



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 de doctorat, precum și pentru programul pregătitor de limba română pentru cetățenii străini, după caz, cuprinse în anexele nr. 1-13 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 17.09.2026.

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. 286/H/17.09.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

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

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

ANEXA NR. 5

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 5.2

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Alexandru Ioan Cuza” din Iași	
Școala(ile) doctorală(e)	Informatică	
Domeniul de studii universitare de doctorat (DSUD)	Informatică	
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 Exacte și Științe ale Naturii (CPS_C1) din 17.08.2026, propunerea de decizie fiind consemnată în PV nr.4369/17.08.2026. 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. Consiliului ARACIS a solicitat în ședința din 27.08.2026, revizuirea REE REE revizuit a fost analizat în ședința CPS_C1 din 07.09.2026, propunerea de decizie fiind consemnată în PV nr.4559/07.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4655/17.09.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
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: 0	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: 0 N: 0
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: 0	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: 0 N: 0
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: 0	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: 0 N: 0
Motivarea deciziei		
Consiliul ARACIS în ședința din 17.09.2026. analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: 36 indicatori: 36 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.		
Decizia	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:	"Alexandru Ioan Cuza" University of Iași
Doctoral School:	The Doctoral School of Computer Science
Doctoral Domain:	INFORMATICS
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.	Prof. dr. DĂNCIULESCU Daniela	Expert evaluator	
2.	Prof. Dr. VILANOVA ARBÓS Ramon	International Expert	
3.	NICA Ionuț-Cosmin	PhD Student Evaluator	

I. Introduction

The context in which the external evaluation report was drafted

This external evaluation report was prepared in the context of the periodic external evaluation of the doctoral field Computer Science within the Doctoral School of Computer Science at “Alexandru Ioan Cuza” University of Iași, carried out for the purpose of maintaining the accreditation of the doctoral field.

The site visit was conducted on 23–24 July 2026 at “Alexandru Ioan Cuza” University of Iași.

The external evaluation panel consisted of:

- Prof. dr. Daniela DĂNCIULESCU, University of Craiova – Panel Coordinator
- Prof. dr. Ramon VILANOVA ARBÓS, Autonomous University of Barcelona – International Expert
- Drd. Ionuț-Cosmin NICA, National University of Science and Technology POLITEHNICA Bucharest – Student Representative

Description of the higher education institution / Romanian Academy

Founded on October 26, 1860, the “Alexandru Ioan Cuza” University of Iași (UAIC) is the oldest modern university in Romania. Since its establishment, it has played a key role in the development of higher education and research in the country. Today, UAIC includes 15 faculties and 14 doctoral schools, serving more than 25,000 students. The university maintains partnerships with over 650 universities in more than 70 countries, supporting international collaboration and academic mobility. Through its commitment to high-quality education, research excellence, and innovation, UAIC is consistently recognized among Romania’s leading universities in international rankings.

The Institution Organizing Doctoral University Studies (IOSUD) at the “Alexandru Ioan Cuza” University of Iași (UAIC) coordinates doctoral education through the Council for Doctoral University Studies (CSUD), which oversees the activity of the university’s 14 doctoral schools and ensures coordination with the Administrative Council.

UAIC offers doctoral studies in 30 disciplines spanning the natural sciences, engineering, social sciences, humanities, economics, law, education, and sport sciences, providing a multidisciplinary research environment.

Doctoral education is governed by the Institutional Regulations on Doctoral Studies, adopted in accordance with the Higher Education Law No. 199/2023, the Order of the Ministry of Education No. 3020/2024 approving the Framework Regulations on Doctoral Studies, and the University Charter.

UAIC has an established quality assurance system based on both internal quality management procedures and periodic external evaluations conducted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

At the institutional level, UAIC underwent external evaluations by ARACIS in 2009, 2015, and 2022, receiving the qualification High Confidence.

At the doctoral level, IOSUD-UAIC underwent a periodic external evaluation in 2021, following which the ARACIS Council granted the qualification Maintenance of Accreditation. The evaluation covered all doctoral fields organized within IOSUD-UAIC. Accreditation was maintained for 25 doctoral fields, while the doctoral fields Theology and Communication Sciences initially received Conditional Accreditation. In accordance with the applicable legislation and ARACIS methodology, both doctoral fields subsequently underwent new external evaluations. As a result, the ARACIS Council decided to maintain the accreditation of the Theology doctoral field (29 June 2023) and the Communication Sciences doctoral field (9 May 2024). Consequently, all doctoral fields currently operating within IOSUD-UAIC hold accredited status.

The portfolio of doctoral study fields has also expanded through the accreditation of new doctoral programmes, including Administrative Sciences (ARACIS Council Decision of 28 March 2023), Business Administration (31 August 2023), and Social Work (18 December 2025), reflecting the continuous development and diversification of doctoral education at the university.

General description of the doctoral study domain

The Doctoral School of Computer Science is the successor to the doctoral education program in the field of computing systems that was previously conducted within the Faculty of Mathematics. The Doctoral School of Computer Science (DS-CS) was established in 2005 following a decision of the Senate of Alexandru Ioan Cuza University of Iași (UAIC), pursuant to Order No. 4491/06.07.2005 of the Minister of Education and Research concerning the organization and conduct of doctoral university studies beginning with the 2005–2006 academic year.

Following the external evaluation conducted in 2021, the ARACIS Council decided to maintain the accreditation of the doctoral university study programmes through Decision No. 96 of 25 November 2021.

Since the previous external evaluation, the doctoral field has continued its positive development in terms of human resources, doctoral student enrolment, and research output.

The number of **doctoral supervisors** increased from 8 to 10 during the 2021–2025/2026 period. The current supervisory team consists of five full-time academic staff members of the Faculty of Computer Science and five affiliated doctoral supervisors, including one from the “Vasile Alecsandri” University of Bacău, one from the Cambridge Stem Cell Institute, University of Cambridge (United Kingdom), and three emeritus doctoral supervisors. The affiliation of the new doctoral supervisors has further strengthened the academic profile of the doctoral field by expanding its research expertise and increasing its interdisciplinarity. In particular, it has introduced Bioinformatics as a new research direction, reinforced the research areas of Artificial Intelligence and Formal Methods, and broadened the range of research topics available to doctoral students. These developments have enhanced both the scientific capacity and the international competitiveness of the Doctoral School.

The total number of **doctoral students** enrolled in the Doctoral School of Computer Science (SD-FII) has steadily increased, from 46 in the 2021/2022 academic year to 52 in the 2025/2026 academic year, including 31 scholarship-funded students and 21 tuition-paying students. The number of newly admitted doctoral students has also shown a positive trend, increasing from 9 in the 2021/2022 academic year to 16 in the 2025/2026 academic year. The total number of doctoral theses publicly defended at SD-FII during the 2021–2024/2025 period is 18. The graduates received distinctions ranging from Cum Laude ("Good") to Summa Cum Laude ("Excellent"). Regarding the language of the theses, all 18 doctoral theses were written in English.

II. Methods used

The external evaluation was based on the analysis of the following documents and sources of information:

- The Internal Evaluation Report prepared by the Doctoral School of Computer Science and its annexes;
- The Progress Report submitted following the interim evaluation conducted in 2024 and the evaluation panel recommendations;
- The Institutional Regulations on Doctoral Studies, the Regulations of the Doctoral School of Computer Science, and other relevant institutional regulations;
- The University Charter and the organizational structure of IOSUD-UAIC;

- Documentation regarding the doctoral supervisors, doctoral students, research projects, scientific output, international cooperation, and quality assurance procedures;
- Information and publicly available documents published on the websites of the Doctoral School of Computer Science (<https://scdoc.info.uaic.ro/>) and IOSUD-UAIC (<https://www.uaic.ro/studii/studii-universitare-de-doctorat/>);
- Supporting documents related to the activity of the Doctoral School;
- Information collected during **meetings** with the university management, the IOSUD management, the Doctoral School management, doctoral supervisors, doctoral students, graduates, employers, and administrative staff;
- Observations made during the site visit, including the inspection of the research and educational facilities made available to doctoral students.

