come from other universities/institutions in the country and 2 from universities/institutions abroad (Greece and Hungary). In the case of the Doctoral School of Veterinary Medicine (SD-MV), their number is 67, of which 17 come from other universities/institutions.

USVT has been institutionally evaluated every 5 years by ARACIS, and following the last accreditation, in 2021, our university received the qualification "high degree of trust", according to [the report of the ARACIS council of 16.12.2021](#).

IOSUD-USVT was evaluated by ARACIS in 2021, and according to [the decisions of the ARACIS Council no. 99 of 25.11.2021](#), all fields of doctoral studies obtained the qualification "maintenance of accreditation", respectively the fields of Agronomy, Horticulture, Food and Animal Science Engineering within SD-IRVA, as well as the field of Veterinary Medicine within SD-MV, following the analysis of the results of the periodic evaluations.

- general description of the doctoral study domain

The doctoral studies in DSUD - Agronomy represent the higher cycle of university education and have as their purpose the training of highly qualified human resources for research, innovation and professional development activities, in DSUD - Agronomy. The strategy for the development and modernization of the field, implemented within IOSUD-USVT and FA, in which the cycles of bachelor's, master's and doctoral studies in agronomy are organized, is oriented towards ensuring a high-quality academic and research framework, in accordance with ARACIS standards, having as its main objective the professional, scientific and ethical training of doctoral students, as well as developing the skills necessary for a sustainable career in research and the socio-economic environment.

The doctoral students of DSUD - Agronomy go through all the disciplines provided in the curriculum approved at the SD-IRVA level, including specialized disciplines, correlated with the thematic area of the doctoral thesis. In the list of specialized subjects for DSUD - Agronomy, for the academic year 2025–2026, there are 6 compulsory subjects.

Currently, 21 doctoral supervisors work within DSUD - Agronomy, of which 5 have obtained the habilitation certificate in the last four years. In the last 5 years, 5 PhD supervisors qualified during this period have joined SD-IRVA/ Agronomy (Prof. CRISTA Florin-Laurențiu, PhD, Prof. HORABLAGA Adina, PhD, Prof. NIȚĂ Lucian-Dumitru, PhD, Prof. NIȚĂ Simona, PhD, Prof. ȘMULEAC Iosefina-Laura, PhD).

The elaboration of this internal self-assessment report was carried out in relation to the requirements of the regulatory framework in force and to the areas, standards and performance indicators established by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

The team for the elaboration of the internal evaluation report was appointed by the Decision of the Director of the CSUD no. 1879 of 18.02.2026 and is made up of doctoral supervisors who coordinate theses within the evaluated field and who have relevant experience in the field. The composition of the team is as follows: **Prof. univ. dr. ing. Ioana GROZEA** – responsible for the field and coordinator of the report development team; responsible for the drafting and final integration of the document; responsible for the standards related to Domain C – Quality Management; **Prof. univ. dr. ing. Florin IMBREA** – responsible for the standards related to Domain B – Educational Effectiveness; **Prof. univ. dr. ing. Adina HORABLAGA** – responsible for the standards related to Domain A – Institutional capacity.

In the elaboration of the report, both the ARACIS standards and performance indicators, as well as the guidelines on external quality assessment, were taken into account. The data were analyzed and interpreted in accordance with the ARACIS Methodology, in relation to the reference standards and national and international good practices in the field of doctoral studies.

## II. Methods used

The evaluation process consisted of studying and analyzing the Internal Evaluation Report of the study program and its annexes, analyzing the documents, data and information available on the USV Timisoara website, in electronic format. Also, meetings were held and discussions were held with: the contact person, the study program manager; the team that prepared the internal evaluation report (REI); representatives of the CEAC, representatives in the field of quality assurance; heads of research centers/laboratories in the field of Agronomy PhD; teaching staff involved in the activities of the Agronomy doctoral domaine; PhD students from the Agronomy doctoral domaine; graduates of the Agronomy doctoral domaine; employers.

During the actual visit, several objectives located in different locations were visited. In the USV Timisoara Campus were visited: Research Platform, Soil Science and Plant Nutrition Laboratory, Seed and Planting Material Quality Testing Laboratory "Prof.dr. ing. Valeriu Tabără", Research Laboratory – Geomatics, Phytosanitary Diagnosis and Expertise Laboratory, secretariat.

### III. Judgement on the extent to which the standards and performance indicators are fulfilled

#### DOMAIN A. Institutional capacity

Criterion A.1. Managerial and administrative structures and processes involving students and other stakeholders

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

|                                        |                                                                                                                                                                                                                                                  |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.A.1.1.1</b> | For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law. |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** IOSUD-USVT has organizational components that operate on the basis of appropriate competences, attributions, processes and procedures, periodically reviewed, in accordance with the USVT organizational chart. Two doctoral schools operate within IOSUD-USVT, as follows: the Doctoral School of Plant and Animal Resources Engineering (SD-IRVA), which includes six doctoral fields – Agronomy, Biotechnologies, Horticulture, Engineering and Management in Agriculture and Rural Development, Food Products Engineering and Animal Science – as well as the Doctoral School of Veterinary Medicine (SD-MV), with the doctoral field of Veterinary Medicine. The activity of these structures is carried out in accordance with the Regulation on the organization and conduct of doctoral studies within the USVT (**USVT – R075**). The general framework of organization and functioning of the activity within the DSUD is carried out in accordance with the regulations, methodologies and procedures developed at the level of the USVT, periodically updated and approved by the University Senate, in compliance with the legislation in force. The organization and conduct of activities within IOSUD-USVT / DSUD are regulated by the Regulation on the Organization and Conduct of Doctoral Studies in USVT (**USVT – R075**). Admission to doctoral studies is based on the Regulation on the organization and conduct of admission to doctoral studies – IOSUD-USVT (**USVT - R030**).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The above highlights the existence of a functional and well-organized institutional framework, characterized by a clear, coherent and transparent distribution of responsibilities at the level of the management structures of IOSUD-USVT and its doctoral schools, including the doctoral school that manages DSUD - Agronomy. The regulations, methodologies and procedures governing the activity within IOSUD-USVT are periodically reviewed, in accordance with the legislative changes in force, including the provisions of the Higher Education Law no. 199/2023, ensuring an updated and coherent regulatory framework for carrying out academic and doctoral research activities. The USVT Charter, the Strategic Plan and the Operational Plan of USVT substantiate the institutional development directions and define an academic and research path aligned with the mission assumed by the university, namely the promotion of education and advanced research, in accordance with the ARACIS quality standards and the requirements of the academic and socio-economic environment.

**Aspects that constitute best practice examples:** The organization and conduct of doctoral studies within IOSUD -USV Timisoara and doctoral field of Agronomy, is based on well-defined and transparent methodologies, regulations and procedures.

**Recommendations:** it is not the case

**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.

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|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.A.1.2.1</b> | The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures. |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The institutional framework of IOSUD-USVT ensures the active participation of the academic environment, respectively of the teaching staff and doctoral students, in the initiation, elaboration and updating of the regulations, methodologies and procedures that govern the academic and doctoral research activities. This process is carried out in

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



accordance with the principles of transparency, representativeness and academic accountability. The Regulation on the organization and conduct of doctoral studies within IOSUD-USVT (USVT – R075) establishes the normative framework applicable to the organization, functioning and evaluation of doctoral study programs. The document defines the management structures, institutional responsibilities and quality assurance mechanisms, being developed in accordance with the national legislation in force, the provisions of the Higher Education Law no. 199/2023 and the principles of the European Higher Education Area.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The members of the relevant management and decision-making structures (CSD-IRVA/MV, CSUD-USVT, the Board of Directors-USVT and the University Senate - USVT) are actively and systematically involved in the process of developing, adopting and reviewing internal methodologies, regulations and procedures, ensuring a participatory and transparent decision-making framework at IOSUD-USVT level. Their involvement reflects a strong institutional commitment to advancing strategic development objectives and to emphasizing the central importance of the educational process.

