HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi art. 62-63 din Metodologie.

Luând în considerare:

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

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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 care fac parte integrantă din prezenta hotărâre.

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

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

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

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

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 10
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 10.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea Tehnică „Gheorghe Asachi“ din Iaşi
Şcoala(ile) doctorală(e)	Şcoala Doctorală din cadrul Universităţii Tehnice „Gheorghe Asachi“ din Iaşi
Domeniul de studii universitare de doctorat (DSUD)	*Inginerie chimică*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în şedința Comisiei permanente de specialitate Ştiințe Inginereşti 2 (CPS_C11) din 25.09.2026, propunerea de decizie fiind consemnată în PV nr. **4822/25.09.2026.** Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/ 20.10.2026**

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei
(se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)

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

Motivarea deciziei

Consiliul ARACIS în şedința din 22.10.2026 analizează şi validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- *32 indicatori: 30 sunt îndepliniți, 2 parțial îndepliniți şi 0 neîndepliniți*
- *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organisation:	"Gheorghe Asachi" Technical University of Iasi
Doctoral School:	of the "Gheorghe Asachi" Technical University of Iasi, Faculty of Chemical Engineering and Environmental Protection "Cristofor Simionescu" - ICPM and Faculty of Industrial Design and Business Management - DIMA
Doctoral Domain:	Chemical Engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	TURDEAN Graziella-Liana	Expert evaluator	
2.	COZ FERNANDEZ Alberto	International Expert	
3.	LOVASZ Karla-Elisabeth	PhD Student Evaluator	

I. Introduction

This report was prepared in the framework of the external quality evaluation process initiated by ARACIS for the doctoral university study at IOSUD – "Gheorghe Asachi" Technical University of Iași, in the domain of Chemical Engineering. The evaluation visit to "Gheorghe Asachi" Technical University of Iași took place between the 14th and the 16th of September 2026. The institutional contact person was Professor habil. eng. Gabriela Lisa, PhD.

"Gheorghe Asachi" Technical University of Iași is an accredited public higher education institution. Since its establishment in 1937, the institution has operated continuously under the following names: "Gheorghe Asachi" Polytechnic School and "Gheorghe Asachi" Polytechnic Institute (1948). The current name dates to 1993, while the present organisational structure is regulated by Romanian Government Decisions (HG 606 and HG 607 of the 14th August 2026). "Gheorghe Asachi" Technical University of Iași (TUIASI) is a research-oriented university dedicated to creating, advancing, and transferring knowledge to society, guided by its 2024–2029 Strategic Plan. The university continuously modernises its educational programs in order to meet the demands of emerging professions.

Since 2023, TUIASI has been a member of the European INGENIUM Alliance, promoting a long-term strategy focused on innovation in education, entrepreneurship, social inclusion, sustainability, and digital transformation.

The university has a strong research infrastructure, including 27 research centers (14 CNCS-accredited and 4 Centers of Excellence), several scientific journals (e.g., Bulletin of the Polytechnic Institute of Iași, Environmental Engineering and Management Journal (EEMJ), and European Journal of Materials Science and Engineering), and the the Publishing House of "Gheorghe Asachi" Technical University of Iași, which supports academic and scientific publishing (textbooks, specialized monographs, general-interest and history-of-science publications, dictionaries and encyclopedias, doctoral theses, lecture notes, academic guides, collections of problems, proceedings of scientific conferences, and other scholarly publications).

At "Gheorghe Asachi" Technical University of Iași, the Council for Doctoral University Studies (CSUD) was established by Rector's Decision No. 2184 from the 9th October 2012. Initially, CSUD coordinated ten Doctoral Schools operating at faculty level. By Senate Decision No. 347 from the 27th October 2017, the existing Doctoral Schools within TUIASI were consolidated into a single Doctoral School, which began its activity due to the Senate Decision from the 30th March 2018. Since its establishment, the Doctoral School has undergone continuous development, reflected in the increasing number of doctoral supervisors, the diversification of research topics, and the strengthening of collaboration with national and international institutions.

The Chemical Engineering doctoral field represents a domain with a long-standing tradition at TUIASI. Nowadays, the Doctoral studies in the domain of Chemical Engineering are conducted within the Faculty of Chemical Engineering and Environmental Protection "Cristofor Simionescu" (ICPM) and the Faculty of Industrial Design and Business Management (DIMA). According to ARACIS Council Decision No. 123 from the 16th December 2021, following the periodic external evaluation of the Institution Organising Doctoral University Studies at "Gheorghe Asachi" Technical University of Iași, the accreditation status awarded was "accreditation maintained" for all 13 doctoral studies domains.

TUIASI has received the "High Degree of Confidence" rating from ARACIS on three consecutive occasions, in 2009, 2015, and 2021. This represents the highest rating that can be awarded to a higher education institution in Romania.

II. Methods used

For the preparation of this External Evaluation Report, the Internal Evaluation Report of the domain of Chemical Engineering proposed by IOSUD -TUIasi was systematically and comprehensively analysed,

together with the corresponding supporting annexes. The analysis focused on the main aspects concerning the organisation, operation, and implementation of academic and research activities of the evaluated field. In this regard, the documents relating to (i) the Training Program Based on Advanced University Studies (PPUA), corresponding to the first year of study, (ii) the course descriptions, (iii) the composition and status of the academic and research staff involved in the program, as well as the documentation concerning (iv) the material resources and academic infrastructure—namely teaching and research facilities, (v) available equipment and instrumentation, (vi) the library, and documentary resources—were examined. In addition, the evaluation consisted of analysing the information on scientific research activities carried out by academic staff and doctoral students within the Individual Scientific Research Program (Years II, III, and IV), institutional partnerships, and documents and procedures related to quality management and quality assurance.
The external evaluation involved the comprehensive review of the documents, data, and information provided by the institution, including electronic materials. The analysis focused on compliance with applicable regulations and quality standards, as well as the institution's ability to ensure the academic, human, administrative, logistical, and material resources necessary for the effective organisation and implementation of the evaluated doctoral study program.
The evaluation visit to "Gheorghe Asachi" Technical University of Iași provided the opportunity to directly assess the conditions for organising and operating the Chemical Engineering doctoral field. The evaluation included inspections of (i) teaching and research facilities (such as classrooms, laboratories, and administrative offices), (ii) human and material resources, (iii) admission procedures, (iv) doctoral studies management (e.g., research activities, thesis evaluation processes, and the quality assurance mechanisms implemented to maintain and continuously improve academic standards).

As part of the external evaluation process, meetings and discussion sessions were held as described in the schedule annexed at the end of this report.

The methodology employed in the external evaluation was based on corroborating information resulting from documents, with the direct findings obtained during the institutional visit (from meetings and discussions with key institutional stakeholders and relevant partners).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

The Council for Doctoral Studies and a single Doctoral School orginised at IOSUD-TUIASI level includes 13 doctoral domains, including Chemical Engineering, also. There are specific regulations and procedures that legally, coherently and rigorously regulate all processes and stages related to the doctoral programs, all of them available on the IOSUD website.

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

The governance of doctoral studies is ensured in accordance with the current national legislation and the institution's internal regulations. The organisation and coordination of doctoral programs is carried out at the level of the Doctoral Studies Organising Institution (IOSUD), under the authority of the University Senate. Academic leadership is exercised through the Council for Doctoral University Studies (CSUD), which sets out the development strategy, quality assurance policies, admission criteria and applicable academic standards. At the level of the Doctoral School, the activity is coordinated by the Director of the Doctoral School and the Council of the Doctoral School, structures responsible for organising admission, monitoring the doctoral path, periodically evaluating doctoral students, endorsing research topics and ensuring compliance with ethical standards and academic integrity. The decision-making process is transparent, based on principles of responsibility, academic autonomy and quality assurance, with the involvement of representatives of doctoral supervisors and doctoral students in the management structures. At the level of IOSUD-TUIASI there are functional, democratic and transparently elected management structures, according to the procedures and methodologies available on the website.
The institutional Procedures and Regulations have been updated through new editions or revisions, such as, for example, the changes imposed by the appearance of the Higher Education Law no. 199/2023, as well as the Framework Regulation on doctoral university studies, approved by the Order of the Minister of Education no. 3020/2024.