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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✓ Presentation of the state of facts

The Doctoral School of Computer Science operates within the Institution Organising Doctoral Studies (IOSUD) of “Alexandru Ioan Cuza” University of Iași (UAIC). Its activity is governed by a comprehensive regulatory framework established at both institutional and doctoral school levels, ensuring compliance with the Romanian Higher Education Law No. 199/2023 and the national framework regulations for doctoral studies.

The governance of doctoral studies is based on clearly defined responsibilities shared between the University Senate, the Council for Doctoral University Studies (CSUD), the Doctoral School Council (CSD), the Director of the Doctoral School, and the doctoral supervisors. Their responsibilities, decision-making procedures, and quality assurance mechanisms are explicitly defined in the institutional and doctoral school regulations.

The Doctoral School applies the Institutional Regulations on Doctoral Studies, together with its own Regulations for the Organisation and Functioning of Doctoral Studies, both periodically updated to reflect legislative changes and institutional development. During the evaluation period, these regulations were revised following the entry into force of the Higher Education Law No. 199/2023 and Order No. 3020/2024 approving the Framework Regulations on Doctoral Studies.

The regulatory framework is complemented by a set of methodologies and operational procedures covering all major aspects of doctoral education, including doctoral admission (https://scdoc.info.uaic.ro/?page_id=5893), the allocation of ECTS credits, thesis preparation and public defence (https://scdoc.info.uaic.ro/?page_id=9511), quality assurance, the recognition of

doctoral degrees obtained abroad, the implementation of the European Doctorate label, and the organisation of habilitation procedures (https://scdoc.info.uaic.ro/?page_id=9514). All regulations, methodologies, decisions of CSUD, and relevant forms are publicly available on the Doctoral School website (https://scdoc.info.uaic.ro/?page_id=9518), ensuring transparency and easy access for doctoral students, supervisors, and other stakeholders.

The Doctoral School regularly reviews and updates its internal regulations and procedures whenever legislative amendments occur or institutional improvements are required. The current regulatory framework demonstrates continuous alignment with national legislation and ARACIS requirements.

✓ **Analysis of the state of facts**

The evaluation panel found that the organisational structure and management system of the Doctoral School of Computer Science are appropriate for the effective delivery of the doctoral study programme. Responsibilities at all governance levels are clearly defined, decision-making bodies operate according to transparent procedures, and the institutional framework ensures an appropriate distribution of responsibilities between IOSUD, CSUD, and the Doctoral School.

The analysis of the institutional documentation confirms that the regulatory framework is comprehensive, coherent, and periodically updated to reflect changes in the national legal framework. During the evaluation period, the university and the Doctoral School promptly revised their regulations following the adoption of the new Higher Education Law and the updated national framework regulations for doctoral studies, demonstrating an effective institutional capacity to adapt to legislative changes.

Furthermore, the public availability of regulations, methodologies, operational procedures, and administrative forms contributes to institutional transparency and facilitates the consistent implementation of doctoral education processes.

✓ **Examples of best practice**

The Doctoral School maintains a comprehensive and well-organised public repository of regulations, methodologies, operational procedures, CSUD decisions, and administrative forms, ensuring a high degree of transparency and accessibility for all stakeholders.

The regulatory framework is updated promptly following legislative changes, demonstrating an effective quality management system and strong institutional responsiveness.

The implementation of complementary institutional methodologies, such as those governing the European Doctorate and the recognition of doctoral degrees obtained abroad and of the right to supervise doctoral theses obtained abroad, reflects the Doctoral School's commitment to internationalisation and continuous improvement of doctoral education.

✓ **Recommendations.** None.

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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✓ **Presentation of the state of facts**

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

The Doctoral School of Computer Science applies a participatory governance model in the development, adoption, and revision of its regulations, methodologies, and operational procedures.

The governance structure of doctoral studies includes the Council for Doctoral University Studies (CSUD) and the Council of the Doctoral School (CSD), both functioning as collegial decision-making bodies. Their composition ensures the participation of doctoral supervisors, external experts and elected doctoral student representatives in matters concerning the organisation and quality of doctoral education.

The revision of institutional regulations follows a structured approval process involving the Doctoral School, CSUD, the relevant university committees, and the University Senate. During the evaluation period, the institutional regulations governing doctoral studies were revised following the adoption of the Higher Education Law No. 199/2023 and the Framework Regulations on Doctoral Studies approved by Order No. 3020/2024. The revision process involved consultations with doctoral supervisors and the academic community before the final approval by the Senate.

The Doctoral School maintains regular communication with its stakeholders through meetings of the Doctoral School Council, meetings of doctoral supervisors, and meetings with doctoral students. These consultations provide opportunities to discuss the implementation of doctoral regulations, identify practical issues, and propose improvements whenever necessary.

The involvement of doctoral students in the governance of the Doctoral School ensures that their views are considered in decisions affecting doctoral education, while the participation of doctoral supervisors contributes to the continuous improvement of academic and administrative procedures. Furthermore, the inclusion of two external academic members from other Romanian universities in the Doctoral School Council brings an independent perspective and valuable external expertise to the decision-making process, supporting the alignment of the Doctoral School's policies and practices with national academic standards and good practices.

✓ Analysis of the state of facts

The evaluation panel found that the Doctoral School has established effective mechanisms enabling the participation of its main stakeholders in the development and revision of institutional regulations and methodologies.

The composition of the governing bodies guarantees the representation of both academic staff and doctoral students in the decision-making process. Furthermore, the revision of the regulatory framework during the evaluation period demonstrates that the Doctoral School systematically adapts its internal procedures to legislative changes while taking into account the experience gained from the implementation of previous regulations.

The meetings held with doctoral supervisors and doctoral students during the site visit confirmed that communication between the management of the Doctoral School and its stakeholders is open and constructive. Stakeholders reported that they are informed about regulatory changes and have opportunities to express opinions and propose improvements regarding the organisation of doctoral studies. Doctoral student representatives actively participate in the discussions and decision-making processes within the Doctoral School Council (CSD). Their involvement has been particularly valuable in the development and revision of procedures directly affecting doctoral students, such as the methodology for the allocation of ECTS credits, ensuring that students' perspectives are taken into account before the procedures are adopted.

✓ Examples of best practice

The active participation of doctoral student representatives in the governance structures of both the Doctoral School and IOSUD ensures that doctoral students are directly involved in institutional decision-making.

Before being formally discussed and approved by the Doctoral School Council (CSD), proposed regulations and methodological revisions are first presented and debated within the General Assembly of the doctoral supervisors. This two-stage consultation process ensures broad academic

participation, facilitates consensus building, and allows the expertise and experience of all doctoral supervisors to be incorporated into the final version of the regulations. Regular meetings between the Doctoral School management, doctoral supervisors, and doctoral students facilitate continuous feedback and contribute to the improvement of doctoral education.

The Doctoral School also maintains an active dialogue with employers, alumni, and research partners, whose feedback contributes to the continuous development of doctoral education and the adaptation of research directions to emerging scientific and societal needs.

✓ Recommendations None

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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✓ Presentation of the state of facts

The Doctoral School of Computer Science (DS-CS) has adequate facilities located in Building C of UAIC, including lecture rooms, laboratories, and offices for doctoral supervisors (according to Table 3.1_1). The infrastructure is accessible to persons with disabilities and equipped with modern IT facilities. Learning resources are supported through access to the Central University Library, specialized libraries (Mathematics/Computer Science Library, “Al. Myller”), and international databases (through the Anelis Plus project). Services for doctoral students are provided through SSSA, including counselling, career guidance, and support for professional integration. Information on the resources is also available on the Doctoral School website: https://scdoc.info.uaic.ro/?page_id=5899

✓ Analysis of the state of facts

As confirmed by the on-site visit, the facilities and technical resources fully meet the requirements of the curriculum and doctoral research activities. Easy digital access to databases (e-information platforms), together with the support services provided by the University, creates an optimal academic environment conducive to doctoral students’ performance and professional integration. The existing infrastructure complies with quality standards, ensuring the continuity of educational and administrative processes.

✓ Examples of Good Practice

- Mobile access to international databases through the e-information platform.
- Integration of career services (SSSA) in supporting the doctoral pathway.
- Recommendations
- Optimization of collaborative study spaces (open-space areas).