**Aspects that constitute best practice examples:** Consultations with doctoral students and the production of synthesis reports constitute a standardized practice that allows for the collection of opinions and the formulation of improvement measures.

**Recommendations:** it is not the case

**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** The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

**Presentation of the state of facts, supported by documents and data:** The University has a research infrastructure suitable for carrying out teaching and research activities in the field of Agronomy, represented by: Research Platforms: EERTIS - <https://eertis.eu/erio-2300-000s-4333>; "Horia Cernescu" Research Laboratory Complex: <https://eertis.eu/errf-2300-000q-2892>; Organic, sustainable agriculture and food safety: <https://eertis.eu/errf-2300-000d-2889>; Phytosanitary Diagnosis and Expertise Laboratory: <https://eertis.eu/errf-2300-000m-2909>; Research Laboratory – Geomatics: <https://eertis.eu/erlb-2300-000w-9189>; Laboratory for testing the quality of seeds and seedlings "Prof.dr. ing. Valeriu Tabără": <https://eertis.eu/erlb-2531-323e-76322>; Hydrobiology Laboratory: <https://eertis.eu/erio-2300-000s-4333>; Analysis laboratory for the identification of invasive species and advice on their prevention and control: <https://eertis.eu/erlb-2531-323v-73896>; Laboratory of Soil Science and Plant Nutrition: <https://eertis.eu/erlb-2400-001e-2702>. The library has approximately 400 m<sup>2</sup> of reading rooms and Internet rooms, respectively approximately 330 m<sup>2</sup> of storage spaces. The documentary fund includes approximately 350,000 volumes, representing about 60,000 titles, some of which are specialized titles relevant to the field of Agronomy. The library provides access to scientific databases with full-text access, virtual libraries and specialized journals, as well as to a computerized system for the management of documentary resources. Also, the USVT library has 40 databases with "FullText" access and free of charge on the university campus, 27 virtual libraries and 285 journals. The University has teaching and research spaces corresponding to DSUD - Agronomy, which include lecture halls, laboratories, seminar rooms and spaces for practical activities. The spaces are modernized and comply with the standards and regulations in force. These spaces are financed by grants for the digitization of universities in Component 15 - Education, of Romania's National Recovery and Resilience Plan (PNRR), Reform 5: Adoption of the legislative framework for the digitization of education, Investment 16: Digitization of universities and their preparation for the digital professions of the future, code 1831216209, entitled "Open digital learning campus in Life Sciences", approved by the Order of the Minister of Education no. 4168/30.06.2022.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

IOSUD-USVT has an adequate material base for carrying out doctoral university education activities, scientific research and administrative activities, ensuring appropriate conditions for the professional training of doctoral students. Favorable living and study conditions are created for all doctoral students, in accordance with the specific requirements of the modern educational process. The spaces for teaching and research activities – amphitheaters, seminar rooms and laboratories – are functional and well equipped from a technical point of view, being equipped with multimedia equipment, analysis equipment, computers and current computer applications. They ensure the development of teaching, application and scientific research activities in optimal conditions. For students with disabilities, a structured four-stage process is in place to identify needs, analyze and evaluate them each semester, and implement a tailored action plan.

**Aspects that constitute best practice examples:** The HEI has a very good material base for the training of doctoral students, and the resources from the research projects of the teaching staff have contributed to the development of the material base held by the faculty.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

**Standard S.A.2.2. Management of material resources**

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

**Indicator I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

**Presentation of the state of facts, supported by documents and data:** The teaching and research spaces used within IOSUD-USVT, as well as the administrative spaces, are constantly maintained through periodic repair works, technical revisions and sanitation activities, in order to ensure optimal conditions for study, research and life, as well as adequate working conditions for the teaching staff, research and administrative. These activities are carried out in accordance with PG 001 R019: Regulations for the organization and functioning of the Investment and Maintenance Technical Service. The existing facilities are functional and are subject to a process of periodic modernization, depending on the needs identified at the level of the academic structures. The activity of the laboratories is carried out based on the System Procedure on Laboratory Equipment (USVT-PS-016).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT efficiently and responsibly manages the material base, with a focus on maintenance, continuous modernization and sustainable use of available spaces and equipment, aspects reflected in the feedback collected periodically from PhD students. The immovable and movable property are properly maintained, ensuring optimal conditions for carrying out study, research and work activities, in accordance with the applicable national and international requirements and standards. Compliance with the institutional framework, regulated by clear internal procedures regarding the administration, use and monitoring of the material base, contributes to strengthening a culture of quality at IOSUD-USVT level and ensuring a safe, functional and high-performance academic environment.

**Aspects that constitute best practice examples:** Each laboratory has a designated person in charge, who monitors the functionality of the equipment and compliance with occupational safety regulations and instructions for use.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Standard S.A.3.1. Human resources**

The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

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

**Presentation of the state of facts, supported by documents and data:** The doctoral field of Agronomy within IOSUD-USVT benefits from the guidance of 19 doctoral supervisors with recognized competence, all of whom are holders of USVT. The recruitment and selection of teaching staff and doctoral supervisors is carried out in compliance with the national legislation in force (Higher Education Law no. 199/2023, CNATDCU methodologies and internal regulations of IOSUD-USVT), through public, transparent and competitive procedures. The attribution of the quality of doctoral supervisor is made exclusively after obtaining the habilitation certificate and approval by the competent academic structures. The CNATDCU minimum standards, mandatory for obtaining the habilitation certificate and in force at the time of evaluation, are 100% met by all doctoral supervisors in the field of Agronomy. The percentage increase in the score related to the CNATDCU grid, compared to 2020, exceeds 25%, the percentage values being between 27% and 204%.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The teaching staff involved in the teaching and doctoral coordination activities have the academic qualifications and professional skills necessary for the disciplines of the SD-IRVA Advanced University Studies Training Program, complying with ARACIS standards. All PhD supervisors meet 100% of the CNATDCU minimum standards in force at the time of evaluation. The structure of the teaching staff is stable and balanced, the tenured teachers having the teaching degrees of university professor and associate professor, which

ensures the continuity of the educational process and the maintenance of academic quality standards. The involvement of doctoral supervisors in the teaching of specialized disciplines and the coordination of research projects ensures the coherence of doctoral training and the scientific relevance of the activities carried out.

**Aspects that constitute best practice examples:** The number of doctoral supervisors doubled, through the support of the habilitation thesis and affiliation to the doctoral field of Agronomy of a significant number of senior researchers, teaching staff within the Faculty of Agriculture.

**Recommendations**

**The indicator is: fulfilled.**

**Indicator**  
**I.P.A.3.1.2**

The HEI ensures professional and personal development for its staff.