- ✓ Aspects that constitute best practice examples. The CSUD and the CSD are constantly following the dynamics of the legislative framework.
- ✓ Recommendations: No recommendations.

The indicator is: fulfilled.

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

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

The opinions of PhD students, PhD supervisors and other stakeholders are regularly collected through questionnaires, structured consultations and formal proposal formulation mechanisms. The feedback is analysed by the CSD and the CSUD. The results are transparently communicated through updated documents and summaries of changes, ensuring that stakeholder feedback informs decision-making. At the Doctoral School of TUIASI, consultations are conducted regularly, during monthly CSUD-CSD meetings, which include doctoral student representation. The meetings are open to non-member supervisors and doctoral students, who may participate without voting rights. The opinions of employers, alumni, and external experts consulted during various events have led to the review and updating of several procedures in recent years.

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

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

The traceability of the opinions is ensured through an observation table that records the proposal author, the person or structure that analyzed it, the decision-maker, and the outcome, including implemented changes or reasons for non-implementation, proving the transparent monitoring of proposals and decision-making. Each year, doctoral students in **Chemical Engineering** can complete a questionnaire on key issues affecting the doctoral program. Indicators such as response rate, number of proposals, implementation rate, and average response time are monitored. The consultation process is aligned with the online available procedures.

- ✓ Aspects that constitute best practice examples. Stakeholders are consulted during the process of developing or revising procedures and their implementation arrangements.
- ✓ Recommendations: No recommendations.

The indicator is: fulfilled.

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

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

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

Doctorate students at the TUIASI Doctoral School have access to events, publication possibilities, academic and social support, research infrastructure, and counselling services.

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

TUIASI provides unrestricted access to modern research and study infrastructure, including laboratories, equipment, software, library (i.e., international databases), which in the domain of Chemical Engineering has been continuously developed between 2021 and 2025. Also, the Tudor Vladimirescu Campus offers year-round accommodation in 21 dormitories (i.e., 7,609 places), affordable catering, free internet, cable TV, video surveillance, free sports facilities, and secure access systems. For students with disabilities (50% discount on accommodation and board fees).

- ✓ Aspects that constitute best practice examples. The continuous concern of doctoral supervisors in the field of Chemical Engineering to attract funds in order to modernise the research infrastructure to which doctoral students in the field have access.
- ✓ Recommendations: No recommendations.

The indicator is: fulfilled.

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

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

Infrastructure is maintained through an integrated system of planning, monitoring, dedicated budgets, and maintenance procedures, with performance tracked through key indicators (such as: the percentage of spaces complying with standards, the degree of preventive maintenance, the average time to fix faults, the availability of critical equipment, the level of user satisfaction) to ensure optimal conditions for study, research, and work.

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

TUIASI maintains its infrastructure through systematic planning, preventive maintenance, dedicated budgets, and clear procedures for reporting and repairing faults. Research laboratories comply with safety and hygiene standards, while critical equipment is regularly checked and calibrated. The university also invests continuously in modernization, including the rehabilitation of the ICPM Faculty building (2020–2023) and significant investments in teaching and research equipment, IT infrastructure, and software during 2021–2025.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: No recommendations.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

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

The human resources supporting the doctoral program in the domain of Chemical Engineering are adequate in number and expertise. Doctoral supervisors have relevant qualifications and research experience. Ongoing professional development and feedback mechanisms further contribute to improving teaching and research guidance.

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

As of December 31, 2025, the TUIASI Doctoral School's Chemical Engineering program had 17 doctoral supervisors (14 ICPM and 3 DIMA). Fifteen supervisors submitted the forms demonstrating compliance with the national minimum standards. The remaining two, Radu Doru-Cezar and Valentin Popa, are retired supervisors who remain formally affiliated with SD-TUIASI because they have not requested voluntary termination of their affiliation. They support 51 doctoral students—38 in the standard period and 13 in extension/grace periods. Eight supervisors obtained habilitation in the field. Additionally, 4 have served on the CNATDCU Chemical Engineering Commission, 3 hold management positions at ICPM or DIMA Faculty level, and 3 hold university-level leadership positions (Rector, SD Director, and DEAC Director). All PhD supervisors clearly meet or exceed the current scores required by CNATDCU. All doctoral supervisors in the domain of Chemical Engineering simultaneously supervise a maximum of 8 doctoral students.`

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: No recommendations.

✓ The indicator is: fulfilled.

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

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

The Chemical Engineering doctoral supervisors have relevant expertise and provide a strong academic foundation for quality and continuous doctoral training. Their professional development (skills) is supported through research projects, mobility programs, training, and mentoring,

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

✓ Over the last five years, the 17 PhD supervisors in Chemical Engineering have maintained strong research activity, publishing 347 scientific papers, including 135 co-authored with doctoral students, and participating in 16 research projects. They have also served on more than 30 scientific committees for journals and conferences and participated in 7 doctoral thesis defence committees abroad. Three supervisors currently coordinate cotutelle PhD theses in collaboration with universities in France and Belgium. The academic staff contribute to the publication of the Bulletin of the Polytechnic Institute of Iaşi, Chemistry and Chemical Engineering Section and have actively engaged in international academic mobility and professional development activities during the evaluation period.

✓ Aspects that constitute best practice examples. The projects coordinated by PhD supervisors have supported the development of advanced laboratory infrastructure.

✓ Recommendations: No recommendations.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

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

The recruitment and affiliation of doctoral supervisors to the Doctoral School follow current legislation and institutional regulations through a transparent process based on publicly available criteria, standards, stages, and deadlines. Eligibility and documentation are carefully verified to ensure an objective, justified, and ethical selection process and to maintain high-quality academic staff. Affiliation to the TUIASI Doctoral School requires obtaining the habilitation certificate, based on the cumulative fulfilment of national minimum standards and the specific IOSUD-TUIASI standards (obeying Law No. 199/2023).

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

The TUIASI-CSUD has transparent (i) Procedure for obtaining the habilitation certificate (PO.CSUD.05), (ii) recognition of the qualification obtained abroad (PO.CSUD.03), (iii) affiliation (PO.CSUD.06), (iv) election for CSUD membership (PO.CSUD.09), for the Doctoral School director and Council (PO.CSUD.10). The current minimum standards of CNATDCU (OM No. 6.129/2016), and those from OM No. 3.019/2025 (with application from 2026-2027) are met by most Chemical Engineering doctoral supervisors

✓ Aspects that constitute best practice examples

✓ Recommendations: No recommendations.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

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

TUIASI Doctoral School members have access to digital resources supporting research, scientific documentation, and hybrid/online teaching. These include modern IT and multimedia equipment, broadband Internet, specialized software (e.g., Microsoft Teams, MATLAB, GitHub, Ansys, AutoCAD), virtual libraries and databases, cloud services, open educational resources, and study platforms accessible from various devices and operating systems.

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

TUIASI provides doctoral students with guides and secure access to digital platforms through institutional accounts. Students also benefit from online admission and hybrid/online doctoral activities, access to scientific databases through Anelis+, virtual campus resources, licensed software, and anti-plagiarism tools. Doctoral records are managed through the Unique Matriculation Register (RMU) and IOSUD databases, which track academic progress, research reports, funding, extensions, and other changes during doctoral studies. Hybrid teaching is supported through platforms such as Google Meet, Microsoft Teams, Zoom, and Webex.

✓ Aspects that constitute best practice examples: Future priorities include further digital transformation, simplified administrative procedures, and improved digital services

✓ Recommendations: No recommendations.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

The doctoral degree program has two main components. The first component is the training program based on advanced university studies PPUA (Year I), comprising courses and seminars selected by the doctoral student and the PhD supervisor, and an initial research report (PPUA Completion Research Report) presented to the Academic Guidance and Integrity Commission. The second component is represented by the individual scientific research program (years II–IV), involving at least three publicly defended research reports and the final doctoral thesis. The program is aligned with EQF/CNC Level 8 and focuses on advanced scientific research and technological innovation. Learning outcomes cover advanced knowledge, research skills, and autonomy and responsibility.

