



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale și specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calității și validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 și art. 249 alin. (1) lit. f), g) și h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările și completările ulterioare, denumită în continuare Legea, precum și în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările și completările ulterioare, denumită în continuare Metodologia;
- **autorizarea de funcționare provizorie pentru programele de studii universitare din ciclul I de licență:** art. 235 alin. (1) lit. a) și lit. b) pct. (ii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27, art. 29 și art. 32-33, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) și lit. b) pct. (iii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27-29 și art. 34-35, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) și art. 236 alin. (1) și (3) din Lege; art. 27-29 și art. 37-38, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru programele de studii universitare din ciclul I de licență:** art. 239 alin. (1) lit. b) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 42, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 43-44, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) și alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 și art. 46-47, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **analiza și validarea în vederea verificării respectării Metodologiei, de către comisiile de experți evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare și menținerea acreditării, din Lege, precum și art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările și completările ulterioare;



b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis și pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori și poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date și dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de ședință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege și al art. 62 alin. (1) și (2) din Metodologie, precum și al art. 7 alin. (1) și alin. (3) lit. b) și h), art. 11 alin. (1) și al art. 23 alin. (5) din Regulamentul de organizare și funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 și completat prin Hotărârea nr. 116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior HOTĂRĂȘTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și domeniile de studii universitare de doctorat, după caz, cuprinse în anexele 1-16, care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) și alin. (3) lit. b), c) și d), art. 231 lit. a) și b), art. 232 lit. c), d) și e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum și considerentele analizei de validitate și concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației și Cercetării și instituțiilor solicitante și se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege și ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege și ale art. 62 alin. (3) din Metodologie.



Art. 4. Prezenta hotărâre intră în vigoare la data de 27.08.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității și de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Președinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare și Formare
Consilier juridic

NR. 260/H/27.08.2026

**AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR**

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA

Înscrișă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

ANEXA NR. 5

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 5.2

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea Tehnică din Cluj-Napoca	
Școala(ile) doctorală(e)	Școala Doctorală UTCN	
Domeniul de studii universitare de doctorat	Inginerie electrică	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Inginerești 2 (CPS_C11) din 23.07.2026. CPS_C11 a solicitat revizuirea REE, conform PV 3952/23.07.2026. REE revizuit a fost analizat în ședința CPS_C11 din 17.08.2026, propunerea de decizie fiind consemnată în PV nr.4384/17.08.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4487/27.08.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei (se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1., S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ:- N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N: -
Motivarea deciziei		
Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • 32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 neîndepliniți • 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE .		
Decizia	Menținerea acreditării	



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

Higher Education Institution/Education Provider Organization:	TECHNICAL UNIVERSITY OF CLUJ-NAPOCA (TUCN)
Doctoral School:	TUCN Doctoral School
Doctoral Domain:	Electrical Engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	FOȘALĂU CRISTIAN-IOAN	Expert evaluator	
2.	FERRAO DE PAIVA MARTINS RODRIGO	International Expert	
3.	GAVRILĂ ȘTEFAN-ALEXANDRU	PhD Student Evaluator	

I. Introduction

The evaluation panel was composed by Prof. Cristian Ioan Foşalău, from the “Gheorghe Asachi” Technical University of Iaşi, expert evaluator and panel coordinator; Prof. Rodrigo Ferrao de Paiva Martins, from Universidade NOVA de Lisboa, international expert evaluator and Gavrilă Ştefan-Alexandru, Ph.D.student at Universitatea Petrol şi Gaze Ploieşti. The panel carried out the external evaluation visit in the period 13.07 – 14.07.2026 at the Technical University of Cluj Napoca, for periodic external quality evaluation of the doctoral study domain Electrical Engineering, in order to obtain the maintaining accreditation (MAC).

The Technical University of Cluj-Napoca (TUCN) is a state-accredited higher education institution with legal personality, of public interest, non-profit in nature, and an integral part of the national higher education system. The mission assumed by TUCN in the University Charter and in the 2024–2029 Strategic Plan is to develop value in people, in processes and in products for which it pursue high-quality education and advanced scientific research in specific fields, in a national and international context, responding to the needs of the individual’s intellectual, professional and social development and to the progress of Romanian society. In 2012, a merger by absorption with the North University of Baia Mare took place; it continues to function as a complex functional unit under the name North University Centre of Baia Mare. In addition to the locations in Cluj-Napoca and Baia Mare, TUCN’s teaching activities are also carried out within the university branches in Zalău, Satu Mare, Bistriţa, and Alba Iulia, which do not have legal personality. The University has 88 accredited or provisionally authorized bachelor’s programmes, delivered within 12 faculties (9 in Cluj-Napoca and 3 at the North University Centre of Baia Mare). Bachelor’s studies are organized over 4 years for engineering sciences (240 ECTS), 3 years (180 ECTS) at the Faculty of Philology and at the Faculty of Sciences – North University Centre of Baia Mare, and 6 years (360 ECTS) at the Faculty of Architecture.

At TUCN, doctoral university studies are conducted within the Doctoral School of the Technical University of Cluj-Napoca. The Doctoral School is an IOSUD-TUCN structure composed of doctoral supervisors (academic staff/researchers) and doctoral candidates, focused on scientific research and research-based learning, and on the development of doctoral competences. The Doctoral School is led by the Doctoral School Director and the Doctoral School Council. At the doctoral field level, doctoral university studies are organized within Coordination Councils of Doctoral Programmes. These are subordinated to the TUCN Doctoral School, and their establishment is approved by CSUD.

The Coordination Council of Doctoral Programmes for the Electrical Engineering Domain (CCPD–EE) operates under the auspices of the Faculty of Electrical Engineering (FIE) within TUCN and coordinates the activity of 42 doctoral supervisors in Electrical Engineering, members of the TUCN Doctoral School, as well as 137 doctoral candidates under their supervision as of 1 October 2025. The most recent periodic evaluation carried out by ARACIS took place in 2021, following which the continued operation of the Electrical Engineering doctoral field within the TUCN Doctoral School was approved. In 2024, a Progress Report for the Electrical Engineering doctoral field within the TUCN Doctoral School was prepared and favorably approved by ARACIS.

II. Methods used

In order to perform the external quality evaluation aimed at maintaining the DSUD-EE accreditation, the ARACIS evaluation panel accomplished the following actions:

- Analysis of the Internal Evaluation Report uploaded by the institution in Aracis Sharepoint
- Analysis of the annexes provided by the institution in Sharepoint. Besides the initially uploaded annexes, the following supplementary annexes have been requested and provided:
 - Anexa S1 Tabel teze sustinute 2021-2025
 - Anexa S2 Comisii ale Consiliului FIE
 - Anexa S3 Planuri de invatamant ciclul master de la FIE
 - Anexa S4 Planul de invatamant PPUA IE
 - Anexa S5 HCA_alocare_fonduri_Doctoranzi_2026
 - Anexa S6 Componenta Comisiei de Etica UTCN
 - Anexa S7 Colaborarea cu mediul economic
- Analysis of answers to clarifying questions addressed to the evaluated institution
- On-site visit during which the following meetings took place:
 - Meeting with the representatives of the IOSUD, DSUD and CCPD management
 - Meeting with the team that elaborated the internal evaluation report
 - Meeting with the Ph.D. supervisors involved in the activities within the DSUD-EE
 - Meeting with representatives of the quality assurance organisational structures
 - Meeting with doctoral students of the DSUD-EE
 - Meeting with alumni of the DSUD-EE
 - Meeting with employers of the DSUD alumni
 - Meeting with members of the University Ethics Commission
- On-site visit during which the inspection of the following research laboratories and meetings with the staff in charge have been carried out:
 - Electromagnetic Compatibility Laboratory
 - Institute for Artificial Intelligence Research
 - Electrical Machines and Electrical Traction Laboratory
 - Power Electronics Laboratory
 - ENTREC Research Center
 - SOLIS Laboratory
 - Medical Engineering Laboratory

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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At the IOSUD-TUCN level, the structures responsible for organizing and operating the doctoral cycle are published transparently, including names, responsibilities and contact details on the [IOSUD- TUCN website](#). The [organization](#) is presented visually in the IOSUD-TUCN organizational chart (2024), which illustrates the relationship between the Rector, Senate/Board of Administration, [CSUD](#), the [Doctoral School](#), [field-level coordination councils](#) and [ethics/integrity structures \(OEIA/BEIA\)](#), as well as [administrative support structures](#).

For the completion of studies, the procedural flow is published on the [Doctoral Thesis Defence page](#), where the following are available: the Operational Procedure, Edition III, Revision 1 (approved by the Board of Administration on 13.05.2025), the list of required documents, forms, and the corresponding timelines.

Publication of the structure (components, fields, contacts) and of the formal organization (organizational chart), [IOSUD Structure](#) and [the IOSUD-TUCN Organizational Chart](#) (2024); the updating and publication of the internal regulatory framework ([Doctoral School Regulation-04.07.2024](#)), harmonized with the national framework ([Law 199/2023](#) and [Order 3020/2024](#)); as well as the existence of operational documentation for admission ([HSU 1785/2024](#)) and completion ([procedure + list of annexes + forms F1-F18](#)), which demonstrates the standardization of essential workflows.

The indicator is: fulfilled.

