International evaluation and accreditation

EVALUATION REPORT

"MIHAI VITEAZUL" NATIONAL INTELLIGENCE ACADEMY (ANIMV)

Bucharest

Romania

July 2024

The "Mihai Viteazul" National Intelligence Academy (ANIMV) has mandated the Hcéres to perform its external evaluation. The evaluation is based on the "External Evaluation Standards" of foreign higher education institution, adopted by the Hcéres Board on 31st January 2022. These standards are available on the Hcéres website (hceres.fr).

On behalf of Hcéres expert committee[1]:
Bertrand Warufsel, President of the committee

In the name of Hcéres[1] :
Stéphane Le Bouler, Acting President

On behalf of ARACIS expert committee:
ARACIS mission leader: Associate Professor Dr. Mădălin BUNOIU
ARACIS expert team coordinator: Professor Dr. Vasilica STAN

[1]In accordance with articles R. 114-15 and R. 114-10 of the Research Code, evaluation reports are signed by the chairman of the experts committee and countersigned by the President of Hcéres.

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I.   FOREWORD

I.1. ORGANISATION, PURPOSE, AND OBJECTIVES OF THE EXTERNAL QUALITY EVALUATION

This report concerns the periodic external institutional evaluation for education quality assurance at the **"Mihai Viteazul" National Intelligence Academy** of Bucharest (hereinafter ANIMV or Academy).

The last external institutional evaluation at ANIMV was in 2015, and the Report of the ARACIS Council *(no. 5784 of 24.08.2015)* noted that the awarded qualification was *"High degree of confidence"*[1]. The "Mihai Viteazul" National Intelligence Academy, in its capacity as an institution organising doctoral studies (IOSUD), was evaluated in 2021; this evaluation process was validated on 25.11.2021, and the qualification awarded was "Maintaining accreditation"[2]. The doctoral study domain evaluated at the Academy was "Intelligence and national security" (IOSUD), which was validated on 25.11.2021 with the qualification "Maintaining accreditation"[3].

On 18 August 2021, the Academy filed an application with the Romanian Agency for Quality Assurance in Higher Education (hereinafter ARACIS or Agency) for a periodic institutional evaluation. The ARACIS External Quality Evaluation Department acknowledged the filed application and the compliance with the contract terms for the institutional evaluation and the evaluation of at least 20% of ANIMV's study programmes, according to the ARACIS Methodology. Subsequently, through letter no. 300732/ANIMV (outgoing) of 24.11.2023, corresponding to no. 6669/ARACIS (incoming) of 24.11.2023, the Academy asked the Agency to grant a derogation from the time limit for signing the collaboration protocol and having it approved by the Council, and proposed a later date for the signing, which was agreed by both parties.

Meanwhile, ANIMV revised its external quality evaluation strategy and wished to be evaluated by an international team of experts; therefore, besides ARACIS, another request was made for the High Council for the Evaluation of Research and Higher Education (le Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur – Hcéres) of France. Nevertheless, the present evaluation is based on an *ad hoc* evaluation framework developed jointly by Hcéres and the Romanian evaluation agency ARACIS. The preliminary activities and the work needed for establishing a three-party contract formula took over one year, given that there was no prior experience with such contracts. The three-party contract was signed on 12 January 2023, and was registered at ANIMV at number 47506. The parties (ARACIS – Service Provider, Hcéres – Service Provider, and ANIMV - Beneficiary) undertook to carry out the object of the contract, namely the external evaluation and accreditation of the "Mihai Viteazul" National Intelligence Academy of Bucharest. To this purpose, the contract stipulated the following steps:

— the Beneficiary to be evaluated by the service providers (ARACIS and Hcéres) according to the contract provisions;
— a group of experts to draft an evaluation report signed by both service providers and provided to the Beneficiary;
— upon completion of the evaluation process, each Provider to issue a decision regarding the accreditation of the Beneficiary, in line with the provisions of Government Emergency Ordinance (GEO) no. 75/2005 on quality assurance in education, approved by Law no. 87/2006 for ARACIS, as mentioned in *Annex 1* to the contract;
— the quality evaluation to be performed according to the following provisions:
  • GEO no. 75/2005 on education quality assurance;
  • the ARACIS External evaluation methodology, standards, standards of reference, and list of performance indicators;
  • European Standards and Guidelines for Higher Education Quality Assurance (ESG);
  • guidelines for the evaluation of higher education study programmes and higher education institutions – part III – External evaluation of the academic quality of accredited higher education institutions (External institutional evaluation);
  • Annex 2 to the contract: Table of correspondences between Hcéres and ARACIS standards.

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[1] Report of the ARACIS Council (no. 5784 of 24.08.2015)
(https://www.aracis.ro/wp-content/uploads/2019/08/Raport_Consiliu_9a0f34.pdf)
[2] https://www.aracis.ro/evaluari_iosud/?fwp_universitate=6c9647e104ba6382f8700402e7f64b93
[3] https://www.aracis.ro/evaluari_dsd/?fwp_universitate=6c9647e104ba6382f8700402e7f64b93

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For the periodic institutional evaluation, ANIMV performed a self-evaluation and drafted an Internal Quality Evaluation Report (REI), accompanied by a package of annexes, which it provided to ARACIS on paper and electronically[4], in Romanian language, and electronically to Hcéres, in English language[5].

The purpose of external institutional evaluation is to quantify and certify the extent to which the "Mihai Viteazul" National Intelligence Academy of Bucharest continues to match the public interest by:

1. providing an opportune, high quality and relevant educational provision, materialised in the extent to which its professional qualifications are recognised and capitalised upon, and the manner in which they respond to the current needs of the society;
2. the scientific level, the economic, social, and environmental impact of the research results;
3. the efficient organisation and functioning of all management structures at all levels, strategic management, quality management, international relations etc. to enhance the impact of the performance of its own mission in the local community, as well as at national and international level.

The objectives of the external institutional evaluation were defined in line with the three evaluation domains described in the ARACIS *External evaluation methodology, standards, standards of reference, and list of performance indicators,* as follows:

A. ***Check the reliability and conformity of all information provided by ANIMV in the REI and its annexes regarding the <u>institution's capacity</u> to carry out its mission, proving that:***

   a. it has the organisational and structural framework required by the legal provisions in force, and relates to the legal provisions in force when implementing all the actions planned for the achievement of its strategic objectives;
   b. it ensures continuous improvement of the quality of all the planned activities and results, by employing properly qualified personnel;
   c. it is publicly accountable through all its actions, established in line with the legal framework specific to the fields of activity undertaken through its mission;
   d. it creates the required framework (according to the legal provisions in force) and ensures transparency in organising and carrying out the elections and competitions for staffing jobs and positions at all levels (leadership/management, teaching, scientific, administrative, etc.), focusing on impartial criteria;
   e. it provides the financial resources required for achieving its strategic objectives;
   f. it provides the material resources required for performing all the activities planned to contribute to the achievement of the intended objectives for each field of activity undertaken through its mission, and constantly develops such material resources;
   g. it provides good quality education and research resources, and seeks to support improved performance of students by providing material and financial support;
   h. it ensures staffing of teaching positions by employing properly qualified staff, able to meet the demands of such positions, and qualitatively and quantitatively meeting the standards in force.