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

The Chemical Engineering doctoral program aims to train highly qualified specialists capable of producing original research, technological development and innovation in an economic and industrial environment. The program integrates learning outcomes, advanced research activities, and assessment methods through an advanced training component (publicly available on the Doctoral School website) and an individual research program (under the supervision of the doctoral supervisor and the Academic Guidance and Integrity Committee). Doctoral students are evaluated through annual assessments, research reports, participation in national and international projects, scientific publications, participation in documentation and academic mobility, and the public defence of their thesis. ECTS credits are allocated according to the complexity of activities, ensuring a progressive transition from academic training to independent research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: No recommendations.

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).

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

The expected learning outcomes of the Chemical Engineering doctoral program are aligned with Level 8 of the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC) and correspond to the competencies required for relevant occupations. These outcomes are mapped against national occupational standards and the European Commission's ESCO classification. Targeted career paths include scientific researcher, R&D engineer, technical expert, university professor, and research project manager.

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

The competencies targeted by the doctoral program—including original scientific research, advanced analysis and modelling, research project management, scientific dissemination, and adherence to ethical standards are aligned with the competencies defined by ESCO for the relevant occupations. Skills in designing and conducting research, together with the ability to develop technological innovations, directly meet the requirements of research and development positions in both academia and industry. A supplementary document to the internal evaluation report was requested, containing a table highlighting

the alignment between competencies and learning outcomes. The file is uploaded to the folder "4_comisieexperti evaluare externa".

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: No recommendations.

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.

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

The organizational structure of the Chemical Engineering doctoral program is designed around a student-centered learning approach. The curriculum combines advanced courses, thematic seminars, and research activities, allowing doctoral students to actively set their learning objectives and plan their research projects. Teaching methods such as case studies, presentations, workshops, individual mentoring, research projects, invited conferences, and webinars promote practical learning, independence, and the development of relevant research skills. Each doctoral student has an individual research plan and a guidance committee

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

The program structure provides doctoral students with continuous feedback and formative assessment, supporting their autonomy and professional development and ensuring alignment between learning objectives and outcomes. The panel finds that the SD-TUIASI promotes a flexible, student-centered curriculum that is functional and confirmed by doctoral students. These principles are reflected in personalised doctoral paths, student involvement in research projects, and interactive teaching methods. Their implementation is supported by clear decision-making structures (CSUD, CSD, CPPD), operational procedures, and regular feedback from doctoral students and employers. The individual plan, the guidance committee and the periodic public defence of research reports lead to identifying a personalised path with formative feedback at fixed intervals, the acceptance of the students' own proposals and the enhancement of their consistently high autonomy.

- ✓ Aspects that constitute best practice examples: (i) The Academic Guidance and Integrity Committee constituted for every doctoral student, combined with research reports publicly defended at intervals of no more than 12 months, which provides a collegial source of formative feedback in addition to the supervisor. (ii) The bilingual design of the course questionnaire, which allows international doctoral students to take part in the evaluation on equal terms.
- ✓ Recommendations: To ensure that PhD students have an established schedule of meetings with the supervisor, recorded in the individual plan.

The indicator is: fulfilled.

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

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

The Chemical Engineering doctoral field at IOSUD-TUIASI provides a structured framework for national and international academic mobility, including both physical and virtual activities. Opportunities are

supported through Erasmus+ KA131 agreements (i.e., Erasmus Charter for Higher Education 2021-2027), bilateral and strategic partnerships, research projects, scientific collaborations developed by doctoral supervisors, and INGENIUM European University Alliance (including international research internships, INGENIUM summer/winter schools, conferences and workshops, online courses, and virtual collaborative activities) (see Annex I.P.B.3.1.2._a and Annex I.P.B.3.1.2._b).
The framework ensures transparent selection and approval, integration of mobility activities into individual doctoral study plans, and formal recognition of mobility outcomes.

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

The panel finds that during 2021–2025, 14 Chemical Engineering PhD students at IOSUD-TUIASI participated in 28 Erasmus mobility activities, including Erasmus and INGENIUM placements, research stays and training activities. All the students participated in research internships, international conferences and workshops. The university provides sustained financial support (grown by an order of magnitude over the period) for doctoral research activities, including mobilities, conferences, internships, scientific publications, licensed software, and research infrastructure, meeting the ARACIS requirement that at least 20% of doctoral grant funding supports research activities.
The existing funding and mobility mechanisms effectively support research performance, advanced skills development, and integration into international academic networks. However, during the visit, it was confirmed that short mobility periods, including placements in companies, are used more frequently than extended international research stays. Employment and other professional or personal responsibilities appear to be important obstacles to longer periods abroad. The three international doctoral collaborations described in the Internal Evaluation Report are operational, while participation in the INGENIUM European University Alliance provides additional opportunities for mobility and international cooperation

✓ Aspects that constitute best practice examples. (i) Future priorities include expanding international partnerships, increasing doctoral student participation in mobility, diversifying internationalisation funding, and developing Joint Degree Programmes through the INGENIUM Alliance. (ii) The use of funding sources beyond Erasmus+ for longer research stays, including national scholarship schemes of the host countries and project-based mobility.

✓ Recommendations: To examine why participation in different mobilities is currently concentrated in a small number of PhD students.

The indicator is: fulfilled.

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

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

IOSUD-TUIASI promotes equity and individualised doctoral education through (see REG.38, Reg.42): personalised study plans, flexible curricula, adaptation and varied teaching methods, and supports for students from disadvantaged groups or with special needs. Since 2023, the Talent Management Centre (CMT-TUIASI) has supported doctoral students and postdoctoral researchers by developing transferable skills and improving employability in academia, research, industry, and the public sector. International opportunities are also provided through the INGENIUM Alliance, including webinars, Blended Intensive Programmes, and annual Summer/Winter Schools. Doctoral students are further involved in institutional development projects such as FDI TechGo1–3, Insert-Ing, and DocTalent4EU, which strengthen

professional development and provide recognised digital credentials for transferable skills. Overall, these initiatives enhance inclusion, flexibility, employability, and professional development of doctoral students.

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

The panel finds that the institutional framework ensures that each doctoral student can develop their academic potential and progress through the doctoral programme according to their individual needs and capacity, without discrimination or unnecessary barriers. Equity is demonstrated by the high-level satisfaction of the doctoral students, equal access to research resources, laboratories and infrastructure, the adaptation of teaching and learning activities to individual abilities and learning styles, and the involvement of students in research projects aligned with their interests and aspirations. Overall, the available opportunities are genuine, individualised, and effectively integrated into the doctoral training process, while taking into account the diversity of students' needs and learning approaches.
During the visit, graduates and employers confirmed that substantial attention is paid to transferable skills, including communication, innovation, creativity, teamwork and research project management. Employers particularly valued the combination of strong technical competences and transferable skills reflected in the graduates' CVs. The doctoral population includes international and co-tutelle students, doctoral students employed in industry, students participating in research projects, and students with different forms of funding. This diversity enriches the doctoral environment and facilitates the exchange of academic, professional and cultural experiences. However, interaction appears to take place mainly within the same supervisory or thematic research group, with fewer structured opportunities for exchange across the doctoral field as a whole.

✓ Aspects that constitute best practice examples: (i) The inclusion of doctoral students in the teams of the institutional development projects run by CSUD-CSD, which gives them project experience and a role in shaping the services addressed to them. (ii) The DocTalent4EU digital credentials initiative, which makes the transferable skills acquired by doctoral students recognisable outside the institution by reference to the ESCO classification.