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

At the IOSUD- TUCN level, the opinions of faculty members and of the involved departments, as well as of other stakeholders, are integrated into the process of developing and revising methodologies, regulations and procedures through formal consultation and deliberation mechanisms. Proposed amendments may be initiated at the department or faculty level, are discussed in the department and faculty councils, and are then forwarded to the CSUD and, where applicable, to the central management structures (Board of Directors, Senate). These structures include doctoral supervisors from the EE field, academic staff with academic management responsibilities, the IOSUD secretariat, as well as representatives of doctoral candidates, who express their views on the content and application of the regulations.

Doctoral candidates' opinions are collected both through their representatives in the CSUD and in the Doctoral School councils, and through [periodic satisfaction questionnaires](#) and dedicated formal meetings (information sessions, thematic consultations). The opinions of external partners (the socio- economic environment, partner institutions) are considered, especially regarding the relevance of research topics and targeted competences, through extended supervision committees and collaborations in projects; the resulting information is used to adjust the regulatory and procedural framework. The collection of opinions is supported by TUCN's [unit responsible for relations with the socio-economic environment](#). When major documents are drafted or updated (e.g., the [Doctoral School Regulation](#) or the [doctoral admission regulation](#)), working versions are circulated for consultation

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

to the Doctoral School Council, the Coordination Councils of Doctoral Programmes (CCPD), including the CCPD- IE, and doctoral candidates' representatives. Comments and proposals are consolidated and, where appropriate, integrated into the final version, which is then adopted through the IOSUD decision- making route. This consultation process supports both the alignment with the needs of the academic community and transparency in decision- making.

The analysis of the current situation shows that opinions of faculties, departments, IOSUD structures, doctoral candidates and external partners are integrated through formal consultation and decision- making routes; doctoral candidates participate through representation bodies and feedback instruments; and consultation results are used to revise and improve methodologies, regulations and procedures.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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TUCN's Library Directorate provides documentation services and access to collections (printed/electronic), and the [online catalogue \(OPAC – Liberty\)](#) enables rapid searching and locating of resources. For access to licensed scientific databases, the university benefits from the [ANELIS Plus portal](#) and from [operational information](#) published on TUCN's research- dedicated website. The [ANELIS Plus project website](#) publishes the list of electronic resources and support sections (e.g., mobile access), useful to doctoral candidates in the EE field for activities carried out outside TUCN premises. The scientific research activity of doctoral supervisors and doctoral candidates in IE is conducted predominantly within [research structures recognized at the TUCN level](#). Each entity has an annually updated description sheet accessible via TUCN's research website. In addition, these entities are registered in [EERTIS](#) (*Engage in the European Research and Technology Infrastructure System*), the European platform that currently integrates and extends the former national ERRIS database dedicated to research and technology infrastructures.

1. [Research Centre for Energy Transition](#) ([web page](#) and [EERTIS sheet](#));
2. [Applied Research Center in Electrical Engineering for Sustainable Development](#) ([web page](#) and [EERTIS sheet](#));
3. [Research Centre for Numerical Modelling and Electromagnetic Compatibility](#) ([web page](#) and [EERTIS sheet](#));
4. Research Centre for Electric Power Systems and Management ([EERTIS sheet](#));
5. [High- Intensity Electric Fields Laboratory](#) ([web page](#) and [EERTIS sheet](#));
6. Radiofrequency dosimetry and exposuremetry laboratory ([EERTIS sheet](#)), within the "Nicolae Bălcescu" Land Forces Academy (AFTNB) in Sibiu.
7. [Research and Sustainable Development Laboratory in Electronics and Power Electronics](#) ([web page](#) and [EERTIS sheet](#));
8. [Medical Engineering Research Group](#) ([web page](#));
9. [Advanced Energy Research Group](#).

Both within TUCN and within AFTNB Sibiu, [teaching spaces](#) adequate for doctoral candidates' activities in the EE field are available. The educational infrastructure includes lecture halls, seminar rooms, teaching and research laboratories, as well as reading rooms, all appropriately equipped to support the advanced training process and the scientific activities specific to the doctoral programme.

The doctoral candidates in the EE field have access to adequate documentation resources and scientific databases (TUCN Library, the OPAC online catalogue, the ANELIS Plus platform) and can carry out their activity within recognized research structures visible in EERTIS, as well as in adequate educational and research spaces within TUCN and AFTNB.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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The management of the material resources used within doctoral studies at IOSUD- TUCN is carried out centrally through specialized [administrative structures](#) ([technical directorates](#), [asset management services](#), [investment](#) and maintenance services), in collaboration with the faculties and laboratories where IE- related activities take place. [Immovable assets](#) (buildings, lecture and seminar rooms, teaching and research laboratories, administrative and social spaces) are recorded in the asset registers and included in annual maintenance and repair programmes, with periodic technical checks in accordance with legislation (installations, fire safety, elevators, etc.). Movable assets (IT&C equipment, laboratory apparatus, furniture) are subject to internal procedures for [inventorying](#), maintenance and [disposal](#), and in laboratories relevant to the EE field, there are instructions for use and [OSH/fire safety documentation](#), thereby ensuring adequate conditions for study, research and work.

Based on asset records, maintenance programmes and the results of technical checks, it is considered that the immovable and movable assets used are properly maintained and enable teaching and research activities to be carried out under good conditions. The integration of the infrastructure into teaching activities and research projects, together with the absence of major non- conformities reported in internal or external reports, confirms the adequate and responsible use of the material base.

Based on asset records, maintenance programmes and technical checks, immovable and movable assets are properly maintained and ensure optimal conditions for study and research, as well as for work.

Recommendations: The programme will gain if all teams could work in spaces localized in the same place and not dispersed. This would enhance the team work with strong benefits for all.

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.
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IOSUD- TUCN has adequate human resources to carry out the activities specific to doctoral university study programmes, including for the EE field, both from the perspective of doctoral supervision and of research and administrative support activities. Regarding the holders of the optional courses within the PPUA for doctoral candidates in the EE field, all of them are professors, associate professors or specialists

from industry, holding the doctoral degree, in accordance with the requirements of [OME No. 3651/2021](#) (see [Annex III.20](#)).

In the EE field, [42 doctoral supervisors](#) (professors and habilitated associate professors) are active. Of these, 20 are tenured at TUCN and 2 at AFTNB Sibiu. At present, all of them meet the current CNADTCU minimum standards for the EE field required to obtain habilitation (see the [supporting forms](#) and [Annex III.23 Table on fulfilment of CNADTCU minimum standards by doctoral supervisors](#)). Their scientific experience, recognized nationally and internationally, is confirmed by a series of significant achievements, of which only those of the tenured staff are mentioned in the following IER annexes: the [doctoral supervisors' CVs](#); the [centralizing table of doctoral supervisors' scientific achievements](#) (publications in WoS- indexed journals and other international databases, patents, and Hirsch indices). This overall scientific activity was also sustained throughout the reporting period (2021–2025), as demonstrated by the data included in the following annexes: [the doctoral supervisors' self-assessment forms together with the related centralizations](#); [tables on fulfilment of CNADTCU minimum standards over the last five years](#); the [list of scientific papers published in indexed journals \(WoS\)](#); the [list of research contracts](#); as well as the [list of internationalisation activities carried out](#).

Human resources data show that the staff involved in the doctoral programme in the EE field are adequate in number and competencies and meet legal requirements and ARACIS standards. Doctoral supervision is ensured by habilitated academic staff with solid scientific activity, and the optional PPUA courses are delivered by professors, associate professors or industry specialists, all holding the doctoral degree. Through the structure and qualifications of the staff, supervision, teaching and support activities are adequately covered.

The indicator is: fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

TUCN ensures staff professional and personal development through institutionalized continuing training programmes delivered via the [Department of Psychopedagogical Training \(DSPP\)](#) (initial and continuing training programmes, announcements and offers published under “[Continuing Training](#)”) and through the [Department for Continuing Education, Distance and Part- time Learning \(DECIDFR\)](#), which organizes post- graduate upskilling, professional development and conversion programmes (e.g., “[Energy Market Management](#)” or “[Energy Auditing for Buildings](#)”). For staff involved in doctoral studies, competence development regarding ethics and integrity is supported through the regulatory [framework and a series of public procedures](#). In parallel, international conferences are organized (e.g., [Advanced Power Systems](#), [Future Energy Solutions](#), [IEEE International Conference on Automation, Quality and Testing, Robotics](#), [Conference of the European Association for Education in Electrical and Information Engineering](#)), workshops (e.g., a [LabVIEW](#) course or [Green Tech Revolution: Sustainable Solutions for the Future](#)) and other scientific events to which specialists from outside the university are invited, including foreign lecturers, visiting professors and international partners, providing a concrete framework for updating knowledge and exchanging good practices. For participation in conferences, summer schools, internships and international mobility, institutional support mechanisms exist, including [financial ones](#). These activities are reflected in internal regulations, decisions of management structures and annual activity reports, as well as in the evaluation dossiers of academic staff and doctoral supervisors.