B. ***Evaluate <u>effectiveness of education</u>, which indicates that the quality standards are met at least at a minimum level in connection with the institution's capacity to organise and provide an appealing learning environment, in line with the expectations of their interested stakeholders, based on the information and findings concerning:***

   a. the availability of a policy and strategy of the institution, implemented in a rigorous framework that is organised in space and time to promote the educational provision and attract and enrol future students;
   b. the sufficiency and coherence of the information provided regarding the students' admission, and the demands applying to the content of the admission files;
   c. the relevance and objectivity of the admission criteria and the transparency of the procedures;
   d. the provision of a regulated framework and the flexibility regarding student mobility and educational path;
   e. correlation of the consistency of the study programs content with the duration of the studies;
   f. the provision of the resources and environment required for studying in good conditions, indicated by the share of students who pass the exams and complete the studies;
   g. the extent to which graduates are absorbed on the labour market or continue their education according to the qualifications generated by the study programmes developed by the Academy;
   h. the extent to which students are happy with the learning environment;

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[4] https://drive.google.com/drive/folders/1TSiY2OtEVEZQQw2BHf2MZj3B981cXJMY
[5] https://drive.google.com/drive/folders/1QMT9ZmliqE5wRauk0e0o-sJ22ryWK39

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i.   the quality and impact of the content of the study programmes, indicated by the scientific content of the subject matters, the share of theoretical (knowledge-developing) and practical activities (activities that develop the skills for using the knowledge and evaluating the results generated by it), etc.;

j.   the relevance and efficiency of the teaching-learning-evaluation methods, correlated with the provision of resources;

k.   supplementing education (both theoretical and applicative) with the responsibility of actually using the learning within the framework provided by the economic, social, political and administrative environment, by integrating internships and providing the partnerships (both domestic and international) for such internships to be performed;

l.   developing procedures, practices and resources for the students' career counselling and orientation;

m.   the importance placed on scientific research, indicated by the existence and the careful pursuing of strategic objectives; supporting the integration of young people in research; providing the resources and the material resources for such integration; supporting better visibility of the research results; integration of the research results in the scientific content of the subject matters taught at the Academy, etc.;

n.   the institution's capacity to ensure its annual income and expenditure budget and the resources it needs for implementing its medium- and long-term investment objectives;

o.   ensuring transparency in the use of funds, indicated by audit reports and the annual review of the Academy's budget execution.

C.   Evaluate how _quality management_ is implemented in all fields of activity that fall under the scope of the mission of the visited institution, focusing on:

a.   the organisation, regulation, and functioning of the quality management system at institutional level and at the level of the various structures and fields of activity;

b.   availability of the Academy's own quality assurance policy and strategy;

c.   quality management for the study programmes, including the policies, strategies, procedures and actions for the development and quality assurance of the educational provision;

d.   the regulatory framework and the specific procedures for assuring quality in student evaluation;

e.   the regulatory framework, the procedures and the frequency of the evaluation of the quality of the activity of the teaching and research staff, and the specific steps implemented after the evaluation;

f.   providing the specific environment, the resources needed for the teaching and learning process, and access to these in order to ensure high quality education;

g.   ensuring the means and the specialised personnel required for the proper collection, recording and use of data, according to the legal provisions in force, and ensuring transparency of public information.

The report was drafted based on the information provided by the institution in its REI and its annexes, information found in the public documents provided by the institution on its own webpage, and information received or resulting from the findings of the evaluators during the external institutional evaluation visit.

I.2. IMPLEMENTATION OF THE RECOMMENDATIONS MADE IN THE PREVIOUS EXTERNAL EVALUATION – 2015

The recommendations made during the last institutional evaluation visit and how ANIMV followed up on them are presented below.

No.	Recommendations	Follow up on the recommendations
1.	Records of all the actions carried out in the institution with respect to continuous quality improvement, in a way that will show the operation of the specific mechanisms of quality management in higher education.	Recommendation implemented (annual quality assurance reports)
2.	Recommendation 2, summary: draft the methodologies, regulations, procedures etc. in formats that allow coding, revising, checking, endorsements, approval/adopting, etc.	Recommendation implemented progressively
3.	Reconsider Art. 2, Chapter I of the Charter regarding the type of higher education institution that ANIMV is.	Recommendation implemented in the new Charter

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4.	Reconsider the attributions of the Administration Board, the Faculty Council, and the Department Council (in the University Charter) by extending the attributions of the Administration Board and correlating the attributions of the three entities in order to create a complete decision-making mechanism.	Recommendation implemented in the new Charter
5.	Reconsider the aspects on plagiarism included in the University Charter by revisiting the terms "voluntary plagiarism", "involuntary plagiarism", "minor plagiarism" in line with the legal provisions in the field.	Recommendation implemented in the new Charter
6.	Reconsider the use of the term "intelligence" ("Institutul Naţional de Studii de Intelligence" and master study programmes "Intelligence şi securitate naţională", "Analiză de intelligence", "Intelligence pentru decizia de securitate naţională", "Analiză integrată de intelligence", "Intelligence competitiv", "Intelligence competitiv şi administraţie publică") in line with the Norms of the Romanian Academy and the names of the entities (Serviciul Român de Informaţii and Academia Naţională de Informaţii).	Recommendation implemented partially
7.	Increase the share of international aspects in the teaching and scientific research activities.	Recommendation implemented progressively, according to the study domain

Results of previous accreditations

The Academy has successfully been accredited at the national level. Specifically, ARACIS reviewed and maintained the accreditation of the study programmes in "Psychology-Intelligence" and "Security and Intelligence Studies" in 2015. Following a similar national process, the doctoral studies programme maintained accreditation in 2021 and the Master in "Intelligence and National Security" accreditation was also maintained in 2022. The programme on "Intelligence operations" received a provisional authorization from ARACIS the same year.

The current evaluation, conducted in 2023 is the product of a joint (re-)accreditation effort bringing together national experts from the Romanian ARACIS and international experts from Hcéres.

I.3. REPORT ON THE EXTERNAL QUALITY EVALUATION VISIT

The external quality evaluation visit was performed between **16-18 October 2023** by a mixed team of evaluators, appointed and approved in line with the contract provisions, as presented below.

ARACIS mission leader	Associate Professor Dr. Mădălin-Octavian Bunoiu
Hcéres mission leader	Prof. Dr. Bertrand Warusfel
Coordinator of the expert evaluator team – ARACIS	Prof. Dr. Vasilica Stan
Representative of the ARACIS Advisory Commission	Prof. Dr. Romiţă Iucu Bumbu
International experts from Hcéres	Dr. Pauline Blistene Dr. Damien Van Puyvelde Dr. Emmanuel Véron
Institutional Commission expert evaluator	Prof. Dr. Petrica Claudiu Pop Sitar
ARACIS technical secretary	Eng. Ştefania-Maria Armăşelu
Director of the Europe and International Department – Hcéres	Dr. Maria-Bonnafous Boucher
Hcéres representative	Mr Antoine Devoucoux du Buysson
Students' representative (ANOSR) – ARACIS	Student Zbranca Ionuţ Leonte
Students' representative (UNSR) – ARACIS	Student Chiuda Alexandru Mihai
Evaluator for the "Security and Intelligence studies" Bachelor study programme – Full time	Prof. Dr. Horaţiu Rusu
Evaluator for the "International relations and European studies" Master study programme, "International relations and Intelligence studies" study programme	Prof. Dr. Gabriela Răţulea

The contact person from ANIMV was Associate Professor Dr. Răzvan Grigoraş.

Hcéres composition of the expert panel

The experts' panel was chaired by Bertrand WARUSFEL, Full Professor, University Paris 8, France. The following experts participated in the evaluation:

— Emmanuel VÉRON, Associate Professor in International relations, geopolitics & institutions, French Naval Academy, France
— Damien VAN PUYVELDE, Assistant Professor in Intelligence and Security, Institute of Security and Global Affairs, Leiden University, Netherlands
— Pauline BLISTENE, Lecturer/Assistant Professor of Strategic Communication, Department of War Studies, King's College London, United Kingdom

Hcéres was represented by Antoine DEVOUCOUX DU BUYSSON, Head of Project, during the visit, and by Maria BONNAFOUS-BOUCHER, Director, Europe and International Department, Benjamin DAGOT, Head of European Affairs, and Évelyne LANDE, Scientific Advisor, after the visit.