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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✓ Presentation of the state of facts

The Faculty of Computer Science, including the Doctoral School of Computer Science, has teaching and research facilities appropriately sized according to the number of doctoral students, as presented in [Table 3.1_1]. The infrastructure is continuously maintained through investments from internal funds and by attracting sponsorships from the private sector, ensuring an adequate environment for the conduct of educational and research activities.

✓ Analysis of the state of facts

The facilities and equipment are aligned with the mission and objectives of the study programmes. The budget of the Doctoral School effectively supports both the maintenance of the material resources and research activities (publications, conference participation, competitions), facilitating academic performance. Resource management reflects a continuous commitment to maintaining optimal study and working conditions.

✓ Examples of Good Practice

- Partnerships with the private sector for the modernization of technological infrastructure and budget allocation prioritizing support for doctoral research activities.
- Recommendations
- Digitalization of IT equipment maintenance management and optimization of energy consumption within the facilities.

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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✓ Presentation of the state of facts

The academic staff of the Doctoral School of Computer Science holds the qualifications required for the disciplines included in the curriculum, as presented in [Table 3.1_2]. The competencies of doctoral supervisors are demonstrated through the fulfilment of CNATDCU criteria and internationally recognized scientific activity, documented annually. The academic team includes 10 professors, 17 associate professors, 10 lecturers, and 9 external members.

✓ Analysis of the state of facts

The evaluation panel found that the human resources of the Doctoral School are fully adequate for delivering high-quality doctoral education. The supervisory team combines experienced senior academics with newly affiliated doctoral supervisors, ensuring both continuity and diversification of expertise.

The increase in the number of doctoral supervisors during the evaluation period has expanded the scientific profile of the doctoral field and enhanced the research opportunities available to doctoral students. The presence of affiliated supervisors from prestigious national and international institutions further contributes to the quality and international visibility of the doctoral programme.

All doctoral supervisors fulfil the legal requirements for supervising doctoral research and demonstrate significant scientific achievements, reflected in publications in high-impact international journals and conferences, participation in competitive research projects, editorial activities, and active involvement in the international scientific community. In addition to the expertise provided by the doctoral supervisors, doctoral students benefit from the participation of researchers from foreign universities in their supervisory committees. These external experts provide complementary expertise in specialised research areas, and strengthen the international dimension of doctoral education.

✓ **Aspects that constitute best practice examples**

The affiliation of internationally recognised researchers has diversified the research profile of the Doctoral School by introducing new research directions and strengthening existing areas of excellence.

The systematic involvement of experts from foreign universities and research institutions in doctoral supervisory committees provides doctoral students with access to complementary expertise, international scientific networks, and external academic perspectives throughout their doctoral studies.

The balanced composition of the supervisory team, combining full-time, affiliated, and emeritus doctoral supervisors, ensures both continuity and the continuous renewal of scientific expertise.

✓ **Recommendations:** Further encourage the development of cotutelle doctoral supervision agreements with leading international universities.

The indicator is: fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

✓ **Presentation of the state of facts**

The Doctoral School of Computer Science (DS-CS) benefits from an integrated institutional ecosystem supported by the Human Resources and Professional Development Service and the University's Personal Development Centre. Academic staff and doctoral students have continuous access to workshops, counselling sessions, and programmes aimed at developing transversal skills. Research activities are supported through active participation in Erasmus+ mobility programmes and international projects. Financial support is provided through the FCSU Grant (RON 5,000/year/person), dedicated to mobility activities, publications, and professional development stages, complemented by the annual acquisition of licences for leading digital platforms such as Coursera, LinkedIn Learning, CoLab and AI tools.

✓ **Analysis of the state of facts**

The evaluation panel found that the University provides a supportive environment for the continuous professional development of its academic staff through a combination of institutional policies, international cooperation, research support, and structured training opportunities.

The institutional commitment is demonstrated by the maintenance of the **HR Excellence in Research** certification and by the wide range of international mobility and capacity-building programmes available to academic staff. Discussions with doctoral supervisors confirmed that these opportunities are used and contribute to improving research performance, international collaboration, and doctoral supervision.

In addition, UAIC actively participates in the EC2U – European Campus of City Universities alliance, which regularly offers workshops, project-writing incubators, doctoral mentoring activities, and interdisciplinary academic events open to university staff.

The University regularly organises training sessions and webinars aimed at improving researchers' information literacy and research skills. The training programmes are organised in collaboration with Enformation, ANELIS Plus, major scientific publishers, and database providers.

The University further strengthens the professional development of its academic staff through a series of Institutional Development Fund (FDI) projects. Notable examples include UniTeach UAIC (CNFIS-FDI-2021-0481), which established the UniTeach Hub as a centre for the continuous pedagogical training of academic staff and delivers workshops on innovative teaching methods and educational technologies; ISMACIREC (CNFIS-FDI-2022-0606), which supports academic mobility and organises training activities on European research projects, international scientific publishing and research collaboration; and CIDA UAIC (CNFIS-FDI-2024-F-0589), which promotes the participation of doctoral students, early-career academics and researchers in international conferences, scientific workshops and collaborative research networks. These initiatives are complemented by the FCSU Grant and by annually acquiring institutional licences for internationally recognised learning and research platforms.

The evaluation panel concludes that the institutional framework effectively supports the professional development of academic staff and contributes to maintaining a highly qualified body of doctoral supervisors.

✓ **Aspects that constitute best practice examples**

- The University has established a comprehensive ecosystem for staff development by combining FDI-funded projects, institutional grants, international mobility schemes, and continuous professional training.
- The FCSU Grant provides dedicated annual funding for each eligible academic staff member, supporting international mobility, scientific publications, professional training, and career development.
- The annual provision of institutional licences for internationally recognised digital learning platforms

✓ **Recommendations:** None

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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✓ **Presentation of the state of facts**

Recruitment and personnel management are centrally coordinated by the Human Resources and Professional Development Service of UAIC. The recruitment of academic and research positions is carried out through public competition or promotion procedures, in accordance with the applicable legislation, with validation by the University Senate. The procedures are detailed through specific methodologies, and announcements are published transparently on the University's website. Within the Doctoral School of Computer Science (DS-CS), the processes for the affiliation of doctoral supervisors and habilitation procedures are regulated by internal procedures and national standards.

✓ **Analysis of the state of facts**

The University's recruitment strategy, also applied at the level of the Doctoral School of Computer Science (DS-CS), ensures legal compliance and merit-based selection. Transparency is guaranteed through the public announcement of competitions and the use of standardized methodologies for all types of positions (full-time staff, hourly paid positions, retired academics) and academic processes (habilitation, affiliation), ensuring the rigor of the selection of academic and research staff.

✓ **Aspects that constitute best practice examples**

- Institutional transparency: Centralized publication of all vacant positions on the University's website, ensuring equal opportunities.
- ✓ Recommendations: None.

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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✓ Presentation of the state of facts

Doctoral candidates and supervisors benefit from electronic access to regulations, procedures, study documents, course information, research resources, and institutional announcements through the University's website and internal digital platforms. Administrative services, including enrolment procedures, academic records, document submission, and communication with the Doctoral School, are largely supported through electronic means. The University also provides secure access to institutional e-mail services, digital learning platforms, videoconferencing tools (Teams), electronic library resources and scientific databases.

UAIC manages the academic pathway of the doctoral students through the **Grades** information system, complemented by the developments of the eUAIC project (PNRR), aimed at the complete digitalization of student administration workflows. For the activities of the Doctoral School of Computer Science (DS-CS), timetables are published online, and the academic community benefits from licences for productivity tools (Office 365) and advanced training. Day-to-day communication is facilitated through a dedicated Discord server.

✓ Analysis of the state of facts

The organisational component makes effective and extensive use of information technology to support its academic and administrative activities. The digitalisation of institutional procedures enhances accessibility, transparency, communication, and service quality for doctoral candidates, supervisors, academic staff, and other stakeholders.

✓ Aspects that constitute best practice examples

- Automation of academic administration workflows through the eUAIC project.
- Use of instant collaboration platforms (Discord) to strengthen the cohesion of the academic community and provide an efficient, real-time communication channel for disseminating announcements, research opportunities, training events, funding calls, and administrative information

✓ Recommendations:

- Completion of the migration to the new eUAIC applications across all departments.
- Training: Organization of update sessions on the use of new digital functionalities for administrative staff.