**Presentation of the state of facts, supported by documents and data:** The analysis of the state of affairs highlights the fact that IOSUD-USVT ensures, in a systematic and coherent manner, the professional and personal development of doctoral supervisors, teachers and researchers, by facilitating access to institutionalized programs of continuous training and academic mobility, in accordance with the requirements and good practices of ARACIS. Active involvement in the Erasmus+ Programme, CEEPUS agreements and other European academic cooperation programmes is a functional and efficient mechanism for strengthening professional skills and internationalising human resources. The scale, continuity and diversity of the projects carried out (Erasmus+ KA131, KA171, KA2, Horizon 2020, CBHE, MSCA) demonstrate the institutional capacity of the USVT to support the continuous training of staff, to facilitate the exchange of good practices and to integrate international experience into the teaching and doctoral research activity.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT ensures the professional and personal development of doctoral supervisors, teachers and researchers through systematic access to continuing education programs, academic mobility and international cooperation, in accordance with the requirements of ARACIS. Active participation in the Erasmus+ Programme and other European academic cooperation projects contributes to the strengthening of professional skills and the internationalisation of human resources. Involvement in research and mobility projects, participation in conferences and training programmes, development of digital skills and the existence of performance incentive mechanisms ensure an appropriate institutional framework for academic and research career development.

**Aspects that constitute best practice examples:** Teachers who perform in scientific research are rewarded through financial mechanisms and are supported for publishing scientific articles.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

**Standard S.A.3.2. Recruitment procedures**

**Teaching staff recruitment procedures compliant with the provisions of the law.**

**Indicator** Recruitment procedures comply with the provisions of the law, and are established and  
**I.P.A.3.2.1** carried out transparently.

**Presentation of the state of facts, supported by documents and data:** The procedures for recruiting the teaching staff affiliated to IOSUD-USVT are established at institutional level and are carried out in accordance with the legal provisions in force, ensuring transparency, competitiveness and equal opportunities. The occupation of teaching and research positions is carried out through a public competition, organized on the basis of the applicable national legislation, the USVT Charter and the decisions of the Senate, according to the Methodology on the occupation of teaching and research positions in USVT (USVT – M039). Teaching staff employed for a fixed period have the status of associate professor, and the positions of university assistant and research assistant are filled based on the specific regulation (USVT – R061). The acquisition of the quality of doctoral supervisor within IOSUD-USVT is carried out after obtaining the habilitation certificate, in accordance with the methodology regarding the organization and conduct of the process of obtaining the habilitation certificate (USVT - M076).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The analysis of the state of affairs reveals that IOSUD-USVT applies procedures for the recruitment of teaching and research staff in full accordance with the legislation in force, the USVT Charter and the internal regulations approved by the University Senate. The occupation of teaching and research positions is carried out through a public competition, organized on the basis of clear and transparent criteria, ensuring equal opportunities and open competition. The acquisition of the quality of doctoral supervisor is carried out exclusively after obtaining the habilitation certificate and going through the affiliation procedure to doctoral schools, in accordance with the applicable institutional methodologies.





**Aspects that constitute best practice examples:** The ongoing digitalization project improves governance, modernizes seven study programs in smart specialization areas, and strengthens digital skills through improved teaching tools and online resources.

**Recommendations:** it is not the case

**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.

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| <b>Indicator</b><br><b>I.P.A.4.1.1</b> | The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The university's website was reorganized (<https://usvt.ro/>), and the functionality of the old website (<https://www.usab-tm.ro/>) was maintained in parallel, in order to ensure continuity of access to information. At the institutional level, various IT platforms have been implemented for the management of the academic process, among which **the SUMS platform stands out**, which allows the integrated management of the educational path of doctoral students, from admission to the completion of doctoral studies, including administrative aspects such as payment of fees, accommodation and other related services. USVT also has the Online Admission Platform – USVT. Each PhD student / PhD supervisor has an institutional [account@usvt.ro](mailto:account@usvt.ro) which offers: Institutional email, access to Google applications for Education and access to Microsoft Office 365 productivity suites and other educational resources. Starting with 2025, USVT uses **the ACADEMICS IT platform** to manage the results of scientific research and teaching activity. The university also manages online platforms dedicated to the organization of the annual International Conference "**Multidisciplinary Conference on Sustainable Development**", the International Scientific Symposium for students, master's, doctoral students and young researchers – "**Young People and Multidisciplinary Research in Applied Life Sciences**", as well as for the management of the university's scientific publications: the journal "**Advanced Research in Life Sciences**" and the FA Research **Journal of Agricultural Science**. USVT also manages an online platform dedicated to the alumni community, through the "**USVT Excelsior Alumni Foundation**".

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The doctoral program in Agronomy is designed and structured in accordance with the expected learning outcomes and is organised on the basis of the European Credit Transfer System (ECTS).

**Aspects that constitute best practice examples:** The curricular structure respects the credit transfer system (ECTS), ensuring coherence and comparability at the European level.

**Recommendations:** it is not the case

**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.

|                                        |                                                                                                                                                                                                                                                                                                         |
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| <b>Indicator</b><br><b>I.P.B.1.1.1</b> | The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** DSUD-Agronomy is structured on the basis of the European Credit Transfer System (ECTS), with a total of 240 credits, distributed during the four years of studies, according to the legislation in force. An academic year corresponds to a total of 60 ECTS credits, including teaching activities, scientific research activities and supervised independent activities. In the first year, the credits are allocated to the training program based on advanced university studies (compulsory and specialized subjects), as well as to documentation and scientific communication activities according to the curriculum.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** DSUD - Agronomy is organized in accordance with national and European standards, complying with the

\* 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.

European Credit Transfer System (ECTS). The structure of the program comprises 240 ECTS credits, distributed over four years of study, with 60 ECTS/year, corresponding to a balanced and transparent workload, integrating teaching activities, scientific research and supervised independent activities. The program ensures the development of advanced research skills, transversal skills and the ability to capitalize on scientific results, being aligned with the ARACIS requirements regarding the quality and relevance of doctoral training.

**Aspects that constitute best practice examples:** The curricular structure respects the credit transfer system (ECTS), ensuring coherence and comparability at the European level.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

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

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

|                                        |                                                                                                                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.2.1.2</b> | The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO). |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The concordance with the level of qualification and the competences targeted in the curricular design and development process of DSUD-Agronomy aims to ensure consistency with level 8 of the European Qualifications Framework (EQF), according to [OMEC no. 4837/2025](#) corresponding to the qualification for receiving the diploma with the title of doctor. The structure of the programme, the content of the disciplines and the research activities are designed to support the formation of advanced competences, necessary to carry out scientific research, innovation and higher education activities. **The expected learning outcomes** are correlated with the professional and transversal competences established in art. 7 para. (9) and para. (10) of the Framework Regulation on Doctoral Studies ([OM no. 3020/2024](#)) and of the Institutional Regulation on the organization and conduct of doctoral degree programs ([USVT – R075](#)).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The curriculum is fully aligned with the qualification awarded, and doctoral graduates benefit from a clearly defined career perspective on the labour market, with transparent access to relevant information. The intended learning outcomes are directly correlated with the targeted occupations and are consistently reflected in the curricula and course descriptions.

**Aspects that constitute best practice examples:** The connection with occupational standards is explicit, through the identification of the corresponding COR codes, ensuring coherence between the curriculum and the professional profile.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

#### Standard S.B.3.1 Principles

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

|                                        |                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.3.1.1</b> | The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The teaching and learning methods used aim to develop professional, scientific, and transversal skills, while the organisation of educational activities is supported by modern digital resources and the diversity of learning experiences offered within the doctoral school. The doctoral students within DSUD - Agronomy benefit, throughout the duration of the doctoral training period, from the advice and guidance of guidance and academic integrity committees, established according to institutional regulations. The lists of functions for the positions of the members of these committees are presented in the related annexes, and the advisory activity is carried out according to a <https://institut.webtm.ro/documente-desfasurare-doctorat/> set timetable. The functionality of the committees is demonstrated by the minutes of the presentation of scientific reports and the presentation of doctoral theses in front of the advisory and academic integrity committees, as well as by the existence of joint doctoral student-advisor publications.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Teaching and research activities are designed to stimulate active participation, autonomy, and critical reflection among doctoral students, promoting the development of the necessary skills. Doctoral students can constantly express their opinions and level of satisfaction through teaching evaluation questionnaires,

applied every semester for all subjects, with the results being analysed at the doctoral school level for the continuous improvement of the teaching-learning process.