Visit description

— **Date of the visit:** 18-20 October 2023
— **Summary of the conduct of the visits:** see visit schedule *infra*
— **Organisation of the visit:** it was organised by ARACIS in coordination with ANIMV.
— **Cooperation of study programme and institution to be evaluated:** ANIMV adopted a professional, very reactive and engaged approach to the evaluation process.
— **Remark:** one of the Hcéres evaluators could not attend the visit due to illness. This evaluator did nevertheless contribute to the evaluation committee's work before and after the visit.
— **Visit schedule:** the evaluation was carried out according to an agenda agreed by the three parties (ARACIS, Hcéres, ANIMV)

Wednesday 18th October 2023	
09:00 – 10:00	Welcome
10:00 – 10:30	Preliminary meeting of the evaluation committee with the representatives of the Academy's management (Board of Directors)
10:30 – 11:00	Meeting with representatives of the University Senate or Councils (University Senate; Faculty Council; Department Council)
11:00 – 11:30	Meeting with representatives of faculty deans, vice-deans and doctoral school Director
11:30 – 11:45	Break
11:45 – 12:15	Meeting with the contact person and the team that produced the internal institutional evaluation report (part of the Quality cell)
12:15 – 12:45	Meeting with the contact person and the team that produced the study programmes reports (Separate meetings at the institutional level and on study programmes)
12:45 – 13:45	Break
13:45 – 15:15	Joint visit of the Academy's infrastructure facilities
15:30 – 16:30	Meeting with employers (joint meeting at institutional level and by study programme)
16:30 – 17:00	Meeting with representatives of the administrative affairs (administrative director, secretary or equivalent)
17:00 – 17:30	Technical meeting of the evaluation committee

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Thursday 19th October 2023		
09:30 – 10:00	Welcome	
10:00 – 12:15	Work programme by subcommittees (institutional level and study programmes)	
	I. Institutional committee work programme	
	10:00 – 10:30	Meeting with representatives of the Economic and Financial Department (DEF)
	10:30 – 11:00	Meeting with representatives of the Center for Career Counseling and Guidance (CCOC)
	11:00 – 11:15	Break
	11:15 – 11:45	Meeting with representatives of Committee for Evaluation and Quality Assurance (CEAC) & Department of Quality Management (DMC)
	11:45 – 12:15	Meeting with the representatives of the Ethics Commission (CE)
	II. Evaluators of the study programmes working with the persons in charge of the evaluated programmes	
12:15 – 13:15	Meeting with teaching staff (professors, assistants) (joint meeting at institutional level and on study programmes)	
13 :15 – 14 :15	Break	
14:15 – 14:45	Meeting with representatives of the research center (team, leaders, students)	
14:45 – 15:45	Meeting with students (all years of study, also student association leaders) (separate meetings at institutional level and on study programmes)	
15:45 – 16:45	Meeting with graduates (separate meetings at institutional level and on study programmes)	
16:45 – 17:00	Break	
17:00 – 17:30	Meeting with the representatives international relations department (partners, representatives of the department)	
17:30 – 18:15	Technical meeting of the evaluation committee	
Friday 20th October 2023		
08:30 – 09:00	Welcome	
09:00 – 11:00	Completion of visit documents (at institutional and study programme level)	
11:00 – 12:00	Final meeting of the evaluation team with the Rector (study programmes and institutional level) for gratitude and last questions/answers	

As mentioned earlier, the external evaluation was performed according to the provisions of the contract. We also mention that the Romanian legislation on quality assurance in higher education is correlated with the provisions of the European regulations in the field (the standards and quality indicators agreed in the European Higher Education Area - EHEA).

To achieve the purpose and the objectives of the external institutional evaluation, the experts during the visit analysed compliance with mandatory regulatory requirements, indicators, and quality standards, according to the three domains of higher education quality evaluation: *A. Institutional capacity*; *B. Educational effectiveness*; *C. Quality management*. To this purpose, according to the Guide of activities for the external evaluation of academic quality at institutional level, used and filled in the Visit Sheet, which was provided to the institution to obtain their agreement on the findings[6].

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[6] ANIMV Agreement on the external institutional evaluation visit sheet.

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II.   EXTERNAL INSTITUTIONAL EVALUATION

II.1. GENERAL PRESENTATION OF THE HIGHER EDUCATION INSTITUTION

II.1.1. BRIEF HISTORY AND LOCATION OF THE INSTITUTION

Historically, the "Mihai Viteazul" National Intelligence Academy is a military higher education institution in Romania, subordinated to the Romanian Intelligence Service (SRI), the current structure of which is the result of its transformations throughout the last 31 years. Thus:

— 1992, the Higher Intelligence Institute (Institutul Superior de Informații, ISI) was established by Romanian Government Decision (GD) no. 427/1992;
— 1995, ISI was reorganised and renamed (by GD 206/1995) as the National Intelligence Institute (Institutul Național de Informații, INI), including the Psycho-sociology Faculty and the Communication Sciences Faculty;
— 2000, INI became the National Intelligence Academy, according to GD no. 952/2000, and the two faculties were merged under the Intelligence Faculty, with the objective to develop a specific intelligence officer qualification;
— 2009, the National Intelligence Academy became the "Mihai Viteazul" National Intelligence Academy (by GD no. 353/25.03.2009).

The ANIMV is located in no. 20, Şoseaua Odăi, district 1, Bucharest.

The Academy has a main campus in no. 20, Şoseaua Odăi, district 1, Bucharest; a second campus in Grădiştea, Giurgiu county, and other locations where students are trained.

The contact details for ANIMV are: website: www.animv.ro; e-mail: ani@sri.ro; phone/fax: 0377721140/ 0377721134.

 "Mihai Viteazul" National Intelligence Academy (ANIMV) is a public higher education institution, under the authority of the Romanian Intelligence Service (SRI), and accredited according to the Romanian laws in force. The official name of the institution is « Academia Naţională de Informaţii „Mihai Viteazul"». It is an integral part of the national education system, offering accredited university study programmes. These programmes are authorised to function on a provisional basis in accordance with the Romanian Constitution, the legislative framework for higher education, the Minister of Education orders, the SRI Director, and the University Charter. ANIMV is an essential component of SRI, which ensures the education and training of a significant resource for SRI – the intelligence officers. As a military higher education institution, the Academy has its own symbols and signs, namely a heraldic sign and a distinctive flag approved by order of the SRI director, registered mark with the State Office for Inventions and Trademarks (OSIM), as follows: The ANIMV's mission statement is: "EDUCATIO CUM INTELLIGENTIA"; the ANIMV day is 24 October. The Academy has a battle flag and a code as a military institution.

The Academy's origins can be traced back to a government decision establishing the "Alexandru Ioan Cuza" police academy in 1991, and its "intelligence branch" in the faculty of psycho-sociology (government decision or GD 137/1991). In 1992, the government elevated this branch into a separate military higher education institution, specialised in the training of intelligence officers: the higher institute of intelligence (GD 427/1992).
The new structure was then reorganised into the *National Intelligence Institute as "Mihai Viteazul" National Intelligence Academy* (ANIMV), in 1995 (GD 206/1995). Subsequent amendments and additions have changed the internal structure and procedures of the academy since then. ANIMV is recognised as a higher education and scientific research institution, accredited in compliance with the law. In its most recent institutional evaluation conducted in 2015, it received a "High Confidence Level" rating from the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

Currently, the ANIMV includes two faculties (Faculty of Intelligence and Faculty of Intelligence Studies), two research structures (National Institute for Intelligence Studies – INSI and National Centre for Modelling and Simulation in Intelligence – CNMSI), and a Doctoral School "Intelligence and National Security". The structure of the Academy also includes support bodies for the teaching and research activity.