✓ Recommendations: (i) To examine the proposal formulated by the doctoral students for a transparent mechanism allowing unfunded doctoral students with strong results to move onto a funded place. (ii) To promote regular scientific and networking activities involving doctoral students from different supervisors and research groups.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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

The doctoral programmes at IOSUD-TUIASI ensure non-discriminatory access to educational resources, research infrastructure, and support services. PhD students have access to specialised laboratories (Annexes I.P.A. 2.1.1_a_ICHIM and I.P.A. 2.1.1._b_ICHIM), research equipment (Annex I.P.A.

2.1.1_c_ICHIM) and software, scientific databases, digital learning and collaboration platforms, as well as academic counselling, mentoring, administrative and IT support.
For students with special educational needs or disabilities, the institution provides accessible facilities and reasonable adaptations to teaching and assessment (e.g., adapted accommodation, ramps and handrails, adapted bathrooms and canteen access, free accommodation), in accordance with regulations and legislation, ensuring equal opportunities and inclusive doctoral education.

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

The panel finds that the organisation and allocation of resources is focused on adequacy, relevance, and alignment with the requirements of doctoral studies in the domain of Chemical Engineering. The doctoral programme benefits from an advanced research infrastructure that assures PhD students access to specialised laboratories, modern equipment, analytical and research technologies, scientific databases, software licences, and digital resources necessary for conducting high-quality research. Overall, the organisation of resources demonstrates that the doctoral field of Chemical Engineering has the institutional capacity and infrastructure required to support high-quality doctoral education and research, while providing an environment conducive to scientific development and innovation.
However, from the internal report and annexes, accessibility is evident for the campus, the accommodation and the canteen, but not for the ICPM and DIMA research spaces, and access to laboratories rests on individual agreement without written rules on working hours, which matters for a population of doctoral students that is largely in employment.
No mediation or ombudsperson mechanism independent of the ordinary academic and administrative hierarchy was identified during the visit. The available routes appear to require doctoral students to raise concerns through the management structures of the Faculty or Doctoral School, which may make confidential or informal resolution more difficult.
During the visit, doctoral supervisors confirmed that the PhD students can access the laboratories outside standard working hours when required. This flexibility is particularly relevant because most doctoral students are employed. However, access appears to be arranged individually with supervisors or laboratory coordinators rather than through a common written procedure

✓ Aspects that constitute best practice examples: (i) Constant concerns regarding the modernisation of the digital infrastructure. Off-campus access to full-text and bibliometric databases through Anelis Plus and the virtual campus, which removes a practical barrier for doctoral students working outside the university. (ii) The use of the institutional anti-plagiarism software for the scientific outputs of doctoral students intended for publication, and not only for the theses, which places integrity checking before publication.

✓ Recommendations: (i) To formalise the rules governing doctoral students' access to research laboratories, including access outside standard working hours and the corresponding safety conditions (i.e., Procedure regarding the accessibility at the level of the ICPM and DIMA teaching and research buildings, not only of the campus and social services); (ii) To provide doctoral students with access to an independent and confidential mediation mechanism.

The indicator is fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

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

The learning outcomes associated with the courses included in the doctoral curricula are clearly defined in the course descriptions, covering the knowledge, skills, responsibilities, and competences that doctoral students are expected to acquire. These outcomes are aligned with the requirements of Level 8 of the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC), ensuring that the doctoral training corresponds to the expected standards for the highest level of academic qualification. The learning outcomes are systematically connected with the objectives and content of each discipline, the teaching and learning methods used, and the assessment procedures, thereby ensuring consistency, transparency, and coherence throughout the educational process. For the Chemical Engineering doctoral field, specific quality-assurance procedures establish the framework for designing and monitoring advanced training, clearly specifying the expected outcomes in terms of knowledge, skills, responsibility, and autonomy. These outcomes are acquired through both formal doctoral courses and research activities, ensuring that the training programme effectively supports the academic and professional development of doctoral students.

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

The outcomes acquired through both formal doctoral courses and research activities, ensure that the training programme effectively supports the academic and professional development of doctoral students. The clearly defined learning outcomes help doctoral students understand the expected competences and performance standards, while providing teachers with a consistent basis for teaching and assessment. The course descriptions demonstrate a clear alignment between learning outcomes, course content, and assessment methods (such as exams, reports, projects, and scientific presentations) ensuring a transparent, coherent, and predictable doctoral training process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: To better correlate the learning outcomes with the competencies in the content of subjects.

The indicator is fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

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

The achievement of learning outcomes in TUIASI doctoral programmes is monitored through ongoing and final assessments. These include examinations in courses having advanced topics, the defence of the PPUA completion and scientific research reports, as well as evaluation of the doctoral research activity by the PhD supervisor and the Academic Guidance and Integrity Committee.

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

Assessment methods are aligned with the learning outcomes and individual research plans, evaluating advanced knowledge, research skills, and professional autonomy. The process is progressive, combining ongoing formative assessments with the public defence of the doctoral thesis, which confirms the achievement of an original scientific contribution and the competencies required for the doctoral qualification. Evaluations follow institutional regulations and approved methodologies. Additional activities, such as the 3MT (Three Minutes Thesis) competition, also develop doctoral students' scientific communication and presentation skills.

- ✓ Aspects that constitute best practice examples. Diversified assessment methods and feedback mechanisms for and from doctoral students.

✓ Recommendations. No recommendations.
The indicator is fulfilled.

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

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

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

Admission to doctoral studies at IOSUD-TUIASI is organized according to institutional regulations and approved methodologies, which define the eligibility requirements, available positions, research topics, selection criteria, examination procedures, and funding arrangements. The process is transparent and equitable, with admission information and methodologies publicly available on the university website. Doctoral positions and their funding are allocated institutionally, based on the number of doctoral supervisors and strategic research priorities. Candidates must hold a master's degree or equivalent qualification and at least 300 transferable ECTS credits from bachelor's and master's studies.

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

The doctoral admission process involves file evaluation, an interview assessing the candidate's academic preparation, research skills and proposed thesis topic, and a foreign-language proficiency test. Admission committees are formally appointed, results are publicly communicated in accordance with data protection rules, and candidates have access to an appeals procedure. Overall, the process is transparent, fair, and competitive, with the number of available places aligned with the supervision capacity and research infrastructure.

✓ Aspects that constitute best practice examples
✓ Recommendations. No recommendations.
The indicator is fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

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

Doctoral admission follows fairness, transparency, and equal opportunity principles, with clear and publicly available selection criteria applied consistently to all candidates. The process is non-discriminatory and includes transparent procedures for evaluation and applications, ensuring an objective and equitable selection process.

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

IOSUD-TUIASI supports inclusive and equitable doctoral admission by providing reasonable adaptation of competition tests, access facilities, and digital information for candidates with special educational needs or disabilities. Dedicated doctoral places are also available for vulnerable groups facing social or educational disadvantages, ensuring an accessible and non-discriminatory admission process (e.g.,

exemption from paying the admission fee upon presentation of supporting documents, in accordance with articles 11 and 20 of Procedure PO.CSUD.02).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations. To describe explicitly in the Admission Methodology the reasonable adaptations and support measures available to candidates with special educational needs and/or disabilities.

The indicator is partially fulfilled

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

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

The professional activity of Chemical Engineering PhD students is governed by the Doctoral School's regulations, institutional methodologies, and internal procedures. The doctoral programme combines advanced training with an individual scientific research programme, with progress monitored through annual reports, supervisor and committee evaluations, and scientific outputs such as publications, conferences, patents, and research projects. Institutional procedures also regulate study interruptions, extensions, mobility, supervisor or title changes, project participation, and expense reimbursement, ensuring a structured and transparent doctoral pathway.