The set of measures described shows that staff professional and personal development is not limited to formal continuing training courses but also includes active participation in the national and international scientific community through organizing and attending conferences, inviting external experts and carrying out international collaborations. The involvement of academic staff and doctoral supervisors in these activities, correlated with their recognition in academic performance evaluation, confirms that TUCN creates an environment conducive to long- term professional development.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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Recruitment procedures for teaching and research staff at TUCN are regulated by the “[Competition Methodology for Filling Vacant Teaching and Research Positions at TUCN](#)”, approved by Senate Decision (HS) and published under the [Methodologies section](#) on the university website, together with other relevant regulations. Calls for teaching and research positions are made public on the TUCN website in dedicated sections for each competition session (e.g., academic year [2025–2026, semester I](#)), where the conditions, timetable, competition committees and results are available. With respect to staff involved in doctoral activities (supervisors, members of IOSUD structures), the specific criteria and procedures are [regulated by documents](#) published on the IOSUD website (e.g., the [Institutional Regulation on the organization and conduct of doctoral university studies](#); the [Regulation on obtaining the habilitation attestation](#), etc.).

The existence of an institution-specific competition methodology, approved by the Senate and published on the website, together with the transparent publication of position announcements, participation conditions, timetable, competition committees and results, demonstrates that recruitment procedures are aligned with the national legal framework and are carried out in an open and verifiable manner. For the IE field and staff involved in doctoral studies, the inclusion of specific criteria and procedures in IOSUD regulations and their publication on the website supports compliance with transparency and legal conformity principles at doctoral- structure level as well.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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IOSUD- TUCN uses dedicated IT tools throughout the entire admission and doctoral- study workflow. Until 2025, all information related to doctoral studies was managed through the [TUCN Doctorate portal](#), an online platform for admission and doctoral studies (see [Annex III.02 Description of IT platforms dedicated to doctoral studies](#)). Starting with the July 2025 admission, the new platform developed by TUCN, SIS ([Integrated Student System](#)), has been used. It takes over and extends the functionalities of the former portal, providing a unified framework for managing the entire doctoral candidate pathway, from admission application to completion of studies. The platform allows differentiated access rights for doctoral candidates, doctoral supervisors, council coordinators and the secretariat, facilitating real- time monitoring of academic and administrative status and laying the foundations for fully integrating the doctoral cycle into TUCN's institutional IT infrastructure. At present, the component related to the 2025 admission is implemented, which takes over and updates all existing components in the former platform, in an integrated form within SIS. The former portal remains

operational, in parallel with SIS, for all doctoral candidates enrolled through it, until the completion of their doctoral studies.

The current situation shows that IOSUD- TUCN uses dedicated IT tools both for admission and for conducting doctoral studies. The former TUCN Doctorate portal ensured a unified information and working framework until 2025, and the transition to the [SIS platform](#), which takes over and extends these functionalities, demonstrates an orientation towards integrated digitalization, with a positive impact on access to information and service quality.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The doctoral higher-education study programmes delivered within IOSUD–TUCN are developed and structured in accordance with [Law No. 199/2023](#), [OMEC Order No. 3020/2024](#) (Framework Regulation on doctoral university studies), [OMEC Order No. 3018/2025](#) (minimum standards for awarding the doctoral degree), the [TUCN Charter](#), the [Institutional Regulation on the organization and conduct of doctoral university studies](#), and other regulations published on the [IOSUD-TUCN website](#).

The learning process is structured into two mandatory components: the Advanced University Training Programme (PPUA) and the Scientific Research Pathway (PCS), carried out under the guidance of the doctoral supervisor and the Guidance and Academic Integrity Committee. Supporting documents (regulation, course contract, procedures and annexes) are available [on the IOSUD- TUCN website](#). The doctoral programme totals 180 ECTS credits, by combining PPUA and PCS:

- PPUA – 30 ECTS: upon enrolment, each doctoral candidate signs the [Course Contract](#) together with the doctoral supervisor. The portfolio includes common courses (“[Ethics and academic integrity](#)”; “Statistical processing of data”) and specialized courses tailored to the thesis topic, as well as a research activity, all completed within the first six months of studies. The expected learning outcomes (RAI) are defined in the [course syllabi](#) through professional and transversal competences, with clear performance indicators;
- Scientific research project – 30 ECTS, presented upon completion of the PPUA;
- PCS – 120 ECTS: involves the preparation and scheduled presentation of four progress reports, approved by the doctoral supervisor and the guidance committee, and ensures a coherent scientific pathway of applied and/or experimental research activities.

The curriculum is designed in direct correlation with the expected learning outcomes (RAI), following a logical progression: from theoretical foundations and methodology to application, innovation and dissemination of research results. The research- oriented master’s programmes in the Electrical Engineering field explicitly prepare the transition to the third cycle, ensuring continuity and the development of competences, in line with the [qualifications structure in the National Register of Higher Education Qualifications \(RNCIS\)](#) and correlated with the level- 8 descriptors of the NQF/EQF. Doctoral candidates are encouraged to participate in research projects, conferences and publications, and

* 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.

to use scientific databases and licensed software, thereby reinforcing the coherence between curricular objectives, assessment and the competences acquired.

The analysis of the programme structure and the regulatory framework shows that the doctoral programmes are designed in relation to the expected learning outcomes (RAI), are organized based on ECTS credits and include integrated training (PPUA) and research (PCS) experiences leading to the acquisition of a level- 8 NQF/EQF qualification. The portfolio of PPUA courses delivered by experienced staff with relevant expertise (see [Annex III.20](#)), together with the operation of the guidance committees, validation of results through publications, conferences and involvement in projects, and annual progress monitoring, confirms the coherence between objectives, activities and outcomes.

Recommendations: Introduction in the PPUA curriculum of a course aimed on Research Methodology, designed to provide the Ph.D. students with knowledge and skills required to optimally plan and manage their research activities, formulate clear research objectives, prepare and present scientific reports and develop high-quality scientific publications in accordance with international academic standards.

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

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

In the context of aligning qualifications with EQF/NQF, the occupations relevant to the Electrical Engineering field can be identified according to the ESCO classification:

- Electrical engineering researcher – *electrical engineer researcher* – ESCO 2143.1.1;
- Research and development engineer – *research and development engineer* – ESCO 2149.1.1;
- Electrical systems modelling and simulation specialist – *modelling and simulation engineer* – ESCO 2149.13;
- Power systems / renewable energy specialist – *power systems engineer* – ESCO 2143.2.1;
- Power electronics developer/engineer – *power electronics engineer* – ESCO 2144.12;
- Higher education teaching professional – *higher education teaching professional* – ESCO 2310.1.1;
- Research project manager/coordinator – *research manager* – ESCO 2422.2.3;
- Technical consultant in electrical engineering – *technical consultant (engineering)* – ESCO 2149.08.

The EQF/NQF level- 8 expected learning outcomes for the Electrical Engineering field are explicitly correlated with the competences required by relevant occupations in the ESCO classification, through the identification of target roles (electrical engineering researcher, R&D engineer, modelling and simulation expert, power systems/renewable energy specialist, power electronics engineer, higher education teaching professional, research manager, technical consultant) and through a correspondence table that directly links learning outcomes (original research, advanced modelling/simulation, critical analysis, scientific communication, ethics, leadership and project management) to these occupations and to the corresponding ESCO codes.

Periodic updating of the correlation with ESCO and with any relevant national occupational standards is envisaged, the evidence base will be complemented through documented consultations with employers/industrial partners and graduates, and the learning- outcome–competence–occupation matrix will be refined by introducing examples of learning activities and outputs (projects, articles,

placements, experimental results/simulations) that practically demonstrate the acquisition of competences for each target occupation.

Recommendations: Taking measures to encourage alumni to pursue carrier in higher education or research.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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The doctoral candidates' training programme includes [relevant disciplines](#) that ensure the plementation of student-centred learning principles. Guidance committees continuously monitor research activities and analyse theoretical and experimental results, enabling an evaluation focused on doctoral candidates' progress, the development of research skills and the improvement of outcomes. In the Electrical Engineering field, there is a broad range of eligible disciplines, in accordance with [OMEC Order No. 3020/2024](#) (Framework Regulation on doctoral university studies) and the Institutional [Regulation on the organization and conduct of doctoral university studies](#) (published on the [IOSUD- TUCN website](#)), delivered by academic staff or researchers who are doctoral supervisors/habilitated staff, professors/CS I or associate professors/CS II with proven expertise in the taught disciplines. From this pool, doctoral supervisors and doctoral candidates jointly select the three disciplines that best fit the training programme, depending on the doctoral research topic. In addition, each doctoral candidate's PPUA in the Electrical Engineering field includes, on a mandatory basis, two disciplines common to all IOSUD- TUCN doctoral candidates: "[Statistical processing of data](#)" (which trains doctoral candidates to correctly analyse research data, choose appropriate statistical methods and formulate scientifically valid conclusions) and "[Ethics and academic integrity](#)" (which trains them to conduct research in an ethically sound manner, without plagiarism or data falsification, observing citation rules and institutional norms).

The professional and transversal competences acquired through the PPUA courses are appropriate to the doctoral candidates' training pathway, providing the necessary support for the development and completion of the doctoral thesis. As an example, [Annex III.04](#) details the competences associated with optional disciplines frequently selected by doctoral candidates conducting research in the field of electric machines and drives, highlighting the coherence between the PPUA content and the specific needs of this research topic.

Within IOSUD-TUCN, there are procedural mechanisms for verifying the content of training programmes, as well as mechanisms for assuring their quality from the doctoral candidates' perspective through periodic feedback collection. In addition, the content of courses selected by doctoral candidates is monitored by the Curriculum Committee within the Faculty of Electrical Engineering (FIE).