The ANIMV organises university studies programmes aligned with the Bologna process through the three cycles, bachelor's (three-year long), master's (two-year long), doctorate, as well as postgraduate programmes, accredited or authorized to operate provisionally under national law. The educational offer is primarily focused on the initial and continuing training of the intelligence officers, as well as, complementarily, on promoting

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security culture within Romanian civil society. Consequently, between 2015 and 2022, the Academy focused its efforts on adapting its educational offer to the labour market requirements and academic developments in the field of intelligence and national security studies, so that they contribute favourably to meeting the training needs identified by the beneficiaries of the educational process, primarily the Romanian national security ecosystem.

The ANIMV manages three bachelor's degree programmes in the field of Military Sciences, Intelligence, and Public Order. The programmes focus on Security and Intelligence Studies, Psychology – Intelligence, and Intelligence Operations. ANIMV also manages two master's degrees: Master in Intelligence and National Security and Master in International Relations and European Studies. The Academy also supports doctoral studies in the field of Intelligence and National Security and has recently (2022-2023) established a postdoctoral programme.

The total number of students enrolled in the Academy's study programmes was 504 in 2022-2023. This includes 289 Bachelor's students, 198 Master's students and 17 doctoral students. These numbers of Master's and doctoral students evolved significantly during the period under review. Indeed, in 2016-2017 academic year, the institute had a total of 212 Bachelor's students, 605 Master's students and 104 doctoral students enrolled.

Figure 1. ANIMV Evolution of enrolled students 2018-2023
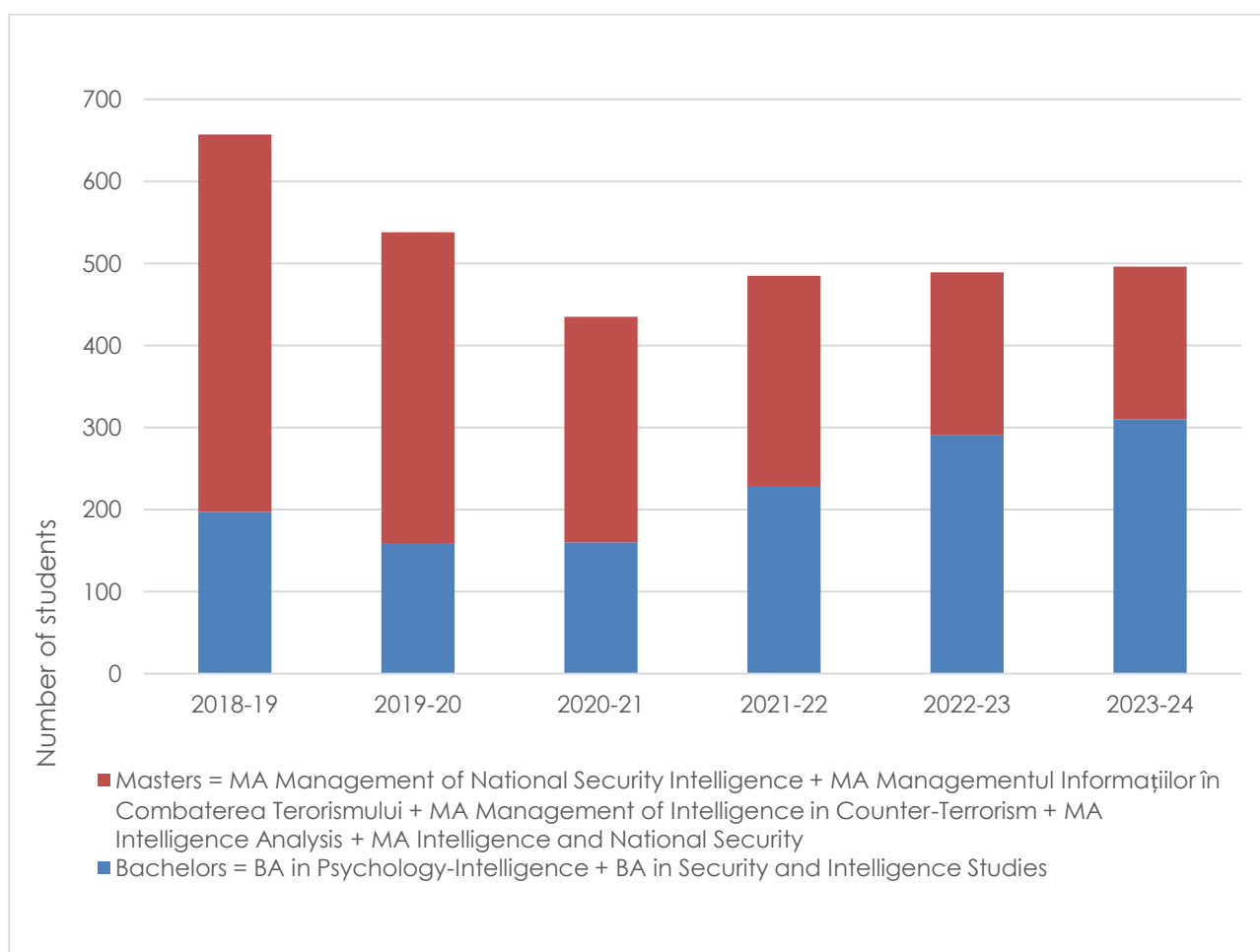
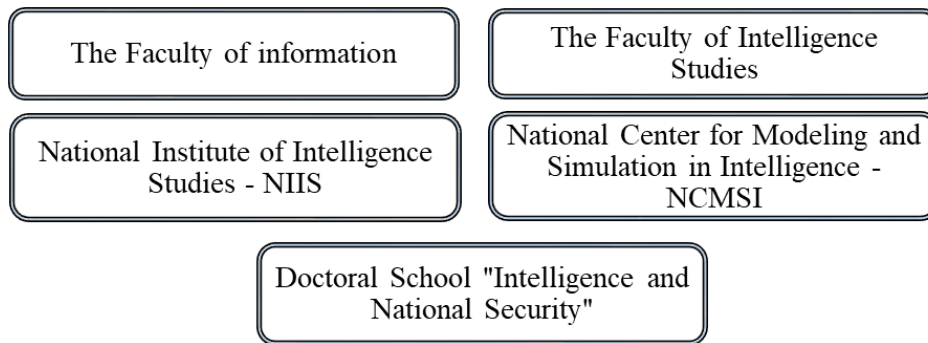

Source: ANIMV, Evolution of enrolled students 2018-23, 5 October 2023

The total budget approved at the level of ANIMV and decided by Budget Law for 2021 was Leu 92,004,000 (approximately Eur 18,500,000). The Academy has two campuses. The committee was able to visit its main campus in Bucharest. A secondary campus is located in the municipality of Grădiştea, which the committee did not visit.