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

The Chemical Engineering doctoral domain maintains comprehensive academic records, monitors study deadlines, and provides administrative support to ensure a coherent and predictable doctoral pathway. The programme concludes with the public defence of the doctoral thesis. During the 2021–2025 under-review period, 21 doctoral degrees in Chemical Engineering were awarded.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations. No recommendations.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

TUIASI implements an internationalisation strategy through partnership agreements with European and non-European universities and research centres, Erasmus+ KA131 mobility (Annex I.P.B. 9.2.1.b), participation in international research projects, co-authored publications and international scientific events. The Doctoral School is involved in the EUA Council for Doctoral Education (EUA-CDE) and in the INGENIUM European University Alliance, particularly in WP6 and the INGENIUM Research School. TUIASI also reports coordinating three joint PhD programmes within the Sustainable Development and Artificial Intelligence ecosystems. Doctoral students in Chemical Engineering have access to research stays abroad and to lectures delivered in English by international specialists.

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

The documented agreements, mobility framework, international projects, joint publications and recurring academic events demonstrate that the organisational component carries out international cooperation actions supporting mobility and academic and research collaboration for Chemical Engineering PhD students.

✓ Aspects that constitute best practice examples. The active involvement of the Doctoral School in the INGENIUM Research School and in the development of joint doctoral programmes may be considered an example of good practice.

✓ Recommendations. To continue the increase in the participation of doctoral students in longer international research stays.

The indicator is fulfilled.

Criterion B.9. Scientific research results

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

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

The Chemical Engineering doctoral programme is centred on original scientific research. Doctoral students implement individual research projects, participate in grants and research projects, present results at national and international scientific events, publish scientific papers and defend research reports before the Academic Guidance and Integrity Committee. They use the available experimental, analytical and theoretical infrastructure, while the subjects in the advanced training programme are updated in line with recent research. Innovation and technology transfer are also evidenced; for example, doctoral student Costel Anton and supervisor Silvia Curteanu obtained two patents in 2023.

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

Scientific investigation is integrated throughout doctoral training and supports level 8 learning outcomes, including original knowledge creation, the use of advanced methods, critical analysis, scientific communication and professional responsibility. The research outputs reported for doctoral students show that research results are capitalised upon within the programme (e.g., doctoral students published 90 scientific papers in Web of Science (WoS)-indexed journals, presented 213 scientific communications at international conferences, and 17 doctoral students participated as members in research projects). During the meeting with doctoral students, a student in the final stages of her PhD described her participation in science communication and public engagement activities, including science fairs, activities with schoolchildren and the European Researchers' Night. This confirms that relevant initiatives are available. However, these opportunities do not appear to be equally well known or used across the doctoral programme. Greater visibility and more systematic encouragement could broaden participation among doctoral students.

✓ Aspects that constitute best practice examples. The integration of doctoral students into research, dissemination, innovation and patenting activities may be considered an example of good practice.

✓ Recommendations. To continue to increase the visibility of opportunities for communicating scientific results and to encourage broader participation by doctoral students in scientific events.

The indicator is fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

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

Research in the Chemical Engineering doctoral field is aligned with the programme's objectives and TUIASI's strategic priorities, covering areas such as biotechnology, polymeric and advanced materials, chemical process engineering, catalysis, nanotechnology, and wood/paper science. These research directions are reflected in doctoral thesis topics and are supported by current scientific and technological developments. Research outcomes demonstrate strong national and international visibility through indexed publications, conference papers, books, research projects, patents, technology-transfer activities, and international research collaborations. The supervisors' scientific impact is also evidenced by their publications, citations, and Hirsch indices in major databases (such as Web of Science, Scopus, and Google Scholar).

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

During the evaluation period, Chemical Engineering PhD supervisors published 347 papers in impact-factor journals and participated in 16 competitive research projects, supporting the development of advanced research infrastructure for doctoral students. Research activities demonstrate strong scientific competitiveness, international visibility, innovation, and practical relevance. The alignment of doctoral topics with established research directions strengthens research and innovation skills, interdisciplinary and international collaboration, and links with industry and the wider socio-economic environment.

✓ Aspects that constitute best practice examples

✓ Recommendations. To continue and to enhance the strategy of publishing articles—co-authored by doctoral students and supervisors—in internationally ranked journals, and to participate in international consortia and strategic partnerships for the valorisation of research results.

The indicator is fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

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

The Doctoral School's quality assurance system is integrated into TUIASI's institutional quality management framework. It is overseen by the University Senate, the Administrative Board, and the Commission for Evaluation and Quality Assurance (CEAC). The activities of the Senate are supported by specialized standing committees responsible for study programmes and quality assurance, research and

development, international relations, student services, institutional strategy and finance, digitalisation, and ethics and regulations. Quality objectives are established through the university's strategic and operational plans, Quality Policy, Charter, and internal regulations.

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

The internal quality assurance system at TUIASI is based on the multiannual strategic plan, annual operational plans, the Rector's Quality Policy, the University Charter, and institutional regulations. University management, including the Administrative Board, manages implementation, while the Commission for Evaluation and Quality Assurance (CEAC) coordinates quality evaluation and assurance across all levels. CEAC develops, verifies, and approves procedures for teaching, assessment, and educational quality assurance, supported by the Quality Management Department. This structured framework ensures continuous monitoring, clear responsibilities, and systematic improvement of educational quality, including at the doctoral level.

- ✓ Aspects that constitute best practice examples.
- ✓ Recommendations. No recommendations.

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

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

Procedures and work instructions at TUIASI are developed and reviewed through consultation with the academic community, relevant departments, specialised committees, and quality assurance bodies, according to institutional Procedure PS.01. Education quality assurance procedures are developed by process managers, coordinated by the CMC, endorsed by CEAC and the Administrative Board, and approved by the University Senate. Every year, CEAC also compiles and disseminates reports on the quality of education, including recommendations Every year, CEAC also compiles and disseminates reports on educational quality that include suggestions for ongoing development.

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

TUIASI continuously implements quality improvement methods and collaborates nationally and internationally to identify and adopt good practices in quality management. The university participates in projects and professional events focused on developing new quality standards, methodologies, and evaluation indicators. CEAC members and ARACIS evaluators regularly participate in training programmes and scientific events related to quality assurance. The website of TUIASI provides updated and verified information in Romanian and English on academic programmes, curricula, staff, procedures, admissions, research, student services, and institutional activities. The Vice-Rector in charge of international relations supervises specialised departments that assist communication and international relations through the International Relations Department—Erasmus+ and the University Marketing Department, respectively. Personal data protection is ensured in accordance with current legislation.

- ✓ Aspects that constitute best practice examples. The Quality Evaluation and Assurance Commission has a specialised department, the Quality Management Department, with responsibilities in the areas of accreditation, quality assurance and the implementation of internal managerial control, as well as external evaluations regarding the maintenance of accreditation for the university's study programs. The opinions of the members of TUIASI are relevant.

✓ Recommendations. To continue involving doctoral students, graduates, and employers in the implementation and review of procedures.

The indicator is fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

TUIASI promotes professional ethics and academic deontology through an autonomous Commission for Ethics and Deontology and institutional codes and regulations. Key measures include a mandatory ethics course for first-year PhD students, guidance from doctoral supervisors on ethical research and scientific writing and dedicated CSUD guidelines and procedures on academic integrity. These actions are based on principles of academic freedom, professionalism, honesty, integrity, responsibility, and collegiality.

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

The CSUD Ethics and Academic Integrity Department, established in 2021, supervises plagiarism/similitude checking, doctoral thesis verification, and ethics training. By the end of 2025, theses defended between 1990 and 2007 had been verified using similarity detection software. Its activities are supported by institutional *codes* (Code of University Ethics and Deontology, COD.01), *regulations* (Regulation on the Organisation and Functioning of the University Ethics and Deontology Commission), *methodologies* (Methodology for the selection of members of the University Ethics and Deontology Commission), *doctoral curricula, guidelines* (Guide to Preparing and Writing the Doctoral Thesis), *procedures* (Procedure for verifying compliance with university ethics and professional conduct standards in the preparation of doctoral theses (1990–2016) at IOSUD TUIASI, PO.CSUD. 16, Procedure regarding the prevention and ensuring of compliance with academic ethics and integrity standards within doctoral and postdoctoral studies at IOSUD TUIASI, PO.CSUD.11) and *Reports on the activity* of the Ethics and Academic Integrity Department, all available on the website.