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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✓ Presentation of the state of facts

The curriculum of the Doctoral School of Computer Science is focused on the development of advanced research competencies and is updated and approved annually by the UAIC Senate. The doctoral study programme is structured in accordance with the expected learning outcomes and organised using the European Credit Transfer and Accumulation System (ECTS). The Doctoral School has a clear methodology for the allocation of transferable credits, covering both the Advanced University Training Programme (PPUA) and the Scientific Research Programme (PCS), including research reports and other academic activities. The curriculum and course syllabi specify the allocated credits, learning outcomes, teaching and assessment methods, ensuring a transparent and coherent organisation of the doctoral programme.

✓ Analysis of the state of facts

The programme is coherently designed, with learning outcomes, educational activities, research components, and assessment methods aligned to the objectives of doctoral education. It is annually reviewed to address the research directions within the doctoral school. The use of ECTS and the clear organisation of the doctoral programme ensure transparency, flexibility, and consistency with national and European requirements.

✓ Aspects that constitute best practice examples

The integration of advanced training and research activities within a clearly defined ECTS framework provides transparency and consistency in the organisation of doctoral studies.

✓ Recommendations: None

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).
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✓ Presentation of the state of facts

The expected learning outcomes are explicitly defined in the curriculum and course syllabi and are aligned with the competencies required for doctoral-level occupations. They are structured in terms of knowledge, skills, and responsibility and autonomy, in accordance with the National Qualifications Framework and the European Qualifications Framework. The doctoral programme develops advanced research competencies, scientific communication skills, critical thinking, innovation capacity, and research autonomy, corresponding to the competencies associated with research and higher education careers and reflected in the ESCO framework.

* 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.

✓ Analysis of the state of facts

The expected learning outcomes are appropriately correlated with the competencies required for doctoral graduates and support the professional profiles targeted by the programme. The curriculum provides a coherent framework for developing advanced research and transferable competencies consistent with European qualification requirements.

✓ Aspects that constitute best practice examples

- Standardized mapping: Use of the correlation matrix with ESCO/ISCO codes to demonstrate the transparency and relevance of the programme.
- Profile diversity: Integration of transversal and interdisciplinary competencies adapted to roles in consultancy and technical innovation.

✓ Recommendations None

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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✓ Presentation of the state of facts

The doctoral programme of the Doctoral School of Computer Science (DS-CS) at UAIC is based on the principle of a doctoral student-centred approach, in accordance with Law No. 199/2023 and the University Charter. The curriculum provides a progressive pathway, from methodological and ethical courses (first semester) to intensive research, publication, and dissemination activities. Teaching strategies are highly diversified, including research-based learning (i.e critical analysis of A*/A journals), project-based learning, and interdisciplinary collaboration (e.g., the ImagoMol Cluster). Doctoral students benefit from autonomy in defining their scientific pathway, support through the Guide for Thesis Preparation, and continuous feedback from doctoral supervision committees. The doctoral programme promotes close interaction between doctoral students and supervisors while providing flexibility in the organisation of individual study and research activities.

✓ Analysis of the state of facts

The Doctoral School demonstrates a coherent implementation of the student-centred learning approach through the flexibility of the doctoral pathway, the diversity of teaching methods, and the emphasis on applied research. Assessment is not only summative but also formative, ensuring careful monitoring of doctoral students' progress. The involvement of doctoral students in the quality assurance process through feedback questionnaires confirms the interactive and adaptive nature of the programme in responding to the needs of the academic community.

✓ Aspects that constitute best practice examples

- Facilitating practical collaborations with external entities (e.g., ImagoMol), connecting doctoral research with real-world challenges in the field.
- Organization of collaborative groups such as the ECODAM research group, fostering informal exchange of experience and peer mentoring among doctoral students.

✓ Recommendations None

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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- Presentation of the state of facts.1.1

The Doctoral School of Computer Science actively supports mobility activities through both outgoing flows (participation in international conferences and research internships at prestigious universities such as Pavia and Paris Dauphine) and incoming flows (hosting doctoral students through the Erasmus+ programme, EC2U, and Eugen Ionescu scholarships). All activities are centralized in the document Centralization of Doctoral Student Mobilities SDINFO 2021–2025, which demonstrates the diversity of mobility types, ranging from research internships to participation in international projects and summer schools.

- [Analysis of the state of facts](#)

The centralized results demonstrate an active internationalization policy. *Outgoing mobility* activities strengthen doctoral students' research networks, while *incoming mobility* activities confirm the international attractiveness of the Doctoral School of Computer Science (DS-CS) and contribute to the exchange of good practices in research.

- [Aspects that constitute best practice examples](#)

- Diversity of funding sources: combined use of the Erasmus+, EC2U programmes
- Integration of doctoral students into international research networks through documented internships at prestigious research centres

- [Recommendations](#) Support for virtual mobility through the development of online collaborative research modules with partner universities for doctoral students who are unable to undertake physical mobility periods.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- [Presentation of the state of facts](#)

UAIC and the Faculty of Computer Science ensure equity in the academic pathway by adhering to the fundamental principles established in the University Charter and the University Code of Students' Rights and Obligations. These documents ensure access to education based on meritocracy, with explicit mechanisms for eliminating discrimination and supporting individuals with special needs. Additionally, the Gender Equality Plan integrates diversity considerations into teaching and research processes, combating discriminatory practices. Academic integrity and the observance of rights are monitored through the Code of Ethics and managed by the Ethics Commission, providing a safe and equitable framework for all members of the academic community.

- [Analysis of the state of facts](#)

The institution demonstrates a proactive approach to ensuring equity, going beyond the mere declaration of principles by implementing concrete policies (the Gender Equality Plan and the Code of Ethics). Support structures and internal regulations provide a solid protection framework for students, ensuring that their potential and aspirations are supported regardless of their learning style or personal background. The transparency of mechanisms for reporting ethical misconduct strengthens trust in the university system.

- [Aspects that constitute best practice examples](#)

- Inclusive policies: Active integration of the gender dimension into teaching and research processes to eliminate inequalities.
- Protection mechanisms: Existence of a Student Rights Code and an accessible Ethics Commission for reporting irregularities, ensuring a safe academic environment.

- Recommendations: none.

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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- Presentation of the state of facts

UAIC ensures an inclusive university environment, supported by *the University Code of Students' Rights and Obligations (2024)*, which guarantees adapted access, specialized assistance (e.g., sign language interpretation), and optimized physical infrastructure (ramps, elevators, automated platforms, and dedicated accommodation spaces). Financial support is provided through social and performance-based scholarships, managed by the *Student Support Service*, which offers personalized assistance for academic and professional integration.

- Analysis of the state of facts

The institution has moved beyond the mere declaration of intentions by continuously investing in the adaptation of physical and digital infrastructure. The existence of dedicated services (the Student Support Service) and specific facilities (lifting platforms, Braille signage) demonstrates a genuine commitment to equal opportunities. The policies are coherent and aligned with national standards, providing students with disabilities or special needs with the necessary tools to achieve their academic potential under conditions of autonomy and dignity.

✓ Aspects that constitute best practice examples

- Accessible infrastructure
- Extensive digital resources
- Recommendations None.

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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- Presentation of the state of facts

Learning outcomes are an integral component of the doctoral curriculum and reflect the expectations regarding the knowledge, skills, and research competences that doctoral students are expected to acquire throughout the programme. They are integrated into the course syllabi and are correlated both with the specific objectives of each course and with the corresponding assessment methods. For each course included in the Advanced University Training Programme (PPUA), the learning outcomes are clearly formulated and linked to the overall objectives of the doctoral

programme. These outcomes are communicated to doctoral students at the beginning of each course. The course syllabi follow a common institutional format, ensuring consistency across the doctoral programme. There is also a direct correlation between the expected learning outcomes and the teaching and assessment methods used, while their quality and relevance are periodically reviewed by the Doctoral School Council.