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II.1.2. STRUCTURE OF THE INSTITUTION

According to the Romanian legislation, ANIMV is a higher education and research institution. Currently, the Academy includes the following education and scientific research structures:

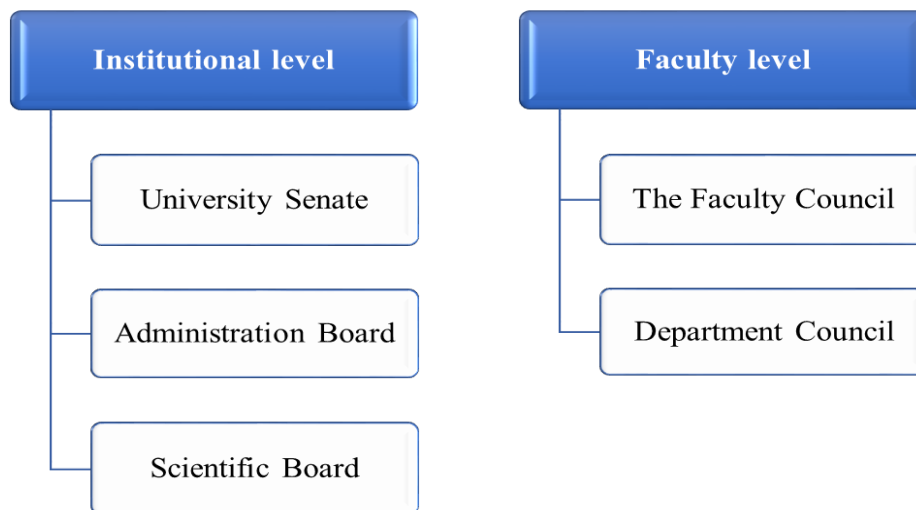|	
The Faculty of information	The Faculty of Intelligence Studies
National Institute of Intelligence Studies - NIIS	National Center for Modeling and Simulation in Intelligence - NCMSI
	Doctoral School "Intelligence and National Security"

Together with the education and research entities, the Academy also integrates a number of structures, the activity of which is intended to support the activities that fall under the scope of the institution's main mission:

- Secretariat;
- Administrative structures;
- Library;
- Training bases;
- Physical education and sports halls;
- Medical facility;
- Canteen and student dorms, etc.

II.1.3. ACADEMIC AND DECISION-MAKING STRUCTURES

The ANIMV Charter describes the Academy's management system, which is aligned to the provisions of the Romanian legislation in force and includes:

Institutional level
- University Senate
- Administration Board
- Scientific Board

Faculty level
- The Faculty Council
- Department Council

The Academy functions based on an Internal Regulation and on specific Organisation and Operation Regulations for of the structures composing it; these Regulations are public. Management positions are staffed according to the provisions of the Charter and in line with specific methodologies, which are also public, and posted on the institution's website under "Quality management". The attributions of each of the aforementioned structures are defined in the University Charter.

II.1.4. EDUCATIONAL PROVISION OF THE INSTITUTION

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Along the years, ANIMV continuously expanded and diversified its educational provision. However, many of the study programmes established by the Academy proved to be unsustainable and were closed. Subsequently, with a view to improving its educational provision, the Academy conducted a benchmarking for the study programmes it was running during 2016-2022, comparing them to similar programmes offered by education institutions in the United States of America, especially institutions training intelligence officers, and institutions in the United Kingdom, Israel, etc. Furthermore, in the same study, the Academy compared its programmes to the programmes of Romanian universities offering master programmes integrating security culture topics (University of Bucharest, "Alexandru Ioan Cuza" University of Iaşi, Babeş-Bolyai University, West University of Timişoara, etc.). As a result of this study, the University Senate decided to close seven master study programmes (Decision 01 of 28.10.2021), and informed the Ministry of Education of that decision (letter ANIMV no. 21353/17.01.2022).

Currently, ANIMV includes study programmes corresponding to all three study cycles (bachelor, master, and doctoral studies) of the Bologna system:

— **bachelor studies,** only delivered in Romanian language, full time (*Table 1*);
— professional **master studies** in Romanian language (*Table 2*);
— **doctoral studies** in "Intelligence and national security", according to the Order of the Ministry of National Education no. 667/2007 and Government Decision no. 446/2015.

Besides the educational provision presented above, ANIMV also delivers non-academic training courses according to the orders of the SRI Director and in line with Art. 10, para. (3), letter b) of Government Decision no. 129/2000 on the professional training of adults. These training courses are meant as continuous improvement training for the employees of SRI and of other institutions belonging to the National Defence, Public Order and National Security System (SAOPSN) or to ANIMV. The training is organised and takes place at the facilities of the aforementioned employers.

Table 1. Bachelor study programmes – ANIMV

Bachelor study domains	Bachelor study programmes	A / Ap[7]	Form of education	Number of credits	Maximum number of students[8]
Military sciences and public order	Security and intelligence studies	A	IF[9]	180	75
	Intelligence operations	Ap	FTE	180	75
	Psychology - Intelligence[10]	A	IF	180	75

Table 2. Master study programmes – ANIMV

Master/doctoral study domains	Master study programmes	A / Ap	Form of education	Number of credits	Maximum number of students
Intelligence and national security	Intelligence analysis	A	IF	120	250
	Intelligence and national security	A	IF	120	
	Management of national security intelligence	A	IF	120	
	Intelligence management in fighting terrorism	A	IF	120	
International relations and European studies	International relations and intelligence studies	A	IF	120	150

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[7] A: Accreditation; Ap: Provisional authorisation.
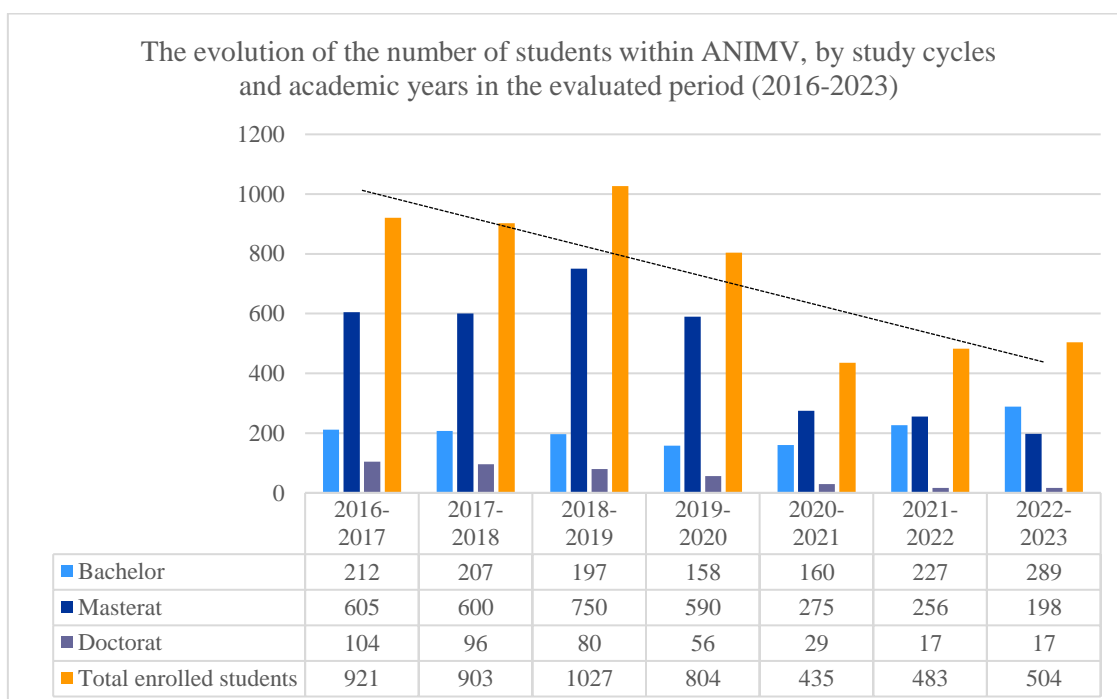[8] The maximum number of students that can be schooled (as per GD no. 637/2003).
[9] IF: full time education.
[10] As per GD no. 433/2022; currently, the study programme is in process of being closed.