The research activity included in the PPUA ("Project – Research activity") ensures student- centred guidance, supporting doctoral candidates in defining, planning and developing the doctoral project through individual mentoring, the application of topic- specific research methods and the valorisation of results obtained within the thesis.

The current structure of the doctoral training programme within IOSUD- TUCN, in general, and within the Electrical Engineering field, in particular, supports student-centred learning through flexibility in choosing relevant disciplines; the existence of a common core of fundamental disciplines (Statistical processing of data; Ethics and academic integrity); the integration of research activities; the active role of the doctoral

supervisor and the guidance committee in individualizing the pathway; and the emphasis on individual progress and scientific output.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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Within IOSUD- TUCN, multiple opportunities are provided for doctoral candidates to participate in academic mobility programmes, carried out with physical presence and/or virtually. IOSUD- TUCN has concluded a significant number of mobility agreements (56) under the [ERASMUS+](#) programme with foreign universities and research centres relevant to the Electrical Engineering field and coordinated by doctoral supervisors in this field. However, during the reporting period, only four doctoral candidates in the Electrical Engineering field made use of these opportunities.

Doctoral candidates' participation in various mobility activities (research stays, study periods, summer or winter schools and international scientific events) is financially supported both through [funds allocated to doctoral programmes](#) and through funds originating from research contracts in which they are included as team members. The list of Electrical Engineering doctoral candidates' participation in various international events is presented in [Annex III.05](#).

IOSUD-TUCN offers doctoral candidates a significant number of academic mobility opportunities, conducted with physical presence and/or virtually. However, the uptake rate remains low. This situation suggests the existence of barriers related to doctoral candidates' availability, the integration of mobility within the research plan, or perceptions regarding the usefulness and feasibility of an international stay, despite the available funding sources.

Recommendations: Encouraging Ph.D. students to participate in mobility programs abroad, not only at scientific events, but also in short or long-term stages or internships, possibly through the Erasmus+ program in research laboratories with a profile similar to their research topics.

The indicator is: fulfilled.

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

Within IOSUD-TUCN, equitable opportunities are ensured for all doctoral candidates through a clear and public regulatory framework. The [Institutional Regulation on the organization and conduct of doctoral university studies](#), the [TUCN Doctoral School Regulation](#), the [TUCN Charter](#), the [Code of students' rights and obligations](#), as well as the [Procedure on prevention and ensuring compliance with norms of ethics and academic integrity within IOSUD- TUCN](#) provide transparent procedures for admission, evaluation, support and completion of doctoral studies; prohibit any form of discrimination; and regulate equal access to resources (scholarships, mobility, research contracts, infrastructure) based on clear and competitive criteria that are publicly announced. Training plans and research activities are adapted to doctoral candidates' potential, work pace and professional aspirations through **individualized study programmes** and through the active role of the doctoral supervisor and the guidance committee. Diversity in learning styles and abilities is considered by using a variety of training methods (courses, seminars, workshops, applied research activity, scientific presentations) and through the possibility of combining activities with physical presence and/or virtually.

The mechanisms in place at IOSUD- TUCN generally ensure an equitable framework for conducting doctoral studies through the transparency of procedures, fair distribution of resources and

the possibility to adapt the training pathway to each doctoral candidate's needs. The role of the doctoral supervisor and the guidance committee is essential in personalizing the study plan and aligning it with the doctoral candidate's potential and professional objectives. Nevertheless, awareness and use of all available opportunities (scholarships, mobility, involvement in projects, access to additional training) may vary among doctoral candidates depending on information levels, initiative or personal context. In addition, systematic mechanisms for [collecting feedback](#) on doctoral candidates' perceptions of equity and access to opportunities could be strengthened to better capture specific situations and differentiated needs. There remains room for improvement regarding monitoring perceptions of equity and fine-tuning support interventions.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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IOSUD- TUCN [ensures doctoral candidates'](#) access, including for those with **special educational requirements or disabilities**, to resources and services adequate for the learning process. TUCN provides modern teaching and research **infrastructure** (lecture rooms, specialized laboratories, individual and collaborative study spaces), as well as a [central library](#) and branches with open-shelf access, an online catalogue and relevant electronic resources. All students benefit from **educational, professional and psychological counseling** services provided by the [Career Counselling and Guidance Center \(CCOC\)](#), support for academic mobility through the [International Relations Office \(ORI\)](#), as well as dedicated administrative services for [international students](#).

TUCN implements concrete **accessibility measures**: ramps, lifts, adapted sanitary facilities, accessible circulation routes, assistive equipment and software, and the possibility to adapt timetables and assessment modalities where necessary. The "[Differently-Abled Student at TUCN](#)" project supports inclusion through guides and tools for personalizing the support provided to students with special educational requirements.

Doctoral candidates, including those in Electrical Engineering, have access to **advanced research infrastructures** both at the TUCN level ([CloudUT](#), [HPC/GPU servers](#), etc.) and at the Faculty of Electrical Engineering level (teaching and research laboratories, etc.). They also have access to **international scientific databases** (Web of Science, Scopus, IEEE Xplore, SpringerLink, ScienceDirect, etc.) through [ANELIS+](#) and to [licensed software](#) used in research activities ([Microsoft M365](#), MATLAB/Simulink, LabVIEW, ANSYS Academic Multiphysics, Siemens PLM software, etc.). **Individual supervision** is ensured by doctoral supervisors and guidance committees and is complemented by the technical and information support [provided by the Library](#) Directorate and specialized IT units. Access to resources, scholarships, mobility and research projects is ensured through [clear and public procedures](#), observing the principles of equity, non-discrimination and adaptation to individual learning needs.

The resources and services provided by IOSUD- TUCN ensure adequate access for all doctoral candidates, including those with special educational requirements/disabilities, through accessible infrastructure, assistive software, counselling services and relevant digital and scientific resources. Access to scholarships, mobility and research projects is regulated through transparent procedures, and individualized supervision enables the adaptation of the doctoral pathway to each student's needs. The level of use of certain services varies among doctoral candidates, indicating the need for more active communication and monitoring.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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Within IOSUD- TUCN, learning outcomes are explicitly defined in the [curricular documents of the Advanced University Training Programme \(PPUA\)](#) and of the research activities, being structured in terms of knowledge, skills, responsibility and autonomy. The content of the disciplines is designed to develop doctoral candidates' research [competencies](#) and includes at least three disciplines relevant to each doctoral candidate's research direction, selected so as to deepen research methodology, ensure the acquisition of ethical principles in scientific research, and build the capacity to carry out future research activities autonomously and responsibly. The [course syllabi](#) include objectives, expected learning outcomes, thematic content (lectures/applications) and examination and assessment modalities, reflecting both fundamental research components and applied research directions, sometimes interdisciplinary or multidisciplinary. Therefore, [learning outcomes](#) are described clearly, supporting the understanding of expectations both by doctoral candidates and by teaching staff.

Learning outcomes are explicitly formulated in the PPUA course syllabi and in the individual doctoral training programmes, being structured in terms of knowledge, skills, responsibility and autonomy. The content of the disciplines (at least three relevant to the research direction, plus the common disciplines) is aligned with the objectives of the doctoral programme, which supports the understanding of expectations both for doctoral candidates and for teaching staff.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Within IOSUD- TUCN, verification of the achievement of learning outcomes is carried out through a coherent and transparent assessment system, which includes both continuous assessments and final examinations of the study stages. [The PPUA disciplines are assessed](#) through written/oral examinations, projects, presentations or applied assignments, in accordance with the [course syllabi](#), which specify the criteria and modalities of assessment. Learning outcomes related to research activities are verified through the [evaluation of the research project](#), the [defence of periodic progress reports before the guidance committees](#), and the review of the doctoral candidate's scientific output. Completion of doctoral studies includes the defence of the thesis before the guidance committee and, subsequently, the public defence, in [accordance with IOSUD- TUCN regulations](#), ensuring a comprehensive verification of the competences acquired throughout the programme.

The assessment system within IOSUD- TUCN combines continuous verification (examinations in the PPUA disciplines, the defence of the research project and of scientific reports) with final defences (defence of the thesis before the guidance committee and the public defence), ensuring a staged validation of learning outcomes. Assessment modalities and criteria are described in the course syllabi and in IOSUD- TUCN regulations.

The indicator is: fulfilled.

The existence of a catalogue or a document certifying the level of students' knowledge following the evaluation exams was not found.

Recommendation: Reconsider the way students are evaluated and examined, both within the advanced university training program and regarding the presentation of research reports, based on attestation documents of the level of knowledge or the quality of the assessed activity in the form of grades or qualifications.

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

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

IOSUD-TUCN applies clear and uniform procedures for admission to doctoral university studies, established through the [Doctoral Admission Regulation](#), approved annually by the University Senate, and through the [Institutional Regulation on the organization and conduct of doctoral university studies](#). These documents define the enrolment conditions, selection criteria, types of examinations, ranking methodology and the resolution of appeals, and are published on the IOSUD-TUCN website, under the [Regulations](#) and [Admission](#) sections.

The admission calendar, the number of places by field and the operational information (online admission platform, document upload procedure, schedule for file submission) are also published on the [Doctoral Admission page](#) and through the annual admission calendars, ensuring transparency of the process and equal access of candidates to the relevant information. In the Electrical Engineering field, the allocated places were filled each year. During the reporting period, 154 doctoral candidates were admitted (30 in 2020, 28 in 2021, 30 in 2022, 3 in 2023 and 35 in 2024), strictly following the applicable regulations.