✓ **Analysis of the state of facts**

The learning outcomes are aligned with the professional and transferable competences targeted by the Doctoral School of Computer Science and are fully consistent with the curriculum and course syllabi. The doctoral programme provides graduates with the knowledge, research skills, and transversal competences required for successful careers in research, higher education, and the ICT sector. The learning outcomes are tailored to the specific characteristics of the Computer Science field and reflect current scientific and technological developments, while ensuring the acquisition of advanced research competences. The correlation between the intended learning outcomes, the targeted competences, and the content of the doctoral programme is periodically monitored and reviewed by the Doctoral School.

✓ **Aspects that constitute best practice examples**

- Standardization of course descriptions: use of a unified format that directly correlates specific competencies with assessment methods and performance standards.
- Emphasis on autonomy: explicit integration of responsibility and autonomy as learning outcomes, essential for the transition from student to independent researcher.

✓ **Recommendations** None

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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✓ **Presentation of the state of facts**

The assessment system within the Doctoral School of Computer Science is structured around the two components of the doctoral programme and regulated by the Methodology for the Awarding of Credits.

The Advanced University Training Programme (PPUA) is conducted during the first semester (30 ECTS credits). This component provides doctoral students with advanced theoretical knowledge, methodological training, and research competencies. Successful completion of the PPUA is a prerequisite for continuing with the Scientific Research Programme.

The Scientific Research Programme (PCS) comprises the individual research activities carried out under the supervision of the doctoral supervisor and the guidance committee. Doctoral students are periodically assessed through research reports and progress presentations, which are documented in official minutes. The completion of doctoral studies and the public defence of the doctoral thesis follow well-established procedures.

Examinations are scheduled by doctoral students in collaboration with the faculty member.

✓ **Analysis of the state of facts**

The assessment structure is balanced, clearly separating the theoretical component (PPUA) from the applied research component (PCS). The monitoring system through guidance committees ensures continuous feedback and validation of progress, preventing potential delays or obstacles. The rigor of the completion process, which obligatorily includes integrity and ethics checks, guarantees the quality and originality of the doctoral theses defended within the Doctoral School of Computer Science.

✓ **Aspects that constitute best practice examples**

The semester-based credit allocation system, founded on the periodic evaluation of doctoral students' activities, reports, and scientific results, provides a transparent mechanism for continuously monitoring the achievement of learning outcomes throughout the doctoral programme.

- Recommendations None

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

- ✓ Presentation of the state of facts

Admission to the Doctoral School of Computer Science (DS-CS) is governed by a unified regulatory framework (UAIC Regulation on Doctoral Admission), characterized by transparency and predictability. Candidates are informed at least six months in advance through the official websites (scdoc.info.uaic.ro) about the methodology, number of available positions, tuition fees, and required documentation. The selection process is rigorous: candidates propose a research topic endorsed by a doctoral supervisor, which is subsequently assessed through a written report and a specialized interview. Eligibility is conditioned by the completion of previous study cycles (Bachelor's and Master's degrees) and the demonstration of foreign language proficiency.

- ✓ Analysis of the state of facts

The admission procedures comply with legal requirements and institutional standards, ensuring a merit-based selection process. The combination of academic evaluation (CV, publications) and the assessment of research potential (written research proposal and interview) enables the identification of candidates genuinely prepared for the requirements of EQF level 8. The admission is clear, predictable, transparent, and communicated publicly in a timely manner on the faculty/university website and through the media. The faculty actively promoted the doctoral study programme among graduates of master's programmes, including promotional messages distributed to partner companies, encouraging professionals from the ICT sector to pursue doctoral studies.

- ✓ Aspects that constitute best practice examples

The Doctoral School adopts a proactive recruitment strategy by promoting the doctoral programme through multiple channels, including direct engagement with master's students, partner companies, and the ICT professional community.

- Recommendations None

The indicator is: fulfilled.

Indicator
I.P.B.7.1.2

Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

- ✓ Presentation of the state of facts

The Doctoral School of Computer Science applies an admission policy based on meritocracy, in full compliance with the UAIC Regulation on Doctoral Admission. The institution guarantees a non-discriminatory process, ensuring equal opportunities regardless of social background, ethnicity, religion, or disability. In order to promote inclusion, UAIC annually allocates dedicated places for priority categories, including candidates from disadvantaged backgrounds, candidates of Roma

ethnicity, students under temporary protection status (Ukraine), and persons with special educational needs (SEN) or disabilities.

✓ Analysis of the state of facts

The admission regulation and its own methodology contain provisions concerning compliance with the principles of equity and equal opportunities. There are separate admission places allocated to candidates coming from backgrounds with social and educational risk. The allocation of dedicated places, based on a statistical analysis of needs, demonstrates a commitment to equity and diversity. The admission system thus successfully balances academic rigor (selection based on merit) with social responsibility (ensuring access for vulnerable groups).

✓ Aspects that constitute best practice examples

✓ Recommendations None.

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ Presentation of the state of facts

The allocation of dedicated places, based on a statistical analysis of needs, demonstrates a commitment to equity and diversity. The admission system thus successfully balances academic rigor (selection based on merit) with social responsibility (ensuring access for vulnerable groups).

✓ Analysis of the state of facts

The existence of a framework agreement developed by CSUD ensures a unified approach across the entire university, eliminating ambiguities in the doctoral student-supervisor relationship. The regulations are periodically revised to comply with the new provisions of the Higher Education Law, thereby ensuring a predictable academic environment based on clear standards of ethics and professionalism.

Each doctoral student enrolled in the doctoral university study programme signs a university study contract with USV, in accordance with the provisions of the regulations on the organisation and conduct of study programmes and in compliance with the legislation in force. This document guides both the student and the doctoral supervisor. Increased attention is paid to monitoring the academic and professional path of doctoral students through the continuous development of feedback mechanisms, through which they report academic and administrative difficulties they encounter at an early stage.

✓ Aspects that constitute best practice examples.

✓ Recommendations none.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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✓ Presentation of the state of facts

Internationalization at the Doctoral School of Computer Science (DS-CS) is supported through robust institutional mechanisms coordinated by the International Relations Service of UAIC. Cooperation is achieved through:

- Mobility and Projects: Access to Erasmus+ programmes, institutional development projects (e.g., CNFIS-FDI-2024-F-0589), and agreements with universities from associated and third countries.
- Active involvement: Academic staff regularly participate in teaching activities, joint research projects, and international scientific publishing activities.
- European Doctorate: Implementation of the *Methodology on the European Doctorate (2026)*, representing a strategic pillar for stimulating doctoral student mobility and facilitating access to advanced expertise and cutting-edge research infrastructure.
- The organisational component also benefits from UAIC's active participation in the EC2U – European Campus of City-Universities Alliance. Academic staff are actively involved as lecturers, coordinators and researchers in EC2U activities, while doctoral students benefit from international mobility, online and on-site workshops, webinars, doctoral networking activities, virtual research institutes and collaborative research initiatives with partner universities across Europe.

✓ [Analysis of the state of facts](#)

The Doctoral School of Computer Science (DS-CS) demonstrates a mature internationalization strategy that integrates both the physical mobility of doctoral students and academic staff, as well as virtual scientific collaboration and participation in academic networks. The adaptation to new methodologies (e.g., the European Doctorate) demonstrates alignment with European academic trends, enhancing the visibility and relevance of Computer Science research conducted in Iași.

- [Aspects that constitute best practice examples](#)
- European Doctorate: A strategic instrument providing a formal framework for the international recognition of the doctoral pathway.
- Internationalization FDI projects: Use of institutional development funds to finance and expand the global collaboration network.

[Recommendations](#) Increase the number of international doctoral examination committees.

[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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✓ [Presentation of the state of facts](#)

Research-Based Learning constitutes the central pillar of the doctoral programme of the Doctoral School of Computer Science. The educational process is organically integrated with research activities, in which results from the specialized literature and from doctoral students' own research projects are directly incorporated. This methodology develops the ability to solve complex problems, innovate, and disseminate results at an international level. The research areas cover a broad spectrum, ranging from artificial intelligence, distributed systems, and cybersecurity to bioinformatics and human-computer interaction, under the supervision of professors with recognized expertise.

✓ [Analysis of the state of facts](#)

The Doctoral School has created an ecosystem in which research is not a separate activity, but rather the driving force of the learning process. The integration of doctoral students into active research projects and the use of critical analysis methods ensure not only the acquisition of theoretical competencies, but also the development of practical skills required of a high-level researcher. The correlation of research topics with societal needs (societal impact and emerging technologies) validates

the relevance of the programme in the current context of the labour market and the evolution of Computer Science.