✓ Aspects that constitute best practice examples.

✓ Recommendations. No recommendations.

The indicator is fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures and proves their impact on quality assurance.

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

The internal quality assurance system has strengthened quality management and the continuous improvement of doctoral education over the past five years. It has promoted a more professional and responsible approach to procedures among doctoral supervisors and students and helped identify and address procedural gaps. Institutional regulations and procedures have been standardised, clarified, and reorganised, improving the consistency of information and administrative processes. The doctoral programs are evaluated from the perspectives of research activities, publications, projects, and doctoral admission through the annual Quality Report.

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

The accreditation of doctoral fields and the Doctoral School is reviewed every five years to verify compliance with educational quality standards and performance indicators. TUIASI has established a specific procedure for approval, monitoring, and periodic evaluation of doctoral programmes. TUIASI has received the "high degree of confidence" rating from ARACIS three consecutive times (2009, 2015, 2021). This is the highest rating that can be awarded to a university in Romania. The university was also recognised as an institution of interest for the Romanian research system, based on its strong scientific performance during 2003–2007. The 2009 National Research Evaluation Exercise (ENEC) confirmed very good results for TUIASI in research and doctoral education, with several fields ranking among the highest nationally. In 2012, TUIASI experienced an international institutional evaluation by the European University Association (EUA) through its Institutional Evaluation Programme. In 2021, the Chemical Engineering doctoral field, together with the other TUIASI doctoral domains, underwent external ARACIS evaluation and received the decision to maintain accreditation (MAC).

- ✓ Aspects that constitute best practice examples. Representatives of stakeholders like the Institute of Macromolecular Chemistry "Petru Poni" Iaşi are active within the SCEAC.
- ✓ Recommendations. No recommendations.

The indicator is fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.

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

The TUIASI is committed to maintaining quality throughout the educational process, including doctoral studies, through dedicated quality assurance structures at ICPM Faculty, DIMA Faculty and at the doctoral-field level. For the Chemical Engineering domain, specific quality priorities include maintaining strong research directions while encouraging new projects, increasing the field's national and international visibility, ensuring high-quality doctoral research, supporting digitalisation, and strengthening the contribution of doctoral research to society and the economy. Quality assurance also involves systematic evaluation of doctoral supervisors and PhD students. Supervisors complete self-assessments that undergo peer review within the doctoral programme structures, while doctoral students are evaluated by their supervisors according to established criteria. The results are transparently centralised, analysed, and submitted to the Council for Doctoral Studies, with the entire process documented through evaluation forms and minutes. In addition, doctoral students provide annual anonymous feedback on their supervisors, assessing scientific guidance, availability, feedback, and support for research and publications. The results are analysed by CSUD to identify good practices and persisting issues, with recommendations and improvement measures discussed and implemented through regular meetings.

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

This mechanism complements the evaluation conducted by institutional and management structures by incorporating the direct perspective and experience of doctoral students as the main beneficiaries of the

doctoral programme. Through regular and anonymous feedback, students can assess the quality of scientific supervision, the availability and support provided by doctoral supervisors, the clarity and usefulness of feedback, and the overall academic and research environment. The information collected provides valuable evidence for identifying strengths, potential weaknesses, recurrent issues, and areas requiring improvement. By taking students' opinions into account when analysing the quality of doctoral supervision and developing improvement measures, the system reinforces the participatory, transparent, responsive, and continuous quality-oriented character of the evaluation process.

- ✓ Aspects that constitute best practice examples.
- ✓ Recommendations. No recommendations.

The indicator is fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

The Chemical Engineering domain of the Doctoral School at IOSUD-TUIASI follows a continuous internal evaluation and quality-assurance process based on institutional procedures and regulations (i.e., Regulation on the organisation and conduct of doctoral study activities (REG.11), the Doctoral School Regulation (REG.38), the procedure for the evaluation of doctoral supervisors by the management structures (PO.CSUD.12), the procedure for the evaluation of doctoral students by the supervisor (PO.CSUD.17) and the procedure for the initiation, approval, monitoring and periodic evaluation of doctoral programmes (PO.CSUD.13)). Two instruments were examined. (i) Annex I.P.C.4.1.1_ICHIM presents the evaluation of a course of the advanced training programme by the first-year doctoral students, applied as an anonymous bilingual questionnaire with 78 responses in December 2025, covering the usefulness of the content, the clarity of the presentation, the communication with the course instructor and the difficulty of the tasks, with an open section. (ii) Annex I.P.B.3.1.1._ICHIM presents the 2025 satisfaction survey, with 117 responses from doctoral students of all fields, covering the supervisory relationship, the difficulties encountered, the administrative services, the research infrastructure and the assessment; its results are published on the transparency page of the CSUD website. The evaluation of doctoral supervisors combines self-assessment, peer review within the Coordination Councils of Doctoral Programmes and the approval of the deans (Annex I.P.C.3.1.2_a_ICHIM). The results are centralised at CSUD level, discussed in the monthly joint CSUD-CSD meetings and converted into a plan of measures updated annually.

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

Between 2021 and 2025, TUIASI collected doctoral students' feedback through satisfaction questionnaires. The quality of doctoral education is a priority in TUIASI's Strategic Plans for 2020–2024 and 2025–2029, particularly through double/joint degrees, co-supervised theses, and inter-university cooperation. The panel finds that the consultation of doctoral students is an applied practice and not only a procedural provision, that it is anonymous, that its results are published and that they are demonstrably converted into an annual plan of measures. The system also contains a second, independent loop through the evaluation of doctoral supervisors by the management structures, and the results obtained are favourable both for the course examined and for the supervisory relationship. The evaluation of

teaching staff covers a single course of the advanced training programme, and the report does not show that the other disciplines are evaluated, nor with what frequency. Neither questionnaire is disaggregated by doctoral field, and the response rate, of the order of one respondent in five for the annual survey, is not reported, so the field cannot establish how its own doctoral students assessed the teaching they received. The annexes consist of the raw output of the questionnaires, without an accompanying analysis of the results, and the decision drawn from them.

✓ Aspects that constitute best practice examples. The publication of the results of the doctoral student questionnaires on the transparency page of the CSUD website, which exposes the feedback to the whole academic community. The conversion of the collected feedback into an explicit plan of measures, updated annually and discussed in the monthly joint meetings of CSUD and CSD.

✓ Recommendations. (i) To extend the evaluation by doctoral students to all the disciplines of the advanced university training programme, with the frequency provided for in the institutional procedure (and the ARACIS indicator, i.e., biannual). (ii) Report the response rate and the results disaggregated by doctoral field, accompanied by a documented analysis at field level and by feedback to the doctoral students on the measures decided.

The indicator is partially fulfilled.

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

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

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

Between 2021 and 2025, the Doctoral School administered annual anonymous online questionnaires to doctoral students and published the results on the CSUD Transparency webpage. The questionnaires address supervision, motivation, difficulties encountered, training needs, career services, research infrastructure, interaction with the CSUD Secretariat and assessment. The analysed results are used to update an annual improvement plan covering legislative support, career counselling through CMT-TUIASI, online training, administrative workflows, research infrastructure, interdisciplinarity and postdoctoral funding.

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

Between 2021 and 2025, the Doctoral School conducted annual anonymous online questionnaires to collect doctoral students' opinions and assess their experience with the doctoral programs. The results were published on the CSUD Transparency page. Based on the analysis of these results, an annual action plan was developed and updated to address identified needs. The main measures included strengthening institutional support and career counseling, increasing online training on thesis and scientific-paper writing, improving administrative procedures and document flow, and developing research infrastructure through national and international funding opportunities. Additional measures focused on creating an educational platform for doctoral students, encouraging interdisciplinary collaboration, and identifying funding opportunities for postdoctoral research programs. The annual collection, analysis and publication of student feedback, followed by documented improvement measures, provides evidence of a systematic data-informed internal quality assurance cycle.