**Aspects that constitute best practice examples:** Curricular flexibility through disciplines that stimulate and encourage the development of individual study and continuing education.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Presentation of the state of facts, supported by documents and data:** The internationalization of the activity of doctoral students is also supported by the constant participation in scientific events, 96 participations with papers at conferences being carried out between 2021 and 2025 by doctoral students together with their coordinators. Also, all 44 doctoral students who completed their doctoral studies in the period 2021–2025 had at least one participation in an international scientific conference, a situation documented in Annex 6 J – Participations in scientific events of doctoral students who completed their doctoral studies, with evidence included in the support files. Also, in the academic year 2024–2025, the 76 doctoral students on internship participated with a total of 47 papers at national and international scientific conferences, with a percentage of approximately 0.62% participations/doctoral student, according to Annex 6 I,J – Participations in scientific events of doctoral students in internship.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** DSUD-Agronomie provides a functional institutional framework for the participation of doctoral students in academic mobility with physical, virtual and mixed presence, supported by clear procedures and the flexibility of the curriculum, which allows the integration of the results obtained without prolonging the studies. The constant participation of doctoral students in international scientific events and the existence of Erasmus+ agreements, the strategic internationalization plan and institutional support mechanisms create favorable premises for the expansion of mobilities and the development of professional and intercultural skills, in accordance with the requirements of ARACIS.

**Aspects that constitute best practice examples:** The mobilities were funded through Erasmus+ scholarships, doctoral grants, financial support provided by USV Timisoara (3,500 lei/year), and the internationalisation scholarship (1,500 lei/month).

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

#### Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

|                                        |                                                                                                                                                                                         |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.3.2.1</b> | The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** USVT ensures fair opportunities for all doctoral students, in accordance with their potential and aspirations, in accordance with the provisions of the USVT Charter, the Regulation on the Professional Activity of Students (**USVT –R040**), the Institutional Regulation on the Organization and Functioning of Doctoral Studies (**USVT –R075**) and of its own Methodology on the organization and functioning of the CCOC-USVT (**USVT - M068**). All doctoral students benefit from equal opportunities, including based on the Gender Equality Plan, having non-discriminatory access to education, regardless of the social, economic or geographical environment of origin. They have equal access to quality educational resources and opportunities, developed within SD-IRVA, including curricula, discipline sheets and the organization of the individual study program (timetable). These measures contribute to the creation of a university environment that promotes equal opportunities, inclusion and individual development of each doctoral student.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The total duration of studies is extended by the period of interruption, through an addendum to the study contract and the rescheduling of the research stages, thus ensuring flexibility, fairness, and continuity in the academic career of doctoral students. At the same time, equal access to international mobility programmes is supported by allocating additional funding to students from disadvantaged backgrounds.

**Aspects that constitute best practice examples:** Diversification of teaching methods adapted to the profile of doctoral students, free and permanent access to physical and digital teaching materials, as well as a transparently announced schedule

**Recommendations:** it is not the case

**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** 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.  
**I.P.B.4.1.1**

**Presentation of the state of facts, supported by documents and data:** IOSUD–USVT ensures equitable access to educational resources and services for all students, including those with special educational needs or disabilities, in accordance with the legislation in force and specific institutional procedures. The organizational component envisages the adaptation of educational resources to individual learning needs, the field of study, the study cycle and the form of organization of doctoral programs, through the use of appropriate teaching materials, flexible teaching methods and digital platforms that support the learning process. Students with disabilities also benefit from personal car access to the USVT campus and specially arranged parking spaces. In addition to the infrastructure, first aid kits are available in laboratories, workshops, greenhouses and classrooms, and the CCOC services through its own Methodology on the organization and functioning of the CCOC-USVT (USVT - M068) contribute to supporting the inclusion and academic performance of doctoral students.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USVT ensures a coherent institutional framework for the equitable access of doctoral students to adequate resources and support services, including for those with special educational needs or disabilities, through adapted infrastructure, educational resources and digital learning platforms. Complementing them with academic counseling and guidance services and specific institutional procedures for individualized support contributes to creating an inclusive educational environment and supporting academic performance, in line with ARACIS requirements.

**Aspects that constitute best practice examples:** PhD students benefit from a material base appropriate for carrying out teaching and research activities in the agronomic field, having access to accommodation and all the facilities offered by the HEI.

**Recommendations:** it is not the case

**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** 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.  
**I.P.B.5.1.1**

**Presentation of the state of facts, supported by documents and data:** Within DSUD - Agronomy, the learning outcomes are adequately defined, in accordance with the doctoral level and the requirements of the field of study, being explicitly described in the curricula and in the subject sheets. They are formulated in terms of knowledge, skills, responsibility and autonomy, reflecting the expectations regarding the training path and research activities of the doctoral student, as well as the responsibilities of the doctoral supervisor involved in the teaching and evaluation process. The learning outcomes are correlated with the competences and content of the disciplines, teaching methods and assessment strategies, being communicated to doctoral students at the beginning of each teaching activity and available through curricular documents and institutional platforms. This approach supports a clear understanding of educational objectives and assessment criteria, contributing to the transparency of the learning process and ensuring the quality of doctoral training, in line with ARACIS requirements. In addition, at the IOSUD-USVT level, feedback from doctoral students is collected based on a questionnaire and the continuous improvement of teaching methods, evaluation and content of disciplines is supported, in relation to the specific needs of doctoral training.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** At the IOSUD level, the learning outcomes are defined in the discipline sheets, being correlated with the objectives, content and evaluation methods of the disciplines, which supports the understanding of expectations by doctoral students and teachers. The existence of institutional feedback mechanisms and the platform for evaluating teachers and the curriculum contributes to the transparency and continuous improvement of the educational process, in line with the requirements of ARACIS.

**Aspects that constitute best practice examples:** Online publication of training documents ensures transparency and accessibility for doctoral students and teaching staff.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**



|                                        |                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.5.1.2</b> | Achievement of the learning outcomes is checked in ongoing examinations and study completion exams. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The verification of the achievement of the learning outcomes is carried out during the studies through periodic examinations and evaluations organized annually, which include the presentation of research reports, specialized reports and individual progress in the realization of the research program. These evaluations are analyzed by the steering and academic integrity committees at the level of the doctoral schools, and the individual research program, including the annual reports and the number of related credits, is endorsed by the CSD and approved by the CSUD, in accordance with the curricula and institutional regulations. The final verification of the achievement of the learning outcomes consists of the public defense of the doctoral thesis, according to the operational procedure regarding the evaluation, defense of the doctoral thesis and completion of the doctoral studies within IOSUD-USVT (**USVT-CSUD - PO-001**), in front of a specialized commission, according to the methodologies and regulations of IOSUD-USVT. Prior to the public defense, the doctoral thesis is subject to verification by means of a similarity detection software ([sistemantiplagiat.ro](http://sistemantiplagiat.ro)), and the thesis and its annexes are made available to the public for 90 calendar days on the national platform managed by UEFISCDI, in accordance with the legal provisions on copyright. Of the total of 44 doctoral theses defended during the evaluation period, all of them had similarity coefficients below the alert thresholds.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The assessment methodology, included in the course syllabi and communicated to doctoral students, is clear and well understood, ensuring transparency and a clear understanding of performance criteria. A defined procedure for evaluating doctoral theses outlines all steps that the student and supervisor must follow to complete the doctoral programme.