- ✓ Aspects that constitute best practice examples
 - Diversified thematic directions: The wide range of research topics offered allows doctoral students to build a personalized and highly specialized academic pathway.
 - Scientific feedback cycle: Active participation of doctoral students in conferences and workshops, where they present their own results under the guidance of their supervisors, transforms research into a continuous learning experience.
- Recommendations None

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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- ✓ Presentation of the state of facts

The research results generated within the Doctoral School of Computer Science benefit from clear international visibility, validated through publications in reputable indexing and citation databases (WoS, Scopus, IEEE, ACM) and active participation in specialized conferences. The impact of this research is twofold:

- **Academic impact:** Consolidation of academic prestige through high-impact publications (43 articles in journals with impact factor) and more than 130 participations in scientific events.
- **Socio-economic impact:** Technology transfer through prototypes and innovative software solutions, with direct applications in industry and in projects with societal impact. The data centralized in Table 3.1_6 and the evolution presented in Figure 3.1_1 demonstrate a continuous increase in the quality and volume of scientific output during the 2021–2025 period.

- ✓ Analysis of the state of facts

The Doctoral School has reached a level of scientific maturity that enables doctoral students to integrate into the global academic community. The valorization of research results is not limited to academic dissemination but extends towards practical innovation, demonstrating a strong alignment with the current requirements of the field of Computer Science. The upward trend of quantitative indicators confirms the effectiveness of the policies aimed at stimulating both applied and theoretical research within the Doctoral School of Computer Science.

- ✓ Aspects that constitute best practice examples
 - Data transparency: Publication of detailed annual reports on scientific activity on the Doctoral School's website, providing a clear overview of collective performance.
 - Diversity of dissemination: Maintaining a balance between publications in impact factor journals (WoS) and participation in proceedings of prestigious conferences, which are essential in the field of Computer Science.
- ✓ Recommendations None

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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✓ Presentation of the state of facts

The quality assurance system within the Doctoral School of Computer Science is integrated into an effective hierarchical framework:

- Quality assurance structures: The Quality Evaluation and Assurance Commission (CEAC) at the institutional level and the Quality Assurance Commission at the Doctoral School level (with tripartite representation: Faculty, doctoral supervisors, and doctoral students).
- Regulatory and strategic framework: Activities are guided by the Quality Manual, the UAIC Strategic Plan, and the Operational Plan, complemented by the Doctoral School's Management Plans (2022–2027 and 2024–2027).
- Monitoring: Quality is monitored through detailed annual reports containing performance indicators (doctoral student statistics, publications, and mobility activities), ensuring a continuous feedback and improvement mechanism.

✓ Analysis of the state of facts

The Doctoral School has created an ecosystem in which quality is not merely a declarative objective but a process continuously monitored through statistical data. The involvement of doctoral students in the quality assurance structures ensures a realistic and relevant perspective on the educational process. The existence of multiannual management plans (2024–2027) demonstrates a long-term vision and a proven capacity to align strategic objectives with achieved outcomes.

✓ Aspects that constitute best practice examples

- Participatory governance: Inclusion of a doctoral student representative in the Doctoral School's Quality Assurance Commission, ensuring representativeness and transparency in decision-making.
- Data-driven monitoring: Public annual reporting of academic and research performance indicators enables a critical evaluation of the effectiveness of the doctoral programme.

✓ Recommendations None

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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✓ Presentation of the state of facts

UAIC manages the quality of education through a rigorous Quality Management System, centralized in the *Quality Manual*. The implementation of procedures is supported by a clear regulatory framework that defines the lifecycle of every institutional document (initiation, drafting, approval, and archiving). This structure ensures that all policies (institutional policies and operational procedures) and regulations (codes and methodologies) are developed through a consultative and approval process, in compliance with the principles of academic ethics and professional conduct.

✓ Analysis of the state of facts

The institution demonstrates a systemic approach in which quality is defined not only through top-down directives but also through documented procedures that ensure traceability and accountability.

Stakeholder involvement is ensured through the review and approval mechanisms established by the institutional procedures, guaranteeing that every new regulation undergoes a thorough verification process before becoming formally applicable.

✓ Aspects that constitute best practice examples

- Standardisation of the document workflow: Strict procedures for the development of institutional documents (codes, methodologies) prevent the adoption of ad hoc policies, ensuring that all decision-makers and implementing bodies are aligned.
- Quality control through procedures: The rigorous regulation of the withdrawal and archiving of documented information ensures a quality management system that remains coherent, up to date, and aligned with current academic practices.
- Recommendations None.

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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✓ Presentation of the state of facts

The UAIC Ethics Commission operates as an autonomous body governed by its own Regulations, approved by the University Senate. The fundamental principle underlying this structure is operational and decision-making independence, enabling it to act outside the administrative hierarchy in order to ensure impartiality in the investigation of reported cases. The transparency of its activities is ensured through the regular publication of annual reports on the University's official website, allowing both the academic community and the general public to monitor the institution's climate of academic integrity.

✓ Analysis of the state of facts

The organizational structure of the Ethics Commission complies with the legal requirements governing institutional autonomy. The public availability of its annual reports demonstrates accountability and a zero-tolerance policy towards breaches of academic integrity. This independence is essential for safeguarding academic values and maintaining the reputation of the Doctoral School of Computer Science.

During the visit, updated documents were presented, such as the UAIC Code of University Ethics and Deontology, approved at the UAIC Senate meeting on January 29, 2026; as well as the official letter conveying the Ministry of Education and Research's favorable endorsement (Letter No. 97/GP/12.03.2026); <https://www.uaic.ro/despre-uaic/documentele-universitatii/rapoartele-anuale-ale-comisiei-de-etica/> ;

✓ Aspects that constitute best practice examples

- Decision-making autonomy: Clear separation of the Ethics Commission's responsibilities from the executive management structures (Dean's Office and Rectorate), thereby preventing conflicts of interest and hierarchical influence.
- Transparency of reporting: The publication of annual reports constitutes an effective accountability mechanism, strengthening trust in the academic environment.

Recommendations Continuing the efforts to constantly update the key documents of all functional committees within the evaluated institution.

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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✓ **Presentation of the state of facts**

The Doctoral School of Computer Science (DS-CS) operates within a rigorous procedural framework established by the *UAIC Regulation* on the initiation, approval, and evaluation of study programmes. The quality assurance mechanism is cyclical and evidence-based:

- Annual monitoring: Collection of data on academic performance, research activity, doctoral student satisfaction, and international visibility.
- Evaluation and evidence-based decision-making: Analysis of the collected data by the Doctoral School's Quality Assurance Commission, providing the basis for managerial decisions.
- Adaptability: The process enables the timely alignment of the curriculum and research methodologies with technological advances in the field of Computer Science.

✓ **Analysis of the state of facts**

The consistent implementation of quality assurance procedures is demonstrated by the existence of a continuous record of monitoring reports and their direct correlation with decisions aimed at improving the doctoral programme. The impact is evident: the Doctoral School of Computer Science not only maintains quality standards but actively enhances them in response to the dynamic evolution of the field, transforming quality monitoring from an administrative requirement into a strategic development instrument.

✓ **Aspects that constitute best practice examples**

- Integrated application of quality assurance procedures, whereby the evaluation phase directly leads to actions for the continuous improvement of the doctoral programme.
- Multidimensional performance indicators: Use of a comprehensive set of indicators covering both quantitative aspects (publications, mobility activities) and qualitative aspects (doctoral student satisfaction), providing a holistic evaluation of the doctoral programme.

✓ **Recommendations** None

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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✓ **Presentation of the state of facts**

The Doctoral School of Computer Science employs a participatory governance model for the implementation of quality assurance procedures. This approach involves all relevant stakeholders:

- Doctoral School leadership: The Director and the Doctoral School Council provide the strategic framework and oversee compliance with institutional regulations.
- Academic staff: Doctoral supervisors and supervision/integrity committees directly monitor research activities and periodically evaluate the study programs.