The admission procedures within IOSUD-TUCN are well defined, public and applied uniformly at the institutional level. The admission and doctoral-studies regulations are updated annually, published on the IOSUD-TUCN website and communicated transparently to candidates. The admission calendar, the number of places and the evaluation criteria are announced on time, and the process includes verification mechanisms and procedures for resolving appeals. The digital admission platform contributes to standardizing and streamlining procedures. Overall, the admission process is transparent, accessible and compliant with national regulations.

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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Admission to doctoral university study programmes within IOSUD-TUCN is conducted in compliance with the principles of equity and equal opportunities, in accordance with the [Doctoral Admission Regulation](#) and the [Institutional Regulation on the organization and conduct of doctoral university studies](#), as well as the [TUCN Strategic Plan on gender equality](#). These documents provide for transparent criteria, non-discriminatory procedures and the possibility to submit appeals. The [TUCN Charter](#) and the [Code of Students' Rights and Obligations](#) enshrine equal access to education and prohibit any form of discrimination, including for candidates belonging to vulnerable groups or having special educational requirements/disabilities. Support measures for such candidates are underpinned by the "[Differently-Abled Student at UTCN](#)" project and by [universal good-practice guides](#) on inclusion and equal opportunities.

The admission procedures applied by IOSUD-TUCN comply with the principles of equity, equal opportunities and non-discrimination, being aligned with institutional and national regulations and with the TUCN Strategic Plan on gender equality. Institutional documents (Admission Regulation, Doctoral

Studies Regulation, TUCN Charter, Code of Students' Rights and Obligations) ensure a transparent and accessible framework for all candidates, including those from vulnerable groups or with special educational requirements. Clear appeal mechanisms exist, alongside supporting materials and guides (e.g., "Differently-abled Student at TUCN").

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students	
The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

IOSUD-TUCN rigorously applies the regulations governing doctoral candidates' professional activity through **clear procedures** that cover the entire doctoral pathway, from admission to the public defence of the thesis. After admission, each doctoral candidate concludes the [doctoral study contract](#), and the doctoral supervisor, together with the guidance committee and the doctoral candidate, prepares the Advanced University Training Programme (PPUA), in accordance with the [Doctoral Studies Regulation](#). Professional activity includes completing the PPUA disciplines, participating in research activities and developing the scientific research project, followed by periodic evaluations carried out by the guidance committee on the [basis of periodic progress reports](#).

Throughout the doctoral programme, the doctoral candidate is required to carry out **scientific activities** (publications, conference participation, research activities), in line with IOSUD-TUCN regulations and CNATDCU standards. **Completion of studies** is achieved through submission of the thesis in electronic format for plagiarism checking (using the [TURNITIN](#) service), [evaluation of the thesis by the guidance committee](#) and, subsequently, [public defence before the doctoral committee](#), in accordance with [institutional procedures and deadlines](#). All stages are regulated and published on the ensuring transparency and compliance with national legislation.

The procedures applied by IOSUD-TUCN coherently cover all stages of doctoral candidates' professional activity, from admission, the preparation and implementation of the PPUA, monitoring through periodic progress and scientific-activity reports; to plagiarism checking and public defence of the thesis. The roles of the doctoral supervisor and the guidance committee are clearly defined, and the doctoral candidate's responsibilities are stipulated in the study contract and in IOSUD-TUCN regulations. The existence of explicit procedures for progress evaluation, verification of thesis originality and organization of the public defence shows that the regulations regarding doctoral candidates' professional activity are applied systematically.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

IOSUD-TUCN supports internationalization in the Electrical Engineering field through a structured framework of academic and scientific cooperation that promotes mobility and international collaboration in doctoral education. TUCN maintains 56 ERASMUS+ [mobility agreements](#) with universities and research centres relevant to Electrical Engineering, enabling study, research and traineeship mobility for doctoral candidates, academic staff and researchers. These activities are coordinated by the [International Relations Office \(ORI\)](#) and the [Erasmus+ Office](#). Additional support is provided through dedicated doctoral funding ([HCA 18/30.01.2024](#) and [HCA 40/01.04.2025](#)), with RON 137,880 allocated in 2024

and RON 171,000 in 2025 for professional development, international training and participation in scientific events.

The international engagement of doctoral candidates is evidenced by more than 40 participations in international courses, workshops and summer schools ([Annex III.05](#)), as well as over 40 scientific presentations at international conferences and involvement in organizing more than 10 international conferences hosted by TUCN ([Annex III.08](#)). These activities enhance both the international visibility of the doctoral school and the transversal competences of doctoral candidates.

Doctoral supervisors also contribute significantly to internationalization through visiting professorships, international awards, and membership in editorial boards and scientific committees of prestigious international journals and conferences ([Annex III.14](#)). Their international recognition strengthens research collaborations and facilitates doctoral candidates' integration into international scientific networks.

The international dimension is further reflected by the enrolment of seven international doctoral candidates ([Annex III.13](#)), seven doctoral theses written in English out of 36 defended, and the participation of internationally recognized professors in doctoral defence committees. During the reporting period, however, only one doctoral thesis was completed under an international co-tutelle agreement.

Overall, internationalization in the Electrical Engineering field is well supported through institutional partnerships, dedicated funding, internationally active supervisors and strong participation of doctoral candidates in international activities. Nevertheless, the development of international co-tutelle arrangements remains limited and represents an area for further improvement.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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Doctoral learning in the Electrical Engineering field is **built on scientific investigation**, and research results are used systematically in training to achieve the **targeted learning outcomes**, through each doctoral candidate's PPUA, which is assumed and monitored throughout the studies. Doctoral candidates **acquire advanced competencies** by completing the specific stages of research, applied to current topics of major interest in the field. The results are educationally leveraged through dissemination and scientific feedback (articles and conference participation, in accordance with [Annex III.16](#)), as well as through the integration of doctoral candidates into research projects and contracts that structure the activity and ensure learning-by-doing within teams ([Annex III.06](#)).

The doctoral learning in the Electrical Engineering field is grounded in scientific investigation, and research results are used and leveraged systematically in the training process. This is achieved through each doctoral candidate's individual research programme, through dissemination activities and appropriate scientific feedback, as well as through the intensive integration of doctoral candidates into research projects and contracts that support learning-by-doing within teams.

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Scientific research results in the Electrical Engineering field are visible and leveraged appropriately through scientific output, dissemination at conferences and involvement in competitive projects. According to [Annex III.15](#), active doctoral supervisors published, during the reporting period, 88 papers in WoS-indexed journals, including 25 articles in Q1 and 38 in Q2; the average impact factor exceeds 3, with peak values up to $IF = 16.3$. Twenty-seven of these papers (approximately 31%) are co-authored with international specialists. The impact is also supported by the data in [Annex III.22](#): the average Hirsch index of doctoral supervisors is almost 9 in WoS and over 10 in Scopus, and eight doctoral supervisors have a WoS Hirsch index higher than 10.

At doctoral-candidate level, visibility is confirmed by 29 papers in WoS journals, 81 papers in proceedings of WoS-indexed international conferences and 170 papers indexed in other international databases ([Annex III.16](#)), as well as by participations with papers at international conferences and involvement in their organization ([Annex III.08](#)). Leveraging of results is strengthened through doctoral candidates' participation in 41 research projects and contracts, of which 11 are international (including Horizon/H2020) and 30 are national ([Annex III.06](#)).

So, the scientific research results in the Electrical Engineering field are visible and leveraged at national and international level through a consistent WoS output of doctoral supervisors (88 papers, with a relevant share in Q1–Q2 and international collaborations), through demonstrated bibliometric impact (average Hirsch index ~ 9 in WoS and >10 in Scopus), through doctoral candidates' publication activity (papers in WoS journals and conferences and in other international databases), as well as through their participation in research projects and contracts, including international ones, which support dissemination, collaboration and knowledge transfer.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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IOSUD-TUCN consistently applies institutional quality assurance procedures, as demonstrated by the periodic and rigorous conduct of internal evaluation, monitoring and reporting activities. The annual implementation of the [Methodology for self-evaluation of IOSUD-TUCN activity](#), the [Methodology for self-evaluation of the TUCN Doctoral School activity](#), and the [Methodology for self-evaluation of fields within the TUCN Doctoral School](#) enables the systematic analysis of doctoral supervisors' activity, doctoral candidates' activity and the research infrastructure.

For the Electrical Engineering field, the process is documented through the completion of [self-evaluation forms by doctoral supervisors](#) and [doctoral candidates](#), their verification by CCPD-IE and the drafting of [field evaluation and monitoring reports](#), subsequently approved by CSUD. In addition, doctoral candidates' scientific progress is verified in stages, based on [periodic presentations before the guidance committees](#), in line with the provisions of the Institutional Regulation on the organization and conduct of doctoral university studies. IOSUD-TUCN systematically applies originality-checking instruments (using the [TURNITIN](#) service), and the results are integrated into the evaluation process, ensuring compliance with academic ethics and integrity.

The implemented procedures have generated significant improvements, reflected in the updating of the PPUA, clarification of requirements regarding scientific activity, adjustment of internal regulations, optimization of doctoral school administration and increased transparency of the evaluation process.