**Aspects that constitute best practice examples:** There is a clear procedure for evaluating doctoral theses, which specifies all the steps that the doctoral student, together with the doctoral supervisor, must follow to complete their doctoral studies.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

#### Criterion B.6. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

##### Standard S.B.6.1. Admission

The admission procedures and principles ensure access to higher education.

|                                        |                                                                |
|----------------------------------------|----------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.6.1.1</b> | The organisational component applies the admission procedures. |
|----------------------------------------|----------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** Admission to doctoral degree programs within IOSUD-USVT is carried out on the basis of clear, transparent and unitary procedures, provided for in the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030) and the Regulation on the organization and conduct of doctoral studies in USVT (**USVT - R075**) approved at institutional level. These regulations establish the eligibility criteria, the stages of the admission competition and the methods of evaluating candidates, ensuring the objectivity of the selection process and compliance with the principles of fairness and equal opportunities. Admission is carried out without discrimination, guaranteeing free access to doctoral studies for all eligible candidates, regardless of social background, ethnicity, gender or religion. The general framework regarding the organization and conduct of doctoral studies is regulated by the Regulation on the organization and conduct of doctoral studies in USVT (**USVT - R075**), which includes specific provisions regarding the selection and admission to doctoral studies (Chapter V.4), as well as their completion (Chapter V.7). At the level of the doctoral school, the Regulation on the organization and conduct of doctoral studies within SD-IRVA (**USVT - R093**) details the regulations on admission to doctoral studies, and the admission contest is conducted in accordance with the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030) and with **the admission calendar** related to the annual sessions. All information regarding admission to doctoral studies is published and updated on the official website of the university (<https://www.usab-tm.ro/ro/scoli-doctorale-66/admitere-doctorat>), ensuring transparency and correct information for candidates.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The admission process for the Agronomic field is well regulated, transparent, and oriented towards both academic evaluation and professional relevance. Each doctoral student signs a doctoral studies contract, which is also signed by the doctoral supervisor and the Rector of USV Timisoara, the legal representative of IOSUD.

**Aspects that constitute best practice examples:** Transparency and accessibility of admission information, through dedicated websites and online campaigns.



**Recommendations:** it is not the case  
**The indicator is: fulfilled.**

|                                        |                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.6.1.2</b> | Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The admission process is regulated by Chapter V.4 of the Regulation on the organization and conduct of doctoral studies in USVT (USVT – R075) which establishes the institutional framework, eligibility criteria and stages of the admission competition. Graduates with a bachelor's degree and a master's degree can register for the competition, with a total of at least 300 ECTS credits accumulated, admission not being conditioned by the field in which the diplomas were obtained. The knowledge specific to the doctoral field is evaluated on the basis of a bibliography established by the doctoral supervisor, prior to the competition. Admission is organized by the doctoral school according to the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030), approved by the USVT Senate and published on the institution's website at least 6 months before the date of the competition. USVT ensures the necessary conditions for affirming equal opportunities, according to *the Gender Equality Plan*, in the admission process, including by implementing support measures adapted for people with disabilities, specific learning disabilities or special educational needs, in accordance with the legislation in force on people with SEN.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT ensures an admission process for doctoral studies based on principles of equity and equal opportunities, through transparent and non-discriminatory procedures. The existing regulatory framework, complemented by institutional support measures for candidates from vulnerable groups, including those with special educational needs and/or disabilities, supports equitable access to doctoral programs and compliance with ARACIS requirements.

**Aspects that constitute best practice examples:** Adapted support for candidates with disabilities and special educational needs.

**Recommendations:** it is not the case  
**The indicator is: fulfilled.**

#### Standard S.B.6.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

|                                        |                                                                                                      |
|----------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.6.2.1</b> | The organisational component applies the regulations concerning the students' professional activity. |
|----------------------------------------|------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The evaluation of the professional activity of doctoral students is carried out according to the Regulation on the Professional Activity of Students (USVT – R040) and the Regulation on the Organization and Conduct of Doctoral Studies in USVT (USVT – R075), which include provisions regarding periodic examinations, evaluation of research progress and Operational procedure regarding the evaluation, defense of the doctoral thesis and the completion of the doctoral studies within IOSUD-USVT (USVT-CSUD - PO-001). Also, the institutional framework allows the development of doctoral studies under national and international co-supervision, the conditions of this type of academic path being clearly defined by the Methodology on the Doctorate in co-supervision (USVT - M115).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The academic progress of doctoral students is a well-regulated and transparent process. The professional activity of students is monitored and supported by regulations and procedures designed to facilitate academic progress.

**Aspects that constitute best practice examples:** Transparency and accessibility of regulations and information through the university website and the Student Guide.

**Recommendations:** it is not the case  
**The indicator is: fulfilled.**

### Criterion B.7. Internationalisation process

#### Standard S.B.7.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

|                                        |                                                                                                                                                                                           |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.7.1.1</b> | The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities. |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** PhD supervisors in DSUD-Agronomy have a cumulative Hirsch WoS index of 191, with an average of 10.5 per PhD supervisor.

According to the CNATDCU 2026 criteria, a Hirsch index in WoS of at least 4 per doctoral supervisor is provided. Individual values range from 5 to 20. PhD supervisors and doctoral students participate in Erasmus+ teaching and training mobilities. Also, within the international projects won through the competition, external trips were made for meetings of the project consortia and for the establishment of future collaborations in the research activity (Spain, Poland, Croatia, Serbia, Hungary, Austria, France, Germany, Morocco). DSUD-Agronomy benefits from bilateral ERASMUS agreements with prestigious universities and research institutions in the field, as well as the possibility of carrying out doctoral studies in international co-supervision, there being 1 active co-supervision agreement at the level of DSUD-Agronomy at international level. Also, there are 68 members in the guidance and academic integrity commissions, of which 15 are from other universities/institutions in the country.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The internationalization activity aims to develop an inclusive and stimulating academic environment, which facilitates the integration of graduates into the labor market and their adaptation to current professional requirements.

**Aspects that constitute best practice examples:** Permanent concern for increasing the degree of internationalization, including the development of a procedure for conducting doctoral studies under international co-supervision.

**Recommendations:** It is recommended to further support and expand internship opportunities at reputable foreign universities and research institutes

**The indicator is: fulfilled.**

### Criterion B.8. Scientific research results

Standard S.B.8.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

|                                        |                                                                                                                                                                            |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.8.1.1</b> | Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** PhD students are integrated into research groups and projects coordinated by doctoral supervisors, benefiting from access to research infrastructure, modern investigation methods and techniques, as well as their scientific expertise. It should be noted that, through the "Open Digital Learning Campus in Life Sciences" project, approved by the Order of the Minister of Education no. 4168/30.06.2022, students in study cycles I, II and III (doctorate) are trained in the use of various laboratory equipment, as well as in the digitization component of educational and research processes. The full and affiliated doctoral supervisors of DSUD-Agronomie coordinate or participate in the teams for carrying out research projects funded by national and international contracts. During the evaluated period, the doctoral students were integrated into the research teams of a number of 33 projects, being involved in at least two projects lasting more than six months, on a paid or voluntary basis. Also, projects submitted in national and international competitions are underway and evaluated, which will contribute to the development of the research infrastructure and to the integration of DSUD-Agronomy into European research networks.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Learning based on scientific investigation and the exploitation of research results constitute a fundamental element in the development of the Agronomy doctoral study program, as they ensure the integration of theoretical knowledge with scientific practice and develop critical thinking, creativity and problem-solving skills.