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II.1.5. ENROLLED STUDENTS

The evolution in the number of students enrolled at ANIMV over the last five (5) years, per study years and according to the study programmes in which they are enrolled, is presented in the diagram below. The closing of some study programmes, especially master programmes, as mentioned above, led to a decrease of the total number of students after 2019. Furthermore, after the academic year of 2020-2021, the number of doctoral students decreased as well, as a result of the reform measures taken by the Academy at the level of its doctoral school.

According to the diagram, after the 2020-2021 academic year, the number of students enrolled in bachelor programmes increased, which led to a slight increase in the total number of students, previously declining as a result of the closing down of the master programmes.

The evolution of the number of students within ANIMV, by study cycles and academic years in the evaluated period (2016-2023)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
■ Bachelor	212	207	197	158	160	227	289
■ Masterat	605	600	750	590	275	256	198
■ Doctorat	104	96	80	56	29	17	17
■ Total enrolled students	921	903	1027	804	435	483	504

II.2. INSTITUTIONAL CAPACITY OF THE HIGHER EDUCATION INSTITUTION (ESG 1.1, ESG 1.4, ESG 1.5, ESG 1.6)

AREA 1: STRATEGY AND GOVERNANCE

This domain brings together information that highlights the Academy's capacity to organise internally, develop and manage its resources, design visionary strategies, and implement adequate plans for efficient governance to achieve its mission and provide a response in line with the expectations of the society.

Field 1: The institution's missions and its strategic positioning

Standard 1: The institution's missions are clearly defined, understood and share internally.

The ANIMV has a clear set of missions that are defined in law and other regulatory texts. Most of these texts are publicly available and shared internally as far as the evaluator can tell. Two important features of ANIMV are worth underlining. First, the Academy can be considered as a professional military education institution, which means its staff and students have a set of rights and obligations that distinguish them and their Academy from purely civilian universities. Second, the Academy is part of the Romanian Intelligence Service (SRI). As such, staff and students are submitted to an even more specific set of rules and regulations. The committee only had

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access to unclassified information and was therefore – understandably – not able to review every part and activity of the Academy.

The mission of the "Mihai Viteazul" National Intelligence Academy is defined in the ANIMV Charter, in line with the tradition and the specificity of the institution, and aims at three major objectives:

- initial and continuous training of officers in the undertaken domains;
- scientific research and production of knowledge in the same domains;
- promoting the security culture in the civil society and ensuring improvement training for civilian specialists.

Standard 2: The institution has positioned itself according to the local and international context in which it operates.

The Academy is positioned locally as a part of the professional military education system of Romania. This particular positioning could be difficult to manage in terms of academic independence, but the committee noted that the governing texts of the Academy affirm respect for academic autonomy. ANIMV has grown and developed steadily during the period under review and is now positioning itself not only as a workforce provider for the SRI but also for the broader Romanian national security ecosystem. This includes other government agencies but also select members of civil society. This opening to civil society, most notably through public communication and two Master's programmes, is important, particularly given Romania's history and its path to democratisation. ANIMV has an important role to play in reconciliating Romanians with the history of intelligence under Ceausescu's rule and highlighting the advances made since then to develop democratic intelligence oversight. Overall, it is fair to say that the Academy is the leading provider of intelligence research and education in Romania.

The Academy has also managed to position itself internationally and at the European level. This is most visible through scientific contributions and service to international academic and educational associations such as the Intelligence Studies Section of the International Studies Association (ISS-ISA) and the European chapter of the International Association for Intelligence Education (IAFIE). The Academy is also playing a visible role at the intergovernmental level through its contributions to the Intelligence College in Europe. These endeavours, along with successful acquisition of European Union funding, have significantly increased its visibility on the international stage.

Considering similar institutions in Europe, ANIMV is one of the more developed professional intelligence education institutions. The French Académie du renseignement is attached to the Services of the Prime Minister to reflect its national vocation brings together around 15 members of staff. It does not have the status of a higher education institution, cannot grant degrees and relies on outside experts from the community, academia and civil society to deliver some of its teaching and training. In France, much training is still provided at the agency level. In Germany, the Federal University of Applied Administrative Sciences Public has a Department of Intelligence Services that educates and grants degrees to students for administrative service in the intelligence services (Federal Intelligence Service or BND and Office for the Protection of the Constitution of BfV). The Bundeswehr University Munich also offers a Master in Intelligence and Security Studies. These government institutions grant degrees to professionals, with their staff being actively involved in research, and participating in European networks. ANIMV stands out by the stronger degree of centralisation it provides (serving the entire Romanian national security ecosystem) and its ability to capture European fundings and play an active role in various scientific and practitioners' fora.

The Academy is well placed to make a significant contribution internationally, not least through initiatives such as the Intelligence College in Europe. The committee recommends the Academy develops a more ambitious international benchmarking project, including a more detailed consideration of the variety of European models, and considers a broader range of professional and civilian institutions (research universities) to pursue its development.

Standard 3: The institution has developed a strategy corresponding to its missions and environment.

The Academy has developed a strategic plan (2022 – 2025) that is well aligned to both its missions – which are inherently linked to Romanian national security – and its environment (both the Romanian national security ecosystem and broader civil society). This plan, which was approved by its Senate, is ambitious and has supported a significant range of achievements. Maintaining this positive trajectory beyond the current rectorship will be important and the selection and transition of a new commandant-rector will therefore require particular attention.

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It is worth underlining the special character of ANIMV nationally and internationally. ANIMV is a hybrid institution that is part of the SRI and prepares personnel for the Romanian services (a training mission), but also engages more broadly in intelligence studies research and public education (educational mission). The committee encourages the Academy to continue internal strategic discussion about the complex relationship between research (both applied and scientific), professional training and academic education (developing knowledge and an ability to think critically), which partially reflect broader debates in the academic field between the study of intelligence/security and for intelligence/security. On the one hand, an academic education should provide tools to understand and reflect critically upon intelligence and security practices and their limits, on the other hand, more applied research and training has the potential to inform and support the development of intelligence tradecraft. Some critiques consider that as an academic field intelligence study should focus on the study of intelligence, others – often within the services – see more value is leveraging scientific tools and education to support practice. ANIMV's ambition bridges this divide and seeks to achieve both. This requires continuous reflection and debate within the Academy and with the broad academic and practitioner communities.

Field 2: Internal organisation and strategy implementation

Standard 1: Governance is organised and functions so as to serve the operation of the institution and strategy development.

The organisation's charter presents a clear governance system. It includes the Academy Senate, Board of Trustees, Council of Doctoral Studies, Faculty Council and Department Council, as well as the Council of the Doctoral School. The Academy Senate is composed of the highest structure is the Academy Senate which is composed of 11 members established by the universal, direct and secret vote of all the teaching and research staff, respectively all students. The Senate is a central decision-making body whose decisions are binding and final for all executive and administrative bodies and for the entire university community. Key management positions, starting with the position of commandant-rector (but also vice-chancellor, general administrative director, and the deans, vice-deans and department directors) also play a central role in the governance of ANIMV. Students are also well represented within this broader system. Key positions and fora are well aligned to the operation of the Academy and the development of its strategy.

Standard 2: The internal organisation of the institution is consistent with its development challenges.