- Doctoral students are an essential part of the decision-making process and of improving the quality of education through representatives in the university management structures, CSUD and the doctoral school council. They act as active partners by providing feedback and participating in consultation processes.
- Support structures: The Quality Assurance Commission facilitates internal evaluation by implementing the Operational Procedure on Internal Evaluation and Monitoring.

✓ Analysis of the state of facts

The involvement of all relevant stakeholders transforms quality assurance procedures from a set of abstract rules into a dynamic management instrument. This distributed governance structure prevents the bureaucratization of processes and ensures multidimensional monitoring, in which doctoral students' feedback complements and balances the academic perspective of the doctoral supervisors.

✓ Aspects that constitute best practice examples

- Shared responsibility: Clear definition of the roles of each stakeholder (Director, doctoral supervisor, doctoral student, and committees), ensuring that no participant acts in isolation within the quality assurance process.
- Clear operational procedures: The existence of a dedicated Operational Procedure for the internal evaluation and monitoring of the Doctoral School provides a consistent framework for all committees involved in the quality assurance process.

✓ Recommendations None

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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✓ Presentation of the state of facts

The Doctoral School of Computer Science (DS-CS) integrates doctoral students' feedback as an essential mechanism for monitoring and continuously improving the quality of the educational process. Evaluation is carried out through the completion of specific questionnaires, encouraging students identify strengths and areas requiring improvement, recommending the adaptation of teaching methodologies to the specific needs of doctoral research.

The collected data are centralized and analysed (e.g., Doctoral Students' Questionnaire Responses – SDINFO 2025), providing an evidence base for subsequent managerial decisions.

✓ Analysis of the state of facts

Performance evaluation of teachers in the Faculty of Computer Science, including the Doctoral School, is carried out periodically through various mechanisms (self-evaluation, student evaluation, managerial evaluation), and the feedback informs measures to improve the performance of those evaluated.

✓ Aspects that constitute best practice examples

✓ Recommendations None.

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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✓ Presentation of the state of facts

The Doctoral School of Computer Science benefits from a robust digital ecosystem supported by the UAIC Directorate for Digital Communications and Informatization. Data collection is carried out through an integrated suite of information systems (GRADES, BURSE, RNO, and GS), enabling the centralized management of academic, administrative, and financial information. The collected data are systematically analyzed at the Doctoral School level and serve as the evidence base for annual reports and decisions aimed at the continuous improvement of the doctoral program.

✓ Analysis of the state of facts

The institution has moved beyond manual data collection by implementing an integrated information system that ensures data integrity and availability, in accordance with modern standards. The consolidation of results in the annual report ensures the traceability of managerial decisions and enables long-term comparative evaluation.

✓ Aspects that constitute best practice examples

✓ Recommendations None.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency	
The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

✓ Presentation of the state of facts

The Doctoral School of Computer Science (DS-CS) uses its official website, **sdoc.info.uaic.ro**, as the primary platform for disseminating information of public interest. This platform serves as a centralized repository covering the entire doctoral student lifecycle, from admission and the academic pathway (curricula, regulations) to thesis defence and postdoctoral development (Alumni). Transparency is ensured through the regular publication of annual reports and statistical data, providing open and accessible communication with all relevant stakeholders.

✓ Analysis of the state of facts

The Doctoral School's website serves as a comprehensive and authoritative source of information for the academic community. The logical organization of information into clearly defined categories facilitates rapid access to relevant information and demonstrates compliance with the principles of institutional transparency. The regular updating of website content reflects the Doctoral School's commitment to maintaining a trustworthy and reliable relationship with all stakeholders.

✓ Aspects that constitute best practice examples

- The intuitive organization of information enables users (students, academic staff, prospective candidates or external partners) to locate the required documents quickly and efficiently (regulations, procedures, forms, reports, statistics), reducing the administrative workload of the Doctoral School.

✓ Recommendations None.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ **Presentation of the state of facts**

Decision-making transparency within the Doctoral School of Computer Science is ensured through its integration into the institutional information framework of UAIC and through internal consultation mechanisms. Decisions and regulatory documents are publicly accessible on the institutional portal (scdoc.info.uaic.ro), covering the entire spectrum of academic life, from the legal framework (the University Charter and the Code of Ethics) to the operational methodologies governing admission, assessment, and the completion of doctoral studies.

✓ **Analysis of the state of facts**

Decisions are communicated transparently at both the CSUD and the doctoral school levels through website postings and email. The process of developing internal regulations (regulations, methodologies, and procedures) is not merely formal but participatory. The involvement of community members through meetings of the General Assembly of Doctoral Supervisors and discussions within the Doctoral School Council ensures the legitimacy of decision-making. This governance structure guarantees that the adopted regulations reflect the actual needs of the academic community and are clearly understood by all stakeholders, thereby eliminating administrative opacity.

✓ **Aspects that constitute best practice examples**

- The inclusion of student representatives in the Senate, CSUD and all faculty councils, as well as their presence in the Doctoral School Council, ensures that the primary stakeholders of education are part of the transparent decision-making process.
- Centralized documentation: Easy access to the Official Documents section (from legislation to self-evaluation reports) on the UAIC website and the dedicated Doctoral School website, creating a predictable and transparent administrative environment.

✓ **Recommendations** None

The indicator is: fulfilled.

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

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

✓ **Presentation of the state of facts**

The Doctoral School of Computer Science (DS-CS) rigorously manages external quality assurance processes, benefiting from dedicated administrative support that assists the Quality Evaluation and Assurance Commission (CEAC) in planning evaluation activities and preparing the required documentation. The recent history of external evaluations confirms both the compliance and continuity of the quality assurance process:

- **Institutional evaluation:** UAIC underwent an external institutional evaluation in 2022, finalized with the ARACIS Evaluation Report.
- **Doctoral field evaluation:** The Doctoral Study Field of Computer Science was externally evaluated in 2021.
- **Monitoring:** The progress report prepared in 2024 demonstrates the continuous monitoring of quality assurance activities and the implementation of the recommendations resulting from previous external evaluations.

✓ **Analysis of the state of facts**

The external evaluation process for IOSUD and the Doctoral School of Computer Science is organised periodically in accordance with the legal framework and is approved by UAIC's governing structures.

Aspects that constitute best practice examples

- Specialized administrative support: The existence of a dedicated quality assurance structure relieves academic staff of administrative tasks while ensuring the accuracy, consistency, and completeness of self-evaluation documentation.

✓ Recommendations None

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Strong governance, quality culture and transparency: well-defined governance structures at IOSUD, CSUD and Doctoral School levels, supported by comprehensive and regularly updated regulations, participatory decision-making, systematic quality assurance procedures, and a highly transparent institutional framework providing public access to regulations, methodologies, reports and decisions. ✓ Highly qualified academic community with a strong international profile: experienced doctoral supervisors, internationally recognised affiliated researchers, foreign experts involved in supervisory committees, and continuous investment in staff development through institutional grants, international mobility, EC2U, FDI projects and internationally recognised digital learning platforms. ✓ Student-centred doctoral education: flexible doctoral pathways, individualized learning activities aligned with each student's research interests, continuous supervision through guidance committees, and research-based learning supported	INTERNAL FACTORS 	✓ Administrative workload: The significant administrative burden placed on doctoral supervisors may reduce the time available for research activities. ✓ Technology transfer: Despite several successful examples, the industrial valorisation and commercialization of research results could be further strengthened. ✓ External visibility and branding: The communication of research outcomes to the general public and the socio-economic environment could be strengthened through more structured outreach initiatives, such as research impact and success story portals. ✓ Feedback integration: The process of "closing the feedback loop" by informing doctoral students about the concrete actions taken in response to their feedback could be implemented in a more systematic and visible manner.