**Aspects that constitute best practice examples:** The involvement of PhD students in a large number of research projects at national and international level, alongside doctoral supervisors or in teams outside the university, constitutes an example of good practices in research activity.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

Standard S.B.8.2. 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.

|                                        |                                                                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.B.8.2.1</b> | The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The scientific research activity carried out within IOSUD-USVT/DSUD-Agronomy is in line with the objectives of the accredited doctoral fields ([list of proposed research topics](#)) and is supported by the constant involvement of doctoral supervisors and doctoral students in research projects and scientific dissemination activities. The results of the research are capitalized by publishing scientific articles in specialized journals indexed in recognized international databases ([Web of Science](#), [Scopus](#)), as well as by participating in national and international

scientific conferences and events relevant to the doctoral fields. The international visibility of the research is supported by the significant number of publications produced in collaboration with [external partners](#), by the participation in research projects with national and international funding and by the dissemination of the results in the volumes of international scientific conferences ([Annex 6 J](#)). In parallel, national visibility is ensured by publishing in recognized specialized journals, own scientific journals/[events](#) ([Research Journal of Agricultural Science](#)), participation in national conferences and involvement in scientific networks and communities. The results of the research activity carried out by the doctoral supervisors and doctoral students are correlated with the [theme of the doctoral theses](#) and with the research directions specific to the evaluated fields, ensuring the coherence between the research activity and the doctoral training process. The dissemination of the results is achieved through scientific articles, specialized volumes, communications at conferences, as well as through other forms of scientific valorization.

[Analysis of the state of facts, in relation with the state of facts acknowledged from documents:](#) The above-mentioned aspects demonstrate a high level of engagement and excellence in the scientific research conducted by PhD supervisors and doctoral students in the field of Agronomy.

[Aspects that constitute best practice examples:](#) Capitalizing on research through scientific publications, books, manuals and patents.

[Recommendations:](#) It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).

**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

|                                        |                                                                                                                                                                                      |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.1.1.1</b> | The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

[Presentation of the state of facts, supported by documents and data:](#) Within IOSUD-USVT, the quality assurance system is implemented through a clearly defined organizational structure, represented by the Commission for Evaluation and Quality Assurance (CEAC), which operates on the basis of the Regulation of the Commission for Evaluation and Quality Assurance ([USVT - R044](#)). CEAC has the role of coordinating and monitoring the implementation of quality assurance policies and procedures at the level of IOSUD, doctoral schools and doctoral fields. The executive activity of developing, implementing and updating the [regulations](#), [procedures](#) and evaluation criteria is ensured by the Quality Management Service (QMS), which operates according to the Regulation on the organization and functioning of the quality management department ([USVT- R026](#)). This procedural framework defines the methodology for organising and carrying out quality assessment and quality assurance activities at institutional level, ensuring the consistent and transparent application of quality mechanisms. The ethical and deontological dimension of academic and research activities is regulated by the USVT's Code of Ethics and University Deontology, integrated into the [USVT Charter](#), as well as by the Ethics Commission Regulations ([USVT - R021](#)).

[Analysis of the state of facts, in relation with the state of facts acknowledged from documents:](#) The HEI has established an organizational framework for quality assessment and assurance through the Commission for Evaluation and Quality Assurance (CEAC), supported by specific procedures and regulations available on the university's website. The university also operates under a Code of Ethics and Regulations of the Ethics Committee, which reinforce the ethical and professional standards governing the educational and research processes.

[Aspects that constitute best practice examples:](#) All this information is published transparently and updated, being accessible online on the University's website.

[Recommendations:](#) it is not the case

**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.

|                                        |                                                                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.1.2.1</b> | The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process. |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The involvement of stakeholders in the evaluation and quality assurance process is carried out through the structure of the Commission for Evaluation and Quality Assurance (CEAC), approved by the University Senate, in accordance with the provisions of the Higher Education Law no. 199/2023. The composition of the CEAC reflects the principle of balanced participation of relevant actors, including a person responsible for the operational leadership of the commission, two teachers, two student representatives appointed by the representative student organizations, a representative of the employers and a representative of the administrative structure. The team with assurance of the quality is made up of: Prof. Ilinca Merima Imbrea, Ph.D. – responsible for IOSUD-USVT, Prof. Adrian Riviş, PhD, responsible for SD-IRVA and Assoc. Prof. Ioan Huţu, PhD, responsible for SD-MV and Prof. Mărioara Nicula Neagu, PhD, responsible for CCOC-IOSUD-USVT.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Institutional documents confirm the commitment of USVT to integrate the opinions and proposals of members of the university community and external stakeholders in the process of implementing academic procedures.

**Aspects that constitute best practice examples:** The participation of student and employer representatives within CEAC contributes to a participatory approach to quality management and allows the procedures to be adapted to the real needs of the beneficiaries of the educational process.

**Recommendations:** it is not the case

**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.

|                               |                                                                                                                                                                                                                                                |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator I.P.C.2.2.2.</b> | The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution. |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The University Ethics Commission operates based on the Ethics Commission Regulation (USVT - R021), approved by the University Senate, in accordance with the national legislation in force. The Commission operates independently of the other organisational structures of the university, in compliance with the principles of university autonomy, impartiality and confidentiality. The Code of University Ethics and Deontology is an integral part of the USVT Charter. The composition of the ethics committee is public and is displayed on the official website of the university, ensuring the transparency of the functioning process.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** At the HEI level, there are ongoing concerns for maintaining the independence and transparency of the University Ethics Commission, periodically updating regulations to align with national legislation and European standards, developing effective mechanisms to prevent misconduct, and increasing awareness and training in the field of academic ethics for students and faculty.

**Aspects that constitute best practice examples:** The committee's activity is transparent, being reported annually and presented to the university management.

**Recommendations:** it is not the case

**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.

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Indicator I.P.C.3.1.1</b> | The organisational component consistently applies the procedures, and proves their impact on quality assurance. |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** Within IOSUD-USVT there is and applies the Regulation on the initiation, approval, monitoring and evaluation of study programs (USAMVBT - PG 001 R015), which establishes the procedural framework for the design, implementation and periodic review of programs and fields of study. In order to achieve the objectives related to the quality of the study programs, the Specialized Commission of the University Senate, which has in its portfolio specific attributions in the field of quality assurance, applies its own regulation (USVT - R069) and the related procedures.



**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The USVT applies a coherent, structured and sustainable approach in the management of programs and fields of study, based on clear procedures, actively monitored and subject to periodic review. The consistent application of these procedures allows the adaptation of the educational offer to the requirements of the socio-economic environment and to developments in the relevant scientific fields. The impact of applying the procedures is reflected in maintaining and improving academic quality, increasing the relevance of study programs for the labor market and strengthening the satisfaction of the direct beneficiaries of the educational process.