The internal organisation of the Academy is generally consistent with its development challenges. The organisation has developed multiple fora to reflect together on key challenges including the relationship between education and training, the links between the two key faculties (intelligence and intelligence studies), the role of research in informing teaching and practice, etc. The current organisational chart can give the impression of a separation between theory and practice, researchers, and practitioners, which is not the case in practice. In addition, if the fields of intervention of the two faculties are fairly and clearly demarcated, the missions of the two research centres (National Institute for Intelligence Studies and the National Centre for Modelling and Simulation in Intelligence) are less clearly identifiable. Reflecting on this and other organisational aspects provides an opportunity to fine-tune the ANIMV approach and set an example for other institutions that face similar challenges to link research, education and training. The committee encourages the Academy to keep using all its fora to pursue its efforts to learn from its own and other institutions' best practices and reflect on these challenges. The committee also encourages and highlights the importance to support and develop key staff responsible in the internal governance of the Academy.

The Academy's management structure is defined in the Charter; it is in line with the provisions of the Romanian legislation in force, and includes: the University Senate, the Administration Board, the Faculty Council, and the Department Council. The Senate is the Academy's decision-making body, and it includes 11 members, out of which 8 representatives of the teaching staff and 3 student representatives, elected by universal vote. The Senate is chaired by a Chair, elected among its members by direct secret vote. The attributions of the Senate and its Chair, as well as the attributions of the other bodies mentioned here are described in the Charter.

The Academy has its own staff scheme, and the activity at the Academy follows the Internal Regulations and the specific Organisation and Operation Regulations (ROF) of each of its structures. Management positions are staffed according to the provisions of the Charter and to specific methodologies, which are published on the institution's website.

According to the laws in force, the management structures and positions operate on 4-year mandates, and the ANIMV Charter includes provisions regarding the principle of representativity of the members of the academic community on these bodies, namely 75% - representatives of the teaching staff (teaching and research), and 25% - student representatives. Members of the management structures and the personnel on the management

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positions at ANIMV are elected according to the legal provisions in force, the provisions of the Academy's Charter, and those included in the specific methodologies and published on the institution's website. Specific procedures were developed for the pandemic period, when restrictions and social distancing measures were in force, as well as for other exceptional situations assessed and decided upon by the management of ANIMV; such special procedures are public.

The Academy is led by the Rector, who, given the military nature of the institution, is also its Commander. The Rector is a third-level credit administrator, as the Academy's budget is allocated by the Romanian Intelligence Service, which has a budget allocated by the government. The Rector legally represents the Academy in the relationships with third parties and performs the executive management of the university. The ANIMV Rector/Commander position is staffed according to the regulations of the SRI and in line with the Academy's Charter, and the person holding this position is confirmed by order of the minister of education, within 30 days from being selected.

The current mandate of the ANIMV Rector runs after the competition organised according to the *Methodology for endorsing, selecting and recruiting the ANIMV rector for the period between 2021-2025*. The current Rector/Commander of ANIMV is Professor Dr. Adrian-Liviu Ivan, who was confirmed by Order no. 5324 of 28.09.2021 of the Minister of Education. The ANIMV Rector's attributions are established through the Academy's Charter (Section 2, Art. 52).

The Academy has one vice rector, who was appointed by Order of the SRI Director on 01.10.2021 (classified document), upon the proposal of the rector/commander, and in consultation with the University Senate. The Vice rector has oversees education and research structures or other entities, the competences of which fall under the field of accountability established by the rector/commander.

Field 3: The institution's identity and communication

Standard 1: The institution asserts its identity and develops a consistent communication policy.

The Academy has a strong identity and communicates effectively about its nature and activities through its website, as well as a range of outputs aimed at three primary audiences: internal (staff, students, and government partners/employers), academic (national and international level) and civil society. The committee would like to commend the ANIMV's communication efforts, particularly given the sensitivity of the subject of intelligence. The Academy might want to consider communicating more about its own history and the evolving national security context in Romania, to further underline its reform efforts and support public reflection on the place of Romanian intelligence services, as well as intelligence research and education, in a democracy. More specifically, the connection of ANIMV to an operational intelligence service deserves to be better explained, so that academic partners and civil society actors better understands how an intelligence academy can also constitute a higher education establishment enjoying sufficient levels of academic independence.

The Academy continuously adapts its internal regulatory framework (the Charter, regulations, methodologies, procedures) in line with the European and national developments concerning higher education policies and strategies, and concerning the legislation applicable in the field, and it also ensures transparency of such framework. Through the Charter, ANIMV states the principles by which the education and scientific research activities are carried out at the Academy, including the principles concerning fairness and academic conduct.

The Academy works to implement the principles adopted in the Charter with respect to ethics and fairness at the level of the academic community, as well as the principles regarding gender equality. Furthermore, through its Charter, the institution undertakes to observe the academic freedom of the staff, the rights and freedoms of the staff and students. To this purpose, ANIMV implements a medium-term (2022-2025) Action Plan, which is public, through which it seeks to: 1) ensure equal professional opportunities for all employees; 2) promote mutual respect; 3) create a pleasant working environment, where employees can express themselves and develop freely; 4) value diversity and inclusion as significant factors in strengthening the feeling of belonging to the ANIMV community; 5) developing a comprehensive set of values covering the needs of both genders, etc.

The external evaluation visit was a good opportunity to identify attitudes and measures that indicate not only an interest for, but truly undertaking action on fairness, ethics, as well as a manner of communication and relationships between the management of the institution and the members of the Academy's community (teaching staff, research staff, administrative and auxiliary staff, students, etc.), aligned with the principles undertaken in the Charter.

The Academy adopted (2021) and is implementing a "*Plagiarism prevention and fighting strategy*" at ANIMV, the purpose of which is to "contribute to developing an academic integrity culture" based on three principles:

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1) intolerance for plagiarism; 2) accountability; and 3) consistency, creativity and systematic intellectual effort, as the basis for developing valuable intellectual products.

To assure the quality of education, the institution adopted and is implementing its own strategy, which is also known to the Academy's community and available to anyone interested. The Academy performs periodic institutional self-evaluations and evaluations. The study programmes are accredited or under provisional authorisation and are periodically evaluated, and the last evaluation of the doctoral school was conducted in 2021, when it obtained the qualification "maintaining accreditation".

In the discussions the evaluator experts had with the representatives of various academic, management, and administrative structures of ANIMV and with the students and graduates during the external evaluation visit, the experts found that there is real interest for developing a quality culture. Based on its own methodology, the internal audit commission evaluates the progress on the education quality standards, drafts an annual report, which is public, and a plan of measures is adopted and implemented as a result of the evaluation.

One of the principles on which the activities at ANIMV rely, among other things, statuated in the Academy's Charter (Chapter II, Art. 6/(3)/7), is the principle of "transparency". Through its actions aimed at making internal documents (regulatory, organisation and operation documents, reporting, strategic plan, annual operational plans, annual reports of the Academic Ethics Commission - the CEU, etc.) available to the public, ANIMV proves that its seeks to ensure transparency in its activities. The discussions with various representative groups at ANIMV during the institutional evaluation visit (teaching staff, chair of the University Senate, Ethics Commission, administrative staff, students, etc.) indicated openness, commitment, transparency, which validates compliance with the principles undertaken by the Academy (academic freedom, transparency, fairness, students' freedom, etc.).

In the spirit of transparency and public accountability, the Academy's Rector annually presents a Report on the state of the institution, which is public and covers all the activities that take place at the Academy (budget and use of funds, evolution of the educational provision, academic activity, human resources, professional activity of the students, scientific research, quality assurance, etc.).