by interdisciplinary collaboration and peer mentoring initiatives. ✓ Comprehensive internationalisation strategy: extensive international mobility opportunities, implementation of the European Doctorate framework (starting 2026), active participation in the EC2U Alliance, and systematic involvement of international partners in doctoral education and research.		
SWOT analysis		
Opportunities: ✓ Innovation hub: Strengthen the position of the Doctoral School of Computer Science as the leading provider of AI and Data Science expertise for IT companies in Iași through applied research contracts. ✓ AI- and BI-driven digitalization: Leverage Business Intelligence tools to integrate data from internal information systems and support predictive analytics for doctoral students' academic success. ✓ Academic alliances: Capitalize on UAIC's membership in international consortia (e.g., EC2U) to expand opportunities for joint supervision (cotutelle) and international mobility. ✓ FDI/PNRR-funded projects: Secure national and European funding to modernize the research infrastructure and attract international postdoctoral researchers.	 EXTERNAL FACTORS	Threats: ✓ Competition from the private sector: Highly attractive salaries in the IT industry may discourage talented graduates from pursuing an academic career through doctoral studies. ✓ Rapid technological change: The pace of innovation in Computer Science (e.g., the emergence of new AI paradigms) may create a gap between the academic curriculum and current industry requirements. ✓ Funding instability: Dependence on competitive research grants may create long-term uncertainty in sustaining fundamental, yet resource-intensive, research directions. ✓ Increasingly stringent global ethics standards: Growing reputational risks in a digital environment where academic integrity (e.g., plagiarism and AI ethics) is subject to increasingly

		rigorous scrutiny.	international
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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	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Optimization of collaborative study spaces.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Periodic modernization of research laboratories and computing infrastructure in line with emerging technologies and evolving research needs.
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	Further encourage the development of cotutelle doctoral supervision agreements with leading international universities.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Completion of the migration to the new eUAIC applications across all departments. Training: Organization of update sessions on the use of new digital functionalities for administrative staff.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Support for virtual mobility through the development of online collaborative research modules with partner universities for doctoral students who are unable to undertake physical mobility periods.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Increase the number of international doctoral examination committees.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	Continuing the efforts to constantly update the key documents of all functional committees within the evaluated institution.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

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

Beyond the specific performance indicators, the following measures are proposed to further strengthen the Doctoral School of Computer Science (DS-CS):

- **Strengthening the SDI-UAIC brand:** Active promotion of high-impact doctoral theses with societal relevance through initiatives such as academic blog articles or short video presentations.
- **Innovation mentoring:** Organization of entrepreneurship-oriented consultancy sessions with experts for doctoral students interested in developing academic spin-offs.
- **Strategic networking:** Establishment of an “SDI Alumni Day” to maintain connections with the labour market and provide doctoral students with practical career perspectives.
- **Complete digitalization:** Implementation of electronic signatures for all administrative workflows in order to reduce processing time and increase operational efficiency.

VI. Conclusions

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



Propose and substantiate a decision.

The Computer Science Doctoral School at the "Alexandru Ioan Cuza" University of Iași, founded in 2005, is a well-established doctoral program with over 20 years of continuous activity. Since its establishment, more than 67 doctoral theses have been successfully defended. Since the last external evaluation in 2021, 19 doctoral students have completed their PhD studies, with all degrees validated by CNATDCU, reflecting the program's rigorous academic standards.

The program benefits from highly productive doctoral supervisors, modern research infrastructure, specialized laboratories, high-performance computing facilities, and access to international scientific databases through the ANELIS Plus national consortium. Its international profile is strengthened by research collaborations, academic mobility, participation in international conferences, and the involvement of foreign researchers in doctoral supervision and thesis evaluation.

The ARACIS evaluation panel, composed of Prof. Daniela DĂNCIULESCU, PhD (Expert Evaluator), Prof. Ramon VILANOVA ARBÓS, PhD (International Expert), and Ionuț-Cosmin NICA (PhD Student Evaluator), recommends maintaining the accreditation of the Computer Science doctoral study domain within the Doctoral School of Computer Science, CSUD, "Alexandru Ioan Cuza" University of Iași.

All evaluation indicators were fulfilled, confirming the program's compliance with ARACIS quality standards and its capacity to provide high-quality doctoral education and research.

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

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

VII. Annexes

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

1. Evaluation visit schedule for the Doctoral Study Field of Computer Science.
2. The questionnaire applied to doctoral students within the evaluated doctoral study field, including the results and the interpretation of the results.

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



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL
SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA
Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

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

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Joi/ <i>Thursday</i> , 23.07.2026			
10:00-10:45	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>	Sala/Locația/ Room/Location C302b
11:00-11:50	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>	Sala/Locația/ Room/Location C302b Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr. A. I. - Vice Rector - Prof. dr. L. A. - Dean - Lect. dr. V. R. - Vice Dean - Lect. dr. A. M. - Vice Dean - Prof. dr. M. B. - Director of the Doctoral School (contact person)
12:00-12:50	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>	Sala/Locația/ Room/Location C302b Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr. M. B. - Prof. dr. L. A. - Secretary A. B.

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
14:30-15:30	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	
15:30-16:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD	- Comisia de experți evaluatori ai ARACIS/ Panel members - Cadre didactice conducători de doctorat/ Teaching staff who are PhD supervisors	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr. D. C. - Prof. dr. A. I. - Prof. dr. D. L. - Prof. dr. H. L. - Assoc. Prof. dr. Ș. C. - Prof. dr. L. A. - Prof. dr. M. B.
16:30-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers¹ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: 1. I. I. M. - Levi9 - Recruitment Team Lead 2. D. M. - Amazon - Manager, Solutions Architecture 3. A. B. - Heaven Solutions - Talent Acquisition Specialist

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

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			4. D. T. - Aumovio - Business Owner SYSSW R&D High Performance Computers 5. R. P. - BitDefender 6. M. R. - Duk-Tech - Technical Lead
Vineri/ <i>Friday</i>, 24.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C302b
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Responsabilii centrelor/laboratoarelor de cercetare/ Staff in charge with research centres/laboratories	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr. L. A. - Prof. dr. M. B. - Prof. dr. A. I. - Prof. dr. D. L. - Prof. dr. H. L. - Conf. dr. C. G.
10:30- 11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai CEAC/structurilor organizatorice în domeniul asigurării calității la nivelul IOSUD/ <i>Meeting of</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Reprezentanți ai CEAC/structurilor organizatorice în domeniul asigurării	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending

	<i>the external quality evaluation experts' panel with representatives of CEAC/quality assurance organisational structures at the level of IOSUD</i>	calității/ Representatives of CEAC/quality assurance organisational structures	the meeting: - Prof. dr. D.L. - Lect. dr. V. R. - PhD student L. C.
11:30 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/ persoana de contact/reprezentanți ai CEAC /reprezentanți ai structurilor organizatorice în domeniul asigurării calității ² / <i>Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ Panel members - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures - Persoana de contact/ Contact person	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. dr. C. Ș. - Vice Rector - Prof. dr. L. A. - Dean - A. V. - Compartimentul Managementul Calității - Lect. dr. V. R. - Prof. dr. M. B.
13:30- 14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ³ 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>	Sala/Locația/ Room/Location C308 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - A. A. - 1st year - R. M. - 1st year - F. B. - 2nd year - S. O. - 2nd year - M. P. - 2nd year - G. C. - 2nd year (member of the Council of the Doctoral School) - R. A. - 3rd year

² Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

³ 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.

			- L. C. - 3rd year (member of the Council of the Doctoral School) - G. S. - 3rd year - M. M. - 4th year
14:30-15:00-	Întâlnire tehnică a comisiei de experți evaluatori/ <i>Technical meeting of the expert evaluation panel</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C308
15:00-15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{4, 5} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni</i> ⁶ of the DSUD	- Comisia de experți evaluatori ai ARACIS/ Panel members - Absolvenți ai domeniului de studii evaluat/ Graduates	Sala/Locația/ Room/Location C302b Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - G. C. (2025) - C. S. (2025) - S. C. (2022) - C. I. (2025) - G. B. (2025) - M. L. (2024) - A. S. (2024) - P.R. (2023)
17:00-17:30	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location C302b
17:45-18:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i>	Sala/Locația/ Room/Location C302b Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr. A. I. - Vice Rector

⁴ Se va evita invitarea absolvenților care sunt angajați ai ÎÎS sau ai OFE, după caz.

⁵ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

⁶ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.



	<i>members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	- Persoana de contact/ <i>Contact person</i>	- Prof. dr. L. A. - Dean - Prof. dr. M. B. - Director of the Doctoral School (contact person) - Lect. dr. V. R. - Vice Dean - Lect. dr. A. M.- Vice Dean
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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.