✓ Aspects that constitute best practice examples. The annual anonymous questionnaires and the publication of their results on the Transparency webpage may be considered an example of good practice.

✓ Recommendations: To continue and to extend the systematic monitoring of doctoral students and graduates.

The indicator is fulfilled.

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

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

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

The TUIASI and Doctoral School websites (https://www.tuiasi.ro/ and https://doctorat.tuiasi.ro/) provide public access to the main information concerning the Chemical Engineering doctoral programme, as regulations, procedures, admission, doctoral contracts, advanced training plans, supervisors' scientific profiles and research topics, the list of doctoral students, thesis-writing and degree-awarding standards, and announcements and abstracts for public thesis defences. The information is made available in compliance with data-protection requirements.

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

The range of information published through the institutional and dedicated doctoral websites covers the principal academic and administrative elements required by current and prospective doctoral students and other stakeholders.

✓ Aspects that constitute best practice examples

✓ Recommendations: To increase the information available in English.

The indicator is fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

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

The Doctoral School publishes regulations, procedures, evaluation criteria, activity calendars and deadlines on the institutional and doctoral websites. Decisions relating to admission, study and research plans, evaluations, mobility, funding, extensions and interruptions follow documented procedures and are registered with unique identifiers through the TUIASI Registry and ELO system. Clarification and appeal mechanisms, conflict-of-interest declarations, plagiarism/similitude checks and standardised evaluation criteria support traceability and integrity, while publication observes confidentiality and GDPR requirements.

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

The documented procedures, advance communication of criteria and deadlines, traceable registration of decisions and mechanisms for appeals and conflicts of interest demonstrate transparent decision-making processes.

✓ Aspects that constitute best practice examples.

✓ Recommendations. No recommendations.

The indicator is fulfilled.

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

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

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

TUIASI applies internal and external quality evaluation procedures coordinated through CEAC and the doctoral governance structures. All 13 doctoral domains, including Chemical Engineering, underwent periodic external evaluation by ARACIS, the last one in 2021, resulting in the maintenance of accreditation. During 2021–2025, the TUIASI Doctoral School was actively involved in quality assurance activities, with doctoral supervisors and PhD students participating in national external evaluation and quality assurance processes. The organisation and implementation of both internal and external evaluations are carried out according to established institutional procedures covering the initiation, approval, monitoring, and periodic evaluation of doctoral programmes, supporting continuous quality improvement and the maintenance of accreditation. In May 2025, after the mid-term progress evaluation of the recommendations issued during the 2021 evaluation in the Chemical Engineering domain, it was found that six of them were implemented and one is implemented/in progress. The process is governed by the institutional procedure for initiating, approving, monitoring, and periodically evaluating doctoral programmes

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

The evidence of periodic external evaluation, mid-term progress review, institutional follow-up and implementation of recommendations demonstrates compliance with the external quality evaluation obligation.

✓ Aspects that constitute best practice examples: The documented follow-up of the recommendations from the previous external evaluation may be considered a good practice.

✓ Recommendations. No recommendations.

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Highly qualified and experienced PhD supervisors with strong professional and academic backgrounds; ✓ Advanced research infrastructure and high-performance equipment supporting doctoral research; ✓ Dedicated and proactive PhD students involved in research and scientific activities; ✓ International visibility of research reflected by the number of articles, conference participation, and the international recognition of the PhD supervisors' activity; ✓ An efficient and responsive quality management system; ✓ Effective academic mentoring and	INTERNAL FACTORS	✓ The high level of CNATDCU minimal criteria for the domain of Chemical Engineering limits the attraction of young academic staff to pursue habilitation and to obtain doctoral supervision rights; ✓ Participation in longer international research stays remains limited and concentrated among a relatively small number of doctoral students; ✓ Participation in research projects is not yet equally distributed across the doctoral student population; ✓ Irregular distribution of doctoral students among supervisors, which can lead to differences in supervision capacity and

administrative support offered to PhD students.		workload; ✓ Need for continuous updating of research infrastructure and equipment in response to rapidly developing technologies.
SWOT analysis		
Opportunities: ✓ Strengthening and expanding collaboration with the socio-economic sector, particularly through the development of industrial doctoral programs; ✓ Expanding integrated study programs in collaboration with 9 European universities, including joint-degree opportunities through the Ingenium Alliance and the newly financed Next INGENIUM project; ✓ Digitalisation of education and research, enabling access to online training, international seminars, virtual conferences, and collaborative research platforms. ✓ Growing demand for highly qualified specialists in areas such as chemical engineering, advanced materials, biotechnology, environmental technologies, energy, and sustainable processes.	EXTERNAL FACTORS	**Threats:** ✓ The instability and unpredictability of public research funding, impacting infrastructure, mobility, scholarships, and scientific activities. ✓ The migration of young researchers and doctoral graduates to other countries offering more attractive research conditions and career opportunities. ✓ Declining interest among young people in academic careers, given salary and professional prospects perceived as less attractive. ✓ Rising requirements and standards for scientific performance, which can place pressure on doctoral students and supervisors regarding publications, projects, and international visibility.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled(F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	fulfilled	No recommendations
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	fulfilled	No recommendations
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	fulfilled	No recommendations

No.	Performance Indicator	Extent to which it was fulfilled(F/PF/UF)	Recommendations
	for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.		
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	fulfilled	No recommendations
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	fulfilled	No recommendations
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	fulfilled	No recommendations
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	fulfilled	No 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.	fulfilled	No recommendations
	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.	fulfilled	No recommendations
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).	fulfilled	No recommendations
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	fulfilled	To ensure that PhD students have an established schedule of meetings with the supervisor, recorded in the individual plan.
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	fulfilled	To examine why participation in different mobilities is currently concentrated in a small number of PhD students.
13.	**I.P.B.3.2.1** The organisational component	fulfilled	(i) To examine the proposal

No.	Performance Indicator	Extent to which it was fulfilled(F/PF/UF)	Recommendations
	provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.		formulated by the doctoral students for a transparent mechanism allowing unfunded doctoral students with strong results to move onto a funded place. (ii) To promote regular scientific and networking activities involving doctoral students from different supervisors and research groups.
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	fulfilled	(i) To formalise the rules governing doctoral students' access to research laboratories, including access outside standard working hours and the corresponding safety conditions (i.e., Procedure regarding the accessibility at the level of the ICPM and DIMA teaching and research buildings, not only of the campus and social services); (ii) To provide doctoral students with access to an independent and confidential mediation mechanism.
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.	fulfilled	To better correlate the learning outcomes with the competencies in the content of subjects.
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	fulfilled	No recommendations
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	fulfilled	No recommendations
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	partially fulfilled	To describe explicitly in the Admission Methodology the reasonable adaptations and support measures available to candidates with special educational needs and/or disabilities.
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	fulfilled	No recommendations
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.	fulfilled	To continue the increase in the participation of doctoral students in longer international research stays
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	fulfilled	To continue to increase the visibility of opportunities for communicating scientific results and to encourage broader

No.	Performance Indicator	Extent to which it was fulfilled(F/PF/UF)	Recommendations
			participation by doctoral students in scientific events
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	fulfilled	To continue and to enhance the strategy of publishing articles—co-authored by doctoral students and supervisors—in internationally ranked journals, and to participate in international consortia and strategic partnerships for the valorisation of research results
	DOMAIN C. Quality management		
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	fulfilled	No recommendations
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	fulfilled	To continue involving doctoral students, graduates, and employers in the implementation and review of procedures.
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	fulfilled	No recommendations
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	fulfilled	No recommendations
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	fulfilled	No recommendations
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	partially fulfilled	(i) To extend the evaluation by doctoral students to all the disciplines of the advanced university training programme, with the frequency provided for in the institutional procedure (and the ARACIS indicator, i.e., biannual). (ii) Report the response rate and the results disaggregated by doctoral field, accompanied by a documented analysis at field level and by feedback to the doctoral students on the measures decided.
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	fulfilled	To continue and to extend the systematic monitoring of doctoral students and graduates.
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	fulfilled	To increase the information available in English.
31.	**I.P.C.6.1.2** The organisational component	fulfilled	No recommendations.