**Aspects that constitute best practice examples:** The Study Program Evaluation and Quality Assurance Committee includes, along with the study program manager and teaching staff, a representative of doctoral students and a representative of the business environment.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

|                                        |                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.3.1.2</b> | Members of its own community and other stakeholders are involved in the procedure implementation process. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** Members of the academic community and stakeholders are involved in the process of implementing institutional procedures by participating in evaluation and quality assurance structures, regular consultations and feedback mechanisms, contributing to their application and improvement. The institutional mechanisms existing at IOSUD-USVT level support the systematic involvement and collaboration of members of the academic community and internal and external stakeholders in the process of applying the procedures. This participatory approach contributes to increasing the degree of ownership of the procedures by the actors involved and facilitates their continuous adaptation to the real needs of the institution and the beneficiaries of the educational process. The constant involvement of stakeholders in the implementation of procedures has a positive impact on the relevance, efficiency and functionality of quality assurance mechanisms, contributing to the strengthening of the quality culture and the continuous improvement of academic and administrative activities.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The HEI has established mechanisms to engage members of the academic community, as well as internal and external stakeholders, in the implementation of institutional procedures and this collaborative approach supports the continuous adaptation of procedures.

**Aspects that constitute best practice examples:** Members of the community and other stakeholders are involved in the periodic monitoring and evaluation process, and the results are used in academic management processes, resulting in annual reports.

**Recommendations:** it is not the case

**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.

|                                        |                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.4.1.1</b> | The organisational component analyses the results of the students' biannual evaluation of teachers. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** The evaluation process is supported by dedicated IT platforms, which allow the systematic collection of **student feedback** on the teaching activity, teaching and evaluation methods, as well as the learning environment. Also, students assess the level of satisfaction with the learning environment by filling in online **questionnaires**, applied for both compulsory and specialized subjects, in accordance with the regulation on the periodic evaluation of the quality of teachers' work (**USAMVBT - PG 001 R022**). USVT uses specific procedures and forms for the periodic evaluation of the staff's activity, implemented through institutional IT platforms. The USVT also has a Scientific Council, which operates in accordance with the Regulation on Organization and Functioning (**USVT - R065**), as well as a Regulation on awarding the results of scientific research, innovation and technology transfer activity, applicable at institutional level (**USVT - R088**). The evaluation of teaching and scientific research activities is also supported by the Regulation on the organization and functioning of the Scientific Research Commission of the USVT Senate (**USVT - R004**).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The analysis of the semester evaluation of the teachers' performance by students highlights the fact that, at IOSUD-USVT level, functional and coherent institutional procedures are implemented, integrated into the internal quality assurance system. The evaluation is carried out in electronic format, based on standardized tools, and the reports generated at the level of university, faculty, study program, discipline and teacher allow

the responsible structures to periodically analyze the results, identify the strengths and aspects that need improvement in the teaching activity. The results of the evaluations indicate a good and very good level of teacher performance, as well as an adequate correlation between the educational objectives, the contents taught and the methods used.

**Aspects that constitute best practice examples:** Through the INTRANET/SUMS-USVT platform, various reports can be generated, necessary to assess the quality of the work of teachers, research and administrative staff.

**Recommendations:** it is not the case

**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.

|                                        |                                                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.5.1.1</b> | The organisational component systematically collects and analyses data required for the internal quality assurance process. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** IOSUD-USVT uses dedicated information systems and databases to support teaching, research and internal quality assurance activities. The students' records are made through the SUMS-USVT information system, and the research activities are managed through the ACADEMICS platform. The institutional quality assurance process is supported by the SUMS-USVT and INTRANET platforms, which allow the collection, centralization and analysis of data specific to internal evaluations.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Institutional educational platforms (such as Microsoft Teams, Zoom, etc.) are used to carry out teaching activities, which provide the necessary support for the teaching-learning-assessment process.

**Aspects that constitute best practice examples:** IOSUD-USVT systematically collects, processes and analyses data on the processes carried out and their quality, using an IT platform. The data is used both in managerial decision-making and for the internal quality assurance process.

**Recommendations:** it is not the case

**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.

|                                        |                                                                                                                                        |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.6.1.1</b> | The organisational component ensures publication and access to information of public interest regarding the evaluated study programme. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** IOSUD-USVT ensures a high level of transparency and access to information of public interest regarding IOSUD-USVT and doctoral fields, the organization of the teaching process, student facilities, institutional regulations and procedures. The main communication channel is the official website of the university (<https://usvt.ro/>), which allows the correct and complete information of the direct and indirect beneficiaries of the educational process. The transparency of the services offered by the university is also supported by the use of complementary communication channels, such as the media and social networks, which contribute to the dissemination of information of public interest, to strengthening the dialogue with the academic community and to increasing the visibility of the activities carried out at institutional level.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT ensures a high level of transparency and access to information regarding the activities of the Doctoral School of Engineering and Management of Vegetable and Animal Resources and the field of Agronomy. Detailed information is available on the organisation of the teaching process, facilities for doctoral students, regulations, procedures and documents of public interest, all presented in an accessible and constantly updated format.

**Aspects that constitute best practice examples:** HEI respects the principles of transparency and access to public information, systematically providing relevant information through the official website regarding DSUD.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

|                                        |                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.6.1.2</b> | The organisational component ensures transparent decision-making processes. |
|----------------------------------------|-----------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** IOSUD-USVT ensures the transparency of decision-making processes by applying clear information and consultation mechanisms, which guarantee access to relevant information for all stakeholders. The decisions of the University Senate and the Board of Directors, as well as the regulations, methodologies, procedures, strategic documents and annual activity reports are published on the official website of the university, ensuring the visibility of the substantiation and decision-making stages. The transparency of the decision-making process is strengthened through regular consultations with doctoral students and doctoral supervisors (online questionnaires), carried out during the meetings of the specific structures (CSD and CSUD), fostering a participatory and responsible decision-making framework.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT ensures a high level of transparency and accessibility of information of public interest by constantly publishing relevant documents, reports, and decisions on the official websites of the university and doctoral schools, in accordance with the principles of good academic governance.

**Aspects that constitute best practice examples:** The managerial activity is based on the norms of European university management and is subordinated to the strategic objectives of the University stated previously.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

#### Criterion C.7. Participation in external evaluation processes, according to the law

Standard S.C.7.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

|                                        |                                                                                                                                                                                         |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br><b>I.P.C.7.1.1</b> | The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Presentation of the state of facts, supported by documents and data:** In 2021, the last institutional evaluation carried out by ARACIS took place at the level of IOSUD-USVT (ARACIS council report of 16.12.2021), as a result of which the university was accredited and received the qualification "high degree of trust". DSUD-Agronomie was subjected to periodic evaluation in accordance with the legislation in force, the last ARACIS evaluation being carried out in 2021 (according to the decisions of the ARACIS Council no. 99 of 25.11.2021).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USVT systematically and in accordance with the legal provisions carries out the procedures related to the external quality assessment process, ensuring participation in ARACIS evaluations and compliance with the methodological requirements regarding the organization and functioning of DSUD-Agronomy.