Collecting feedback from doctoral candidates through [periodic satisfaction questionnaires](#) has led to expanded administrative support and improved communication regarding research and mobility opportunities.

IOSUD-TUCN consistently applies institutional quality assurance procedures through the periodic use of self-evaluation methodologies at IOSUD, Doctoral School and field level, complemented, for the Electrical Engineering field, by the self-evaluation forms of doctoral supervisors and doctoral candidates, analysed by CCPD-IE and validated by CSUD. The staged verification of scientific progress, systematic use of anti-plagiarism tools (TURNITIN) and integration of doctoral candidates' feedback have led to updating the PPUA, clarifying requirements regarding scientific activity, adjusting certain regulations and streamlining administrative processes, with a direct impact on the quality of doctoral education.

The indicator is: fulfilled .

Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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IOSUD-TUCN systematically integrates stakeholders' opinions across all stages of quality processes. Doctoral candidates annually [complete questionnaires on academic](#) satisfaction, scientific supervision and administrative services; the results are analyzed within CCPD, CSUD and CEAC and used to revise internal procedures (e.g., adapting the academic calendar, clarifying evaluation stages, expanding administrative support, etc.).

At the Electrical Engineering field level, doctoral supervisors and members of guidance committees provide feedback through [minutes of meetings](#) with doctoral candidates, as integrated within the [Methodology for self-evaluation of fields within the UTCN Doctoral School](#). Employers and external partners are involved through formal consultations on research areas, participation in advisory committees, project collaborations and suggestions on the competences needed by doctoral graduates. Consultation mechanisms are functional and produce real changes in IOSUD-TUCN procedures, reflected in adjustments to the PPUA, clarification of evaluation processes and improved management of the doctoral school. Doctoral candidates' participation is consistent; however, the level of involvement of employers and external partners, while present, requires strengthening in order to more systematically integrate their perspectives in the development of doctoral programmes.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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The [TUCN Ethics Commission](#) operates on the basis of the [Regulation on the organization and functioning of the University Ethics Commission](#), approved by [Senate Decision \(HS\) No. 1919/28.11.2024](#), and performs its activity autonomously, in accordance with [Law No. 199/2023](#). The Commission examines notifications regarding breaches of academic ethics, investigates cases

concerning violations of research integrity, conflicts of interest or non-compliance with university conduct norms, and issues decisions that are binding for the institution's structures.

Within IOSUD-TUCN, the Ethics Commission plays an essential role in verifying the originality of doctoral theses by integrating the results generated by anti-plagiarism tools and by reviewing cases signalled by doctoral supervisors, guidance committees or thesis defence committees. In the Electrical Engineering field, during the reporting period, there were no cases to be analysed by this Commission.

The TUCN Ethics Commission operates in accordance with its legal mandate, independently and transparently, on the basis of clear procedures for notification, analysis and resolution of cases, thereby contributing to the maintenance of academic standards and to strengthening the institutional culture of integrity. In the Electrical Engineering field, during the reporting period, no cases were submitted to the Ethics Commission for analysis, which indicates compliance with academic conduct standards within the doctoral community.

The indicator is: fulfilled.

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes and domains and of the performed activities, involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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IOSUD- TUCN consistently applies **institutional procedures** regarding the initiation, monitoring and review of doctoral study programmes, demonstrating their impact on quality assurance. The periodic evaluation processes for doctoral programmes include analyses of research results, the degree of achievement of learning objectives, graduates' professional trajectories, and feedback received from doctoral candidates and doctoral supervisors.

Relevant documents and procedures are available on the IOSUD- TUCN website: the [Institutional Regulation on the organization and conduct of doctoral university studies](#) and the [Methodology for monitoring and periodic evaluation of doctoral programmes](#).

Revisions resulting from the required analyses are documented and lead to updating programme content, adapting research topics and improving the organizational and methodological framework. Thus, through the rigorous application of procedures, IOSUD- TUCN demonstrates that monitoring and review mechanisms have a **real effect** on increasing the relevance, competitiveness and quality of doctoral study programmes, in line with the expectations of students, employers and other stakeholders.

IOSUD- TUCN consistently applies the institutional procedures regarding the initiation, monitoring and periodic review of doctoral study programmes, and their impact on quality assurance is demonstrated through periodic evaluations of research outcomes, the achievement of learning objectives, graduates' professional trajectories and feedback from doctoral candidates and doctoral supervisors. The relevant documents (the Institutional Regulation on the organization and conduct of doctoral university studies; the Methodology for monitoring and periodic evaluation of doctoral programmes), available on the IOSUD- TUCN website, as well as the documented programme revisions, confirm the updating of content, the adaptation of research themes and the improvement of the organizational and methodological framework.

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Within the TUCN Doctoral School, the implementation of quality assurance procedures is based on the active and responsible involvement of the academic community and other stakeholders. Doctoral candidates and doctoral supervisors contribute through [feedback](#) and proposals in periodic consultations; academic staff in each field participate in doctoral school councils and in specialized committees; and administrative staff support monitoring and reporting processes. In addition, representatives of relevant external institutions, including employers and partners from the socio-economic and cultural environment, complement the academic perspective. The [collected data](#) show that doctoral candidates and academic staff are well informed and cooperate actively in reviewing and adapting procedures, while also highlighting the potential to increase the involvement of external stakeholders, especially employers and field experts.

Involvement is regulated through specific documents available on the IOSUD- TUCN website, such as the [Institutional Regulation on the organization and conduct of doctoral university studies](#) and the [Methodology for monitoring and periodic evaluation of doctoral programmes](#).

The active involvement of members of the institution's community and of other stakeholders in applying procedures ensures the real and effective implementation of quality measures, increasing the transparency and legitimacy of internal processes. The collected data show that doctoral candidates and academic staff are well informed and cooperate actively in reviewing and adapting procedures; at the same time, there is potential to increase the degree of involvement of certain stakeholder categories, particularly employers and experts from the cultural sector.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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An important component of teaching staff evaluation, including that of doctoral supervisors in the Electrical Engineering field, is the periodic evaluation carried out by students. The operational procedures that implement the provisions of the [University Charter](#) regarding semester-based student evaluation are detailed in the [Methodology on the evaluation of teaching activity by students](#).

FIE students were informed via the [Faculty website](#) and had access to all practical information needed to carry out this activity through the institutional platforms: they generated a unique access code through the [WebSinu platform](#) and completed the questionnaires on a [dedicated evaluation platform](#). A detailed description of this procedure is provided in [Annex III.19. Periodic evaluation of teaching staff by students](#).

For the doctoral component, the activity of doctoral supervisors is evaluated by doctoral candidates through [periodic satisfaction questionnaires](#); the results are analysed at the CCPD-IE and CSUD levels and used to improve the quality of doctoral guidance and the educational process at this level.

The analysis of the data collected through the semester-based evaluations highlights that IOSUD-TUCN consistently and effectively uses student feedback to monitor and improve the quality of teaching activity. The reports generated by the institutional platforms are periodically analysed at the CCPD-IE and CSUD level, enabling the precise identification of aspects requiring improvement and the formulation of relevant recommendations for teaching staff and doctoral supervisors. In recent years, evaluation results have led to adjustments in teaching methods, improved communication with doctoral candidates and adaptation of course content to students' actual needs. The systematic use of satisfaction questionnaires for doctoral candidates additionally contributes to evaluating the quality of doctoral supervision, and their integration into analysis processes confirms the effective functioning of evaluation mechanisms and their impact on the quality of doctoral programmes.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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IOSUD-TUCN systematically collects and analyses relevant data for internal quality assurance by using the institutional databases integrated into TUCN's IT platforms. As regards doctoral studies, until the 2025 admissions, the TUCN [Doctorate portal](#) was used, an online platform for admission and doctoral studies (see [Annex III.02 – Description of IT platforms dedicated to doctoral studies](#)), recently integrated into the [Student Information System \(SIS\)](#). The collected data concern doctoral candidates' academic pathway, research activity, thesis progress, results of periodic evaluations, etc. Data collection and use are normatively underpinned by the documents published on the University and IOSUD-TUCN websites, such as the [Institutional Regulation on the organization and conduct of doctoral university studies](#), the [Methodology for monitoring and periodic evaluation of doctoral programmes](#), the [Methodology for self-evaluation of IOSUD-TUCN](#), the [Methodology for self-evaluation of fields within the Doctoral School](#), as well as other documents that establish the types of data to be collected, the responsibilities of the structures involved and the approach to institutional analysis. Analysis of the collected data shows that IOSUD-TUCN uses these databases coherently and consistently to monitor doctoral candidates' progress, evaluate doctoral supervisors' performance, track study duration, completion rate, scientific activity and compliance with the doctoral calendar. Data on ARACIS indicators are updated and processed in the IT system and are used in preparing self-evaluation reports and substantiating decisions on improving doctoral programmes, in accordance with the institutional methodologies mentioned.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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The official [IOSUD-TUCN platform](#) provides public access to essential information on the organization of doctoral university studies, the structure of doctoral schools and the related administrative procedures. Public information on doctoral studies includes: the [Institutional Regulation on the organization and conduct of doctoral university studies](#), the [Doctoral School Regulation](#), the [Doctoral Admission Regulation](#), as well as the [Procedure on completing doctoral studies](#). The [IOSUD-TUCN website](#) also contains announcements regarding the public defence of doctoral theses, thesis summaries in two languages, presentation details, etc. The Electrical Engineering field has its [own official page](#), where interested parties can access information related to programme descriptions, scientific profile, research topics and doctoral supervisors, as well as the standards for preparing doctoral theses specific to the field. These resources ensure full transparency of the evaluated doctoral programmes and unrestricted public access to the relevant documents and procedures.