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

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	1	0
Domain C. Quality management	10	1	0
Total	32	2	0

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

Following the external evaluation of the Chemical Engineering doctoral university study domain, organised within "Gheorghe Asachi" Technical University of Iași, it was found that the institution has an adequate institutional, organisational, and managerial framework for the implementation of the program, in accordance with the applicable legal provisions and with the ARACIS standards and performance indicators.

The study domain is appropriately structured, both from a curricular perspective and in terms of research activities, to meet the current requirements of the educational system and the labour market. The available material resources, educational infrastructure, and facilities support the implementation of teaching and research activities under appropriate conditions, while the use of digital tools and student support services contributes to ensuring a modern, accessible, and functional learning environment.

The academic staff involved in the implementation of the program is characterised by national and international visibility in terms of scientific and pedagogical expertise, academic integrity, mentoring and coordination skills, openness to communication and feedback, as well as the ability to foster doctoral students' intellectual autonomy and professional development. The doctoral supervisors demonstrate relevant and sustained research activity, with a focus on integrating doctoral students into research projects and networks and contributing actively to the development of an academic environment based on excellence, collaboration, responsibility, and adherence to the principles of academic ethics and integrity.

The activities specific to the program—including teaching, learning, assessment, and research—are designed in accordance with the expected learning outcomes. The University demonstrates the existence of functional mechanisms for quality assurance, monitoring, and continuous improvement, as well as a strong commitment to involving relevant stakeholders in the development and enhancement of the study program.

International cooperation, the consolidation of national and international partnerships, the promotion of academic staff and doctoral student mobility, and active involvement in the INGENIUM European University Alliance contribute significantly to enhancing the University's international visibility, developing academic and research competencies, and strengthening a competitive university environment connected to the dynamics of the European Higher Education Area, particularly in the context of digitalisation and the increasing use of artificial intelligence.

Of the 32 performance indicators analysed for the evaluated domain, 30 are fulfilled, while two indicators are partially fulfilled. The analysis of the documentation, resources, and institutional mechanisms demonstrates the existence of the necessary conditions for the organisation and operation of the Chemical Engineering doctoral study domain within IOSUD-TUIASI, in accordance with ARACIS standards and the applicable legal provisions.

Following completion of the external evaluation procedure, the ARACIS Evaluation Committee recommends maintaining the accreditation (MAC) of the Chemical Engineering doctoral university study domain, organised by IOSUD – "Gheorghe Asachi" Technical University of Iași.

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. Calendarul vizitei
2. Supplementary Table for Indicator I.P.B.2.1.2 Correspondence between competences and learning outcomes for the doctoral field of chemical engineering

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization**: "Gheorghe Asachi" Technical University of Iasi**

Şcoala doctorală/ Doctoral School**: of the "Gheorghe Asachi" Technical University of Iasi, Faculty of Chemical Engineering and Environmental Protection "Cristofor Simionescu" - ICPM and Faculty of Industrial Design and Business Management - DIMA**

Domeniul de doctorat/ Doctoral Domain**: Chemical engineering**

Obiectivul evaluării externe/ The objective of the external evaluation**:** *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat)* **Maintaining the Accreditation of the Doctoral Study Field**.

Perioada vizitei de evaluare/ The evaluation period: **14-16 september 2026**

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	III.1 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
2.	Prof. univ. TURDEAN Graziella Liana	*Membru - Cadru didactic RNE*
3.	COZ Fernandez Alberto	*Membru - Evaluator internațional RNE-I*
4.	LOVASZ Karla-Elisabeth	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

Nr./No.	III.2 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof.univ.habil.dr. Gabriela Lisa	III.2.1.1 *Persoană de contact/Contact person*
2.	Prof.univ.habil.dr. Cezar-Florin Catrinescu	III.2.1.2 *Responsabil domeniu/ Responsible for the field*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Luni/ *Monday*, 14.09.2026			
8:30-9:00	**Întâlnirea membrilor comisiei de evaluare;**	- Comisia de experți evaluatori ai	Sala de consiliu a FICPM /Locația: Bd

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	Stabilirea responsabilităţilor membrilor comisiei	ARACIS/ *Panel members*	Mangeron 73
9:00-9:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73
9:30-10:10	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting:** - Director of CDUS - Council for Doctoral University Studies, - Dean ICPM -director department IC - director CCPD ICPM -Contact person
10:10-11:00	Întâlnirea comisiei de experţi evaluatori în evaluarea externă a calităţii cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Responsible for the field -member CCPD FICPM - domain ICHIM
11:00-11:10	Pauză/ *Break*		

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
11:10-12:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **personalul didactic** implicat în activităţile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala de consiliu a FICPM /Locaţia: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -8 professors
12:30-13:30	Vizitarea **bazei materiale**/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	12:30-13:00 Corp CH, FICPM C17: Centrul de Cercetare Procese Avansate în Ingineria Chimică şi Biochimică 13:00-13:30 C19: Centrul de cercetare POLIMERI (Centru de Excelenta)
13:30-15:00	Pauză/ *Break*		
15:00 - 16:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[3]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii / reprezentanţi ai CEAC / reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures*	Sala de consiliu a FICPM /Locaţia: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - decan, preşedinte SEAC - coordonator CMC universitate -membru în CEAC universitate - director CCPD FICPM-Responsible for the field - Contact person

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	quality assurance organisational structures	- Persoana de contact/ *Contact person*	
16:00-16:45	Întâlnirea comisiei de experți în evaluarea externă a calității **cu angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[4] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: HR Head office Antibiotice Iași ICM P Poni Iași Director General INCDFT-IFT Director Resurse Umane ECOLAB și Associate Talent Acquisition Specialist ECOLAB
16:45-17:15	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți[5],[6]** ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni[7] of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: 9 former doctoral students in the period 2021-2025 Link: https://meet.google.com/xaz-nvvx-ygh

[4] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.
[5] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[6] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
17:15-17:45	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73
Marți/ *Tuesday*, 15.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73
9:30 - 10:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala de consiliu a FICPM /Locația: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -C17: Centrul de Cercetare Procese Avansate în Ingineria Chimică și Biochimică -C19: Centrul de cercetare POLIMERI (Centru de Excelenta) -Centrul pentru cercetare - inovare în domeniul textilelor şi al industriei modei, SMART-Tex-IS

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
10:30-11:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala de consiliu a FICPM /Locaţia: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - representative of DIMA - representative of SIM
11:30-12:00	Pauză/ *Break*		
12:00 - 13:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **studenţi** [8] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Studenţi doctoranzi/ *Doctoral students*	Sala de consiliu a FICPM /Locaţia: Bd Mangeron 73 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - 8 doctoral students, year I-IV
13:30-15:00	Pauză de prânz/ *Lunch*		
15:00-17:30	Întâlnire tehnică a comisiei de experţi evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de consiliu a FICPM /Locaţia: Bd Mangeron 73
Miercuri/ *Wednesday*, 16.09.2026			
09:00 -	Finalizarea activităţilor de evaluare/ *Completion of*	- Comisia de experţi evaluatori ai	Sala de consiliu a FICPM /Locaţia: Bd

[8] 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.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
9:30	*evaluation activities*	ARACIS/ *Panel members*	Mangeron 73
9:30-10:30	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice **pentru comunicarea concluziilor procesului** de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - CSUD/Director of CDUS - Council for Doctoral University Studies, - Dean ICPM -director department IC - director CCPD ICPM - Contact person

Secretar CCPD- ICPM Raluca-Maria Tabuleac – participă la întâlnirea cu absolvenţii din data de 14.09.2026 (16:45-17:15) pentru suport tehnic şi **în orice altă situaţie care necesită suport**.

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 organisation of online activities
- departments for international relations and student mobility
- the Counselling and Career Guidance Center, etc.

Prepared by, Prof. univ. habil. Gabriela Lisa Persoana de contact/ Contact person