**Aspects that constitute best practice examples:** In addition to external evaluation, HEIs also apply internal periodic evaluation mechanisms according to their own methodologies.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

## IV. SWOT Analysis

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>✓ Solid academic tradition – the field of Agronomy has been operating since 1969;</li> <li>✓ Maintaining ARACIS accreditation and implementing recommendations from external evaluations (2021–2025);</li> <li>✓ Numerous and qualified academic staff – qualified doctoral supervisors, teachers with experience and involvement in research;</li> <li>✓ Adequate teaching and research infrastructure, including teaching and experimental stations;</li> <li>✓ Integrating research into the educational process, supporting publication in international databases (WoS);</li> <li>✓ Correlation of bachelor's-master-doctorate cycles, ensuring academic continuity;</li> <li>✓ Strategy aligned with the National Strategy for Research, Innovation and Smart Specialization 2022–2027;</li> <li>✓ National and international partnerships for mobility and co-supervision.</li> </ul> | <p><b>INTERNAL FACTORS</b></p> <p>↑</p> | <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>✓ High dependence on public funding for budgeted places and infrastructure;</li> <li>✓ Limited number of PhD students budgeted compared to the institution's potential.</li> </ul>                                                                                                                                                                                                                                                                          |
| <p><b>SWOT analysis</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>✓ Access to European and national funds for research and digitization</li> <li>✓ Increasing interest in sustainable and digitized agriculture (smart farming);</li> <li>✓ Partnerships with the regional agricultural and agri-food sector;</li> <li>✓ Development of related fields (biotechnologies, agricultural management, organic farming);</li> <li>✓ Internationalization of doctoral programs (co-supervision, Erasmus+ mobilities, European consortia);</li> <li>✓ Digitization of educational and administrative processes.</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <p><b>EXTERNAL FACTORS</b></p> <p>↓</p> | <p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>✓ Climate change, with a direct impact on the agronomic field;</li> <li>✓ Demographic decline and reduction of the candidate base;</li> <li>✓ Competition from European universities with superior infrastructure;</li> <li>✓ Legislative instability and frequent changes in the regulatory framework;</li> <li>✓ Fluctuating research funding at national level;</li> <li>✓ Migration of specialists to the private sector or to other countries.</li> </ul> |



## 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 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|
| <b>DOMAIN A. Institutional capacity</b> |                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                 |
| 1.                                      | <b>I.P.A.1.1.1</b> 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.                                                                                                                       | <b>F</b>                                   |                 |
| 2.                                      | <b>I.P.A.1.2.1</b> 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.                                                                                                                                          | <b>F</b>                                   |                 |
| 3.                                      | <b>I.P.A.2.1.1</b> 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. | <b>F</b>                                   |                 |
| 4.                                      | <b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.                                                                                                                                                                                                                          | <b>F</b>                                   |                 |
| 5.                                      | <b>I.P.A.3.1.1</b> 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.                                                                          | <b>F</b>                                   |                 |
| 6.                                      | <b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.                                                                                                                                                                                                                                                                                                   | <b>F</b>                                   |                 |
| 7.                                      | <b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.                                                                                                                                                                                                                                                       | <b>F</b>                                   |                 |
| 8.                                      | <b>I.P.A.4.1.1</b> 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.                                                                                                                                                                | <b>F</b>                                   |                 |
| <b>DOMAIN B. Educational efficacy</b>   |                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                 |
| 9.                                      | <b>I.P.B.1.1.1</b> 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.                                                                | <b>F</b>                                   |                 |
| 10.                                     | <b>I.P.B.2.1.2</b> 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).                                                                                                                                                              | <b>F</b>                                   |                 |
| 11.                                     | <b>I.P.B.3.1.1</b> The organisational component ensures implementation of the student-centred learning in the                                                                                                                                                                                                                                                                             | <b>F</b>                                   |                 |

| No.                                 | Performance Indicator                                                                                                                                                                                                                                                                                                                               | Extent to which it was fulfilled (F/PF/UF) | Recommendations                                                                                                                                                                                                    |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | curriculum and through the teaching strategies used in the learning and teaching activities and experiences.                                                                                                                                                                                                                                        |                                            |                                                                                                                                                                                                                    |
| 12.                                 | <b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.                                                                                                                                                                             | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 13.                                 | <b>I.P.B.3.2.1</b> 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.                                                                                                                                         | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 14.                                 | <b>I.P.B.4.1.1</b> 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. | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 15.                                 | <b>I.P.B.5.1.1</b> 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.                                                                                                                                           | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 16.                                 | <b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.                                                                                                                                                                                                                              | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 17.                                 | <b>I.P.B.6.1.1</b> The organisational component applies the admission procedures.                                                                                                                                                                                                                                                                   | <b>F</b>                                   | <b>attracting doctoral students from other countries</b>                                                                                                                                                           |
| 18.                                 | <b>I.P.B.6.1.2</b> 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.                    | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 19.                                 | <b>I.P.B.6.2.1</b> The organisational component applies the regulations concerning the students' professional activity.                                                                                                                                                                                                                             | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 20.                                 | <b>I.P.B.7.1.1</b> The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.                                                                                                                                        | <b>F</b>                                   | <b>It is recommended to further support and expand internship opportunities at reputable foreign universities and research institutes</b>                                                                          |
| 21.                                 | <b>I.P.B.8.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.                                                                                                                                                       | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 22.                                 | <b>I.P.B.8.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.                                                                                                                                                                        | <b>F</b>                                   | <b>It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).</b> |
| <b>DOMAIN C. Quality management</b> |                                                                                                                                                                                                                                                                                                                                                     |                                            |                                                                                                                                                                                                                    |
| 23.                                 | <b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.                                                                                                                                                                                                                  | <b>F</b>                                   |                                                                                                                                                                                                                    |
| 24.                                 | <b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.                                                                                                                                                                                       | <b>F</b>                                   |                                                                                                                                                                                                                    |

| No. | Performance Indicator                                                                                                                                                                                                                                              | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|
| 25. | <b>I.P.C.2.2.2.</b> 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. | <b>F</b>                                   |                 |
| 26. | <b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.                                                                                                                                 | <b>F</b>                                   |                 |
| 27. | <b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.                                                                                                                                       | <b>F</b>                                   |                 |
| 28. | <b>I.P.C.4.1.1</b> The organisational component analyses the results of the students' biannual evaluation of teachers.                                                                                                                                             | <b>F</b>                                   |                 |
| 29. | <b>I.P.C.5.1.1</b> The organisational component systematically collects and analyses data required for the internal quality assurance process.                                                                                                                     | <b>F</b>                                   |                 |
| 30. | <b>I.P.C.6.1.1</b> The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.                                                                                                          | <b>F</b>                                   |                 |
| 31. | <b>I.P.C.6.1.2</b> The organisational component ensures transparent decision-making processes.                                                                                                                                                                     | <b>F</b>                                   |                 |
| 32. | <b>I.P.C.7.1.1</b> 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.                                                         | <b>F</b>                                   |                 |

**Summary Table of Performance Indicators – Degree of Fulfillment**

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

## VI. Conclusions

Following the evaluation visit and based on the analysis of performance standards and indicators, internal and external evaluations, as well as the continuous monitoring carried out by the competent institutional structures, a series of general conclusions can be drawn regarding the quality of education offered within the „Doctoral Study Area in Agronomy“:

- the field is rigorously organized, in accordance with ARACIS standards, both in terms of curriculum, human resources and educational infrastructure, as well as from the perspective of managerial processes and the involvement of quality assurance structures;
- the field ensures the acquisition of the knowledge and skills necessary to exercise the occupations targeted by „Doctoral Study Area in Agronomy“;
- a positive aspect is the involvement of teaching staff in research activities and in academic life, as well as the stimulation of student participation in extracurricular and scientific activities;
- the teaching staff have the professional training necessary to carry out the „Doctoral Study Area in Agronomy“;



- the infrastructure of the Doctoral Study Area in *Agronomy* is adequate and ensures the proper conduct of teaching-learning-evaluation activities, including applied and research activities.

**Recommendations:**

- Attracting doctoral students from other countries;
- Encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).;
- It is recommended to further support and expand internship opportunities at reputable foreign universities and research institutes.

In conclusion, the Doctoral Study Area in *Agronomy* ensures quality academic training, supported by a solid institutional framework, adequate teaching resources and a firm commitment to continuous improvement, being fully compatible with the requirements of the European Higher Education Area and with the expectations of the labor market.

**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

1. Schedule of the evaluation visit to the IIS;
2. Minutes of all meetings organized during the visit to the IIS;
3. Resources available on the university website.

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