It can be observed that IOSUD-TUCN meets transparency requirements by publishing, on its official platforms, all essential documents regarding doctoral studies: institutional regulations, the admission methodology, procedures for completion of studies, announcements and thesis summaries, as well as detailed information on fields, doctoral supervisors and research topics. The clear structuring of this information and its periodic updating, including on the page dedicated to the Electrical

Engineering field, demonstrate the effective application of the transparency principle and ensure public access to complete and accurate data.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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At IOSUD-TUCN, the transparency of decision-making processes is ensured through a formalized system for publishing decisions, reports and institutional documents, accessible to the public via the [University website](#) and the [IOSUD-TUCN platform](#). Decisions of the TUCN Senate, the University's supreme decision-making body, are published consistently and in a structured manner on the [official page](#), where decisions, committee compositions, meeting archives and other governance- related documents are available. Responsibilities for publishing and updating documents lie with the [Senate Secretariat](#), the [Image and Public Relations Department](#) and the [IOSUD Secretariat](#), which ensure prompt public access to documents, archiving of previous versions and timely responses to information requests under [Law No. 544/2001](#). Regarding doctoral studies, IOSUD-TUCN makes available to the public, through its [platform](#), detailed information on [decision-making structures](#) (CSUD Director, Doctoral School Director, CSUD members, members of the Doctoral School Council), as well as the [IOSUD-TUCN organizational chart](#). The main TUCN decisions and resolutions concerning doctoral studies are also available there.

Transparency of decision-making processes is also reflected in access to the results of ARACIS external evaluations. TUCN actively participates in all institutional evaluation processes and in the evaluations of doctoral study fields. In the latest [institutional evaluation of TUCN](#) conducted by ARACIS in 2023, the University obtained the rating "[High degree of confidence](#)".

The latest periodic evaluation of the Electrical Engineering field carried out by ARACIS took place in 2021. Consequently, Order of the Minister of Education No. 5500/2021 was issued on maintaining the accreditation of the Technical University of Cluj-Napoca to organize doctoral university study programmes, published in the [Official Gazette of Romania No. 1067 of 8.11.2021](#), which approved the continued functioning of the Electrical Engineering doctoral field within the TUCN Doctoral School. In 2024, following the submission to ARACIS of the [Progress Report for the doctoral university study field Electrical Engineering within the UTCN Doctoral School](#), ARACIS prepared an [External Progress Evaluation Report](#) with a favourable outcome.

Analysis of the information available on the TUCN website and the IOSUD-TUCN platform shows that the institution effectively ensures the publication of, and access to, information of public interest regarding doctoral studies. Periodic updating of content and the existence of a dedicated IOSUD platform, where information specific to the Electrical Engineering field and other fields is centralized, demonstrate that public access to these data is real, easy and compliant with legal requirements.

The indicator is: fulfilled.

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

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

IOSUD-TUCN actively participates in the external quality evaluation processes organized by ARACIS, both at the IOSUD level and at the level of doctoral study fields. In 2021, self-evaluation reports were prepared and submitted for IOSUD-TUCN and for the 14 doctoral study fields, including the Electrical Engineering field, for the purpose of external evaluation. Following this evaluation, by [Order of the Minister of Education \(OME\) No. 5500/27.10.2021](#), the maintenance of TUCN's accreditation

as an IOSUD and the maintenance of accreditation of all doctoral study fields organized within the TUCN Doctoral School, including Electrical Engineering, were approved. The internal procedures associated with these evaluations are described in the documents published on the IOSUD-TUCN website, under the sections "[TUCN decisions and resolutions](#)" and "[Regulations](#)", which include the [Institutional Regulation on the organization and conduct of doctoral university studies](#) and the procedures regarding reporting, self-evaluation and completion of doctoral studies: [The annual reports on doctoral activity](#) and the self-evaluation documents (including the [2025 Evaluation and Monitoring Report for the Electrical Engineering field](#)) explicitly record the stages carried out for external evaluation (preparation of reports, ARACIS committee visits, conclusions, decisions, etc.).

Analysis of the official documents and evaluation reports shows that IOSUD-TUCN systematically carries out all procedures necessary for external quality evaluation, in accordance with legislation and ARACIS methodologies. The preparation of self-evaluation reports at the IOSUD and field level, the conduct of evaluation visits, the formulation and implementation of action plans, and the maintenance of accreditation for the Electrical Engineering field confirm the proper functioning of quality assurance mechanisms. The maintenance of accreditation through Order No. 5500/2021 and the favourable results recorded in ARACIS reports demonstrate that the evaluated study programme meets the legal requirements and quality standards for organizing doctoral university studies.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: - Strong scientific performance and international visibility of both doctoral supervisors and doctoral candidates; - Comprehensive access to scientific information by well-equipped research infrastructures within nationally and internationally recognized research centres; - Ongoing digitalization of doctoral processes through the TUCN Doctorate portal and the implementation of the SIS platform, ensuring integrated management of the entire doctoral lifecycle. - Good scientific production in the last 5 years, that denotes consistent activity of the DS.	INTERNAL FACTORS Y	Weaknesses: - The exploitation of research results through intellectual property protection and technology transfer remains, as reflected by the small number of patents. - The regularity and documentation of guidance committee meetings throughout the doctoral programme could be further strengthened to enhance candidate monitoring, timely feedback and successful completion. - Completion and dropout figures indicate the need for stronger retention strategies, including more selective admission procedures focused on research potential, motivation and commitment, as well as continuous monitoring and tailored support throughout the doctoral programme.
SWOT analysis		
Opportunities: - The ongoing transition towards sustainable energy systems and widespread electrification is creating growing demand for advanced	EXTERNAL FACTORS P	Threats: - Increasing competition for research funding, international projects and talented human resources may make it more difficult to attract and retain

research and highly qualified specialists in Electrical Engineering; - Participation in European funding programmes and international research networks offers valuable opportunities to expand joint doctoral initiatives, develop international co-tutelle agreements, promote extended mobility, and establish collaborative thematic doctoral schools; - Closer collaboration with industrial partners can foster innovation, facilitate technology transfer, and increase the practical impact of research through the development of prototypes, patents and market-oriented applications.		high-performing doctoral candidates; - The continuous rise in the costs of research equipment, consumables, conference participation and publication fees may limit opportunities for experimental work and the dissemination of research results; - The fast evolution of technologies in Electrical Engineering requires the continuous adaptation of research topics, methodologies and doctoral training; failure to keep pace may reduce the scientific relevance and competitiveness of the field.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	No recommendation
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	No recommendation
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	No recommendation
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and	F	The programme will gain if all teams could work in spaces localized in the same place and not dispersed. This

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	research, as well as for work.		would enhance the team work with strong benefits for all
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	No recommendation
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	No recommendation
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	No recommendation
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	No recommendation
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Introduction in the PPUA curriculum of a course aimed on Research Methodology, designed to provide the Ph.D. students with knowledge and skills required to optimally plan and manage their research activities, formulate clear research objectives, prepare and present scientific reports and develop high-quality scientific publications in accordance with international academic standards.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	Taking measures to encourage alumni to pursue carrier in higher education or research.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	No recommendation
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Recommendations: Encouraging Ph.D. students to participate in mobility programs abroad, not only at scientific events, but also in short or long-term stages or internships, possibly through the Erasmus+ program in research laboratories with a profile similar to their research topics.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line	F	No recommendation

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	with their potential and aspirations, taking into account the diversity of learning styles and abilities.		
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	No recommendation
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	No recommendation
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	The existence of a catalogue or a document certifying the level of students' knowledge following the evaluation exams was not found. Recommendation: Reconsider the way students are evaluated and examined, both within the advanced university training program and regarding the presentation of research reports, based on attestation documents of the level of knowledge or the quality of the assessed activity in the form of grades or qualifications.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	No recommendation
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	No recommendation
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	No recommendation
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	No recommendation
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	No recommendation

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	No recommendation
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	No recommendation
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	No recommendation
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	No recommendation
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	No recommendation
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	No recommendation
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	No recommendation
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	No recommendation
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	No recommendation
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	No recommendation
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	No recommendation

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

Following the evaluation of the documentation provided and the on-site visit, the following conclusions can be drawn regarding the activity of the Electrical Engineering Domain belonging to the Doctoral School of the Technical University of Cluj-Napoca:

- The Electrical Engineering Domain is well integrated into the regional and national economic environment by educating highly qualified specialists who are well prepared to address the challenges of modern technologies.
- The domain benefits from highly competent PhD supervisors with strong academic and research achievements, contributing significantly to the quality of doctoral education and scientific excellence.
- The Faculty of Electrical Engineering provides the Electrical Engineering Domain with modern, well-equipped laboratories and excellent learning resources, including access to up-to-date scientific literature and documentation.
- The management of the Doctoral Council (CCPD) is actively committed to establishing and maintaining productive collaborations with industry and the socio-economic environment.
- Greater emphasis should be placed on expanding international collaborations and strengthening the integration of the Electrical Engineering Domain into scientific European research networks addressing topics of strategic scientific and technological importance.