Recommendations:

- *Update and supplement the ANIMV Charter in line with the new law on higher education, which entered into force on 01.10.2023 (as further amended).*
- *In line with the by-laws of the Academy, maintain at least the current level of transparency, interest for compliance with the general principles undertaken through the Charter concerning academic autonomy, freedom of expression, fairness, ethical conduct, etc.*
- *Improve promotion of the institution in the public space, both with respect to the measures taken with a view to improving quality, and with respect to its contribution to the society, at the same time keeping within the framework defined by its military nature.*

In conclusion of Area 1, the Academy has clearly defined missions and operates within a complete and precise legal framework. It also enjoys a high profile at European level. The committee also notes the efforts that need to be made internally to forge links between research and education. Benchmarking with European practices could enrich the analysis. Finally, the communication could better reflect the evolution of the role of Intelligence in Romania over the last few decades. ANIMV's strategy and governance are appropriate.

AREA 2: RESEARCH AND TRAINING

Field 1: Research policy

Standard 1: The institution has defined a research policy.

The Academy has an overall policy that effectively seeks to link research and education. The Strategy for research, development and scientific innovation (2018-2022) orients the ANIMV's research effort. Each of the different structures pursue slightly different goals (e.g. scientific activity, research supporting education and/or professional practice). The National Institute for Intelligence Studies (INSI) and the National Centre for Modeling and Simulation in Intelligence (CNMSI) focus on innovative projects for the scientific underpinning of the SRI's missions. Second, the Faculty of Intelligence Studies and the Faculty of Intelligence concentrate on research activities that support education, through the teachers' and intelligence instructors' own activities or students' contributions (whether from BA and MA study programmes). A third kind of entity focuses on the needs of modernization and tradecraft development specific to SRI's missions: this includes the OSINT Centre of Excellence, the Laboratory for Advanced Studies of Foreign Languages, Cultures, and Civilizations, the

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Laboratory for Behavior Sciences, and the Laboratory for Technical and Digital Skills. Finally, the Doctoral School focuses on the production of original knowledge in the field of Intelligence and National Security, through the input of doctoral students and teachers.

A postdoctoral programme created in 2022 complements the educational and research offer. During the academic year 2021-2022, admission to the postdoctoral advanced research programmes was regulated by the Methodology for the organisation and conduct of admission to postdoctoral advanced research programmes and by the Procedure for the organisation and conduct of the admission examination to the postdoctoral advanced research programme (available on the ANIMV website). The first admission session to the postdoctoral programme took place for the academic year 2022-2023, this is a positive development that shows that the Academy's research ambition keeps evolving.

Standard 2: Research is managed in such a way as to enable the institution to meet its objectives. The institution has a body responsible for implementing strategy and structuring research.

The ANIMV Senate approves the research strategy, such as the Strategy for research, development, and scientific innovation (2018-2022), which guides the overall research effort within the Academy. Annual research plans – including research topics and projects as well as allocated resources, objectives etc. - implement the Academy's research strategy and track progress at various levels (research centres, faculties, doctoral school, and departments).

Research projects are either funded directly by ANIMV or via national or international funding bodies and partnerships. For instance, ANIMV can award scholarships for doctoral studies and advanced postdoctoral research, scholarships for study and research internships (mobilities) in the country or abroad, scholarships for participation in conferences or for the publication of scientific articles in the country or abroad. Doctoral scholarships and advanced postdoctoral research scholarships (the latter, starting from the academic year 2022-2023) are awarded on a competitive basis during the admission sessions organised by ANIMV.

In addition, ANIMV has several partnership contracts with higher education institutions in the country or abroad for the joint development of joint programmes of university studies or double diplomas, which all ensure strong international cooperation activities. For instance, ANIMV contributed to the project "Evolving Security SciencE through Networked Technologies, Intelligence policy And Law" ("ESSENTIAL" 2017-2021), in which doctoral students are supported to access a European Joint Doctorate (EJD) study programme, financed as part of an EU H2020 stream. The project total budget exceeded € 3.8 million, of which over €645,000 went to ANIMV.

The committee recommends the Academy pursues this effort, while also controlling the spread of this effort. Prioritization should help to focus on strategic niches in which ANIMV excels or is best placed to excel. At the same time, any prioritization effort should not prevent the organic emergence of research streams and strengths based on staff research interests. Overall, the international trend among world-leading institutions is to prioritize quality over quantity of research activities and outputs.

Scientific research is an integral part of the mission undertaken by the Academy, and is a basic component of the activity of the teaching staff and the students. Research planning has a strategic component, identified in the Scientific research strategy, which is a public medium-term programming document, as well as an operational component, identified in the Academy's Annual operational plan. The strategic objectives are planned for achievement through the Annual research plans, which are developed through a collaborative process by the research structures at ANIMV. Research activities and projects, as well as research result evaluation activities are also included in ANIMV's General operational plan. Both the Research strategy and the operational plans of ANIMV are adopted by the Academy's Senate.

The Research management, included in the annual Operational plan (e.g. for year 2022) of ANIMV, includes a number of objectives and activities related to scientific research, but there is no coherence between the strategic objectives for research, the range of topics and the research topics pursued, etc., nor is there solid correlation with output indicators and modalities to capitalise on the research results.

Research topics. According to the laws of Romania, the master/doctoral study domain that corresponds to the specific professional domain of ANIMV is "Intelligence and national security", and the bachelor study domain is "Military sciences and public order". Both domains fall under the "Military sciences, intelligence and public order" science branch and overlap the social-human scientific profile with cross-discipline approaches of the Academy, which reflects the priority research domains (security studies and intelligence studies).

The research topics tackled by the scientific groups at the Academy are aligned with the aforementioned domains and relevant for the matters of the contemporary society. The research topics addressed in the projects in the recent years were identified on the Academy's webpage under "Research/National Institute for

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Intelligence Studies/Projects". Moreover, a list of the research topics addressed in individual doctoral study programmes was provided during the evaluation visit upon the request of some of the international evaluators members of the Institutional evaluation commission.

The teaching staff at the Academy conducts research in their own areas of expertise, and the addressed research topics and their results are aligned with the requirements and the development trends in the fields mentioned above. The scientific research activity at ANIMV, carried out at the faculties and the research structures, is correlated with the knowledge needs in the mentioned scientific domains, and the needs of the study programmes developed and provided by the Academy (bachelor, master, doctoral studies). The research activity and its results are also an important factor for an academic career path.

The financial resources for scientific research are provided from research projects awarded through competitions. During the evaluated period, ANIMV conducted 24 international and national research projects funded through various mechanisms, both as a coordinator and as a beneficiary. Research funding is reflected correctly in the Academy's accounting records, and the scientific contributions pertaining to the teaching and research quotas are clearly delineated from the contributions pertaining to research projects.

Material resources for research. The Academy provides the prerequisites for advancing towards an academic culture where research progresses towards excellence, which is indicated by the number of active research laboratories, the number of financed projects, scientific events organised by the institution (national and international conferences, students' symposia), the number of scientific publications produced in the institution and accepted in international databases and/or by publishing houses of national and international reputation, the knowledge transfer and the technology transfer, etc.

Standard 3: The institution pursues an adapted research exploitation and results dissemination.

The range of research activities and engagement with broader research bodies and the latest trends in the field is exemplary. During the period under assessment, ANIMV carried out 23 international and national research projects funded through various mechanisms as a coordinator and beneficiary. For instance, ANIMV organised the fourth edition of the International Association for Intelligence Studies in 2019 (IAFIE/The European Chapter), a NATO-funded workshop (Bucharest 2015); three students' roundtables (EUSEGOV May 2022 and July 2022); Summer school for doctoral students (EUSEGOV 2021 and 2022); Thematic schools for doctoral students (BraInt).

The Academy has produced a broad range and good number of research outputs during the period under review including books, indexed articles, studies and monographs, reports, etc. ANIMV has also positioned itself as an important hub to support the dissemination and enhancement of