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

Maintaining accreditation (MAC).

VII. Annexes

On-site visit timetable

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

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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider

Organization: Technical University of Cluj-Napoca (TUCN)

Școala doctorală/ Doctoral School: **TUCN Doctoral School**

Domeniul de doctorat/ Doctoral Domain: **Electrical Engineering**

Obiectivul evaluării externe/ The objective of the external evaluation: (*autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat*) maintaining the accreditation of the doctoral field

Perioada vizitei de evaluare/ The evaluation period: *13-14 July 2026*

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Reprezentantul ÎÎS/OFE:

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof.dr.ing. Cristian Ioan Foșalău	<i>Membru - Cadru didactic RNE</i>
2.	Prof. Ferrao de Paiva Martins Rodrigo	<i>Membru - Evaluator internațional RNE-I</i>
3.	Ștefan-Alexandru Gavrilă	<i>Membru - Student doctorand RNE-S</i>

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof.dr.ing. Loránd Szabó	<i>Persoană de contact/Contact person</i>

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ Location /Listă participanți/ <i>List of Participants</i>
Luni/ <i>Monday</i>, July 13, 2026			
08:30-09.00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i>
09.00-09.40	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	<i>Sala: 55 / Locația: Str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i> Lista persoanelor care vor participa la întâlnire: <i>List of participants attending the meeting:</i> - conducător de doctorat în Inginerie Electrică, Rector UTCN / <i>PhD advisor in Electrical Engineering, Rector TUCN</i> - Director CSUD / <i>Director of the Council for Doctoral University Studies (CSUD)</i> - Director Școală Doctorală UTCN / <i>Director of the TUCN's Doctoral School</i> - Decan Facultatea de Inginerie Electrică, UTCN / <i>Dean of the Faculty of Electrical Engineering, TUCN</i>

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ Location /Listă participanți/ <i>List of Participants</i>
			conducător de doctorat în Inginerie Electrică, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, coordinator of the Coordination Council of Doctoral Programs in Electrical Engineering</i>
09.40-10.00	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i> Lista persoanelor care vor participa la întâlnire: <i>List of participants attending the meeting:</i> - conducător de doctorat în Inginerie Electrică, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, coordinator of the Coordination Council of Doctoral Programs in Electrical Engineering</i> - conducător de doctorat în Inginerie Electrică, membru Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, member of the</i>

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ Location /Listă participanți/ <i>List of Participants</i>
			<i>Coordination Council of Doctoral Programs in Electrical Engineering</i> - conducător de doctorat în Inginerie Electrică, membru Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, member of the Coordination Council of Doctoral Programs in Electrical Engineering</i> - doctorand în Inginerie Electrică, membru Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD student in Electrical Engineering, member of the Coordination Council of Doctoral Programs in Electrical Engineering</i> - doctorand în Inginerie Electrică, membru Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD student in Electrical Engineering, member of the Coordination Council of Doctoral Programs in Electrical Engineering</i>

10.00-12.00	Vizitarea bazei materiale/ <i>Visiting the material resources</i> Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	1. 10.00-10.30. Vizitarea corpului de laboratoare Dorobanților / <i>Visit to the Dorobanților laboratory facilities</i> <i>Locația: Calea Dorobanților nr. 72</i> <i>Location: 72, Dorobanților str.</i> 1.1. Laboratorul de Compatibilitate Electromagnetică / <i>Electromagnetic Compatibility Laboratory</i> 2. 10.30-11.15. Vizitarea campusului Observator / <i>Visit to the Observator campus</i> <i>Locația: Str. Observatorului nr. 2</i> <i>Location: 2, Observatorului str.</i> 2.1. Institutul de Cercetare în Inteligență Artificială / <i>Institute for Artificial Intelligence Research</i> 2.2. Laboratoarele de Mașini electrice și Tracțiuni electrice / <i>Electrical Machines and Electrical Traction Laboratory</i> 2.3. Laboratorul de Electronică de putere / <i>Power Electronics Laboratory</i> 3. 11.15-12.00. Vizitarea laboratoarelor din zona Barițiu / <i>Visit to the laboratories in the Barițiu area</i> 3.1. Centrul de Cercetare ENTREC /
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			ENTREC Research Center Locația: sala 2-04, HUB UTCN, str. George Barițiu nr. 8 / Location: room 2-04, TUCN HUB, 8, George Barițiu str. 3.2. Laboratorul SOLIS / SOLIS Laboratory Locația: sala 24, str. George Barițiu nr. 26-28 / Location: room 24,26-28, George Barițiu str. 3.3. Laboratorul Inginerie medicală / Medical Engineering Laboratory Locația: sala E08, str. George Barițiu nr. 26-28 / Location: room E08,26-28, George Barițiu str. În timpul acestor vizite în laboratoare, comisia se va întâlni și cu responsabili centrelor și laboratoarelor de cercetare / <i>During these visits to the laboratories, the committee will also meet with the representatives of the research centers and laboratories</i>
12.00-12.45	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic	- Comisia de experți evaluatori ai ARACIS/ Panel members	Locația: sala 318, str. George Barițiu nr. 26-28 / Location: room 318, 26-28, George

	implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	<i>Barițiu str.</i>
12.45-14.00	Pauză/ <i>Break</i>		

14.00-14.45	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității la nivel de facultate/universitate/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i> Lista persoanelor care vor participa la întâlnire: <i>List of participants attending the meeting:</i> - prorector Management universitar și relația cu mediul socio-economic, președinte Comisia pentru Evaluarea și Asigurarea Calității (CEAC) / <i>Vice Rector for Relations with the socio-economic environment, Chair of the Quality Assurance and Evaluation Committee (CEAC)</i> - director Departamentul pentru Asigurarea Calității / <i>director of the Quality Insurance Department</i> - prodecan și președinte Comisia calitate și cercetare, Facultatea de Inginerie Electrică / <i>Vice-Dean and Chair of the Quality and Research Committee, Faculty of Electrical Engineering</i> - conducător de doctorat în Inginerie Electrică, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, coordinator of the Coordination Council of Doctoral Programs in Electrical</i>
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			<i>Engineering</i>
15.00-15.50	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ¹ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	<i>Locația: sala 318, str. George Barițiu nr. 26-28 / Location: room 318, 26-28, George Barițiu str.</i>

¹ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți^{2,3} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni</i>⁴ of the DSUD	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	<i>Locația: sala 55 / online, str. George Barițiu nr. 26-28 /</i> <i>Location: room 55 / online, 26-28, George Barițiu str.</i>

² Se va evita invitarea absolvenților care sunt angajați ai ÎIS sau ai OFE, după caz.

³ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

⁴ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

17:00-18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers⁵ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	<i>Locația: sala 55 / online, str. George Barițiu nr. 26-28 /</i> <i>Location: room 55 / online, 26-28, George Barițiu str.</i> Lista angajatorilor absolvenților care vor participa la întâlnire: <i>List of the graduated PhD students' employers attending the meeting:</i> Nume / <i>Name</i> (compania / <i>company</i>) - (Electroglobal) - (Energobit - Vinci Energies) - (Siemens Industry Software Romania) - (ElectroPlus) - (Institutul pentru Cercetări în Economie Circulară și Mediu "Ernest Lupan" / Institute for Circular Economy Research "Ernest Lupan") - (Bosch Romania) - (Renergia) - (Distribuție Energie Electrică România) - (ENERGOM) - (PHI Electro) - (Infineon Technologies Romania) - (Energobit - VinciEnergies)
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⁵ Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

			- (Infineon Technologies Romania)
Marti/ Tuesday, July 14, 2026			
09:00 - 10:00	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i>
10.00 – 10.30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ Meeting of the experts panel with members of the University Ethics Committee	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i> Lista persoanelor care vor participa la întâlnire: List of participants attending the meeting: - membru al Comisiei de etică a UTCN din partea Facultății de Inginerie Electrică <i>/member of the Ethics Committee of the TUCN, representing the Faculty of Electrical Engineering</i>
10.30- 11.30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii SD și/sau ai domeniului de studii evaluat pentru comunicarea concluziilor procesului de evaluare/ Meeting of the panel members with	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii Scolii Doctorale și/sau ai domeniului de studii evaluat/ <i>Representatives of the management</i>	<i>Sala: 55 / Locația: str. George Barițiu nr. 26–28</i> <i>Room: 55 / Location: 26-28, George Barițiu str.</i> Lista persoanelor care vor participa la întâlnire:

	<i>the representatives of the Doctoral School and Contact person to communicate the conclusions of the evaluation process</i>	- Persoana de contact/ <i>Contact person</i>	<i>List of participants attending the meeting:</i> - director CSUD / <i>director of the Council for Doctoral University Studies (CSUD)</i> - director Școală Doctorală UTCN / <i>director of the TUCN's Doctoral School</i> - decan Facultatea de Inginerie Electrică, UTCN / <i>Dean of the Faculty of Electrical Engineering, TUCN</i> - conducător de doctorat în Inginerie Electrică, membru CSUD, coordonator al Consiliul de coordonare a programelor doctorale Inginerie Electrică / <i>PhD advisor in Electrical Engineering, coordinator of the Coordination Council of Doctoral Programs in Electrical Engineering</i>
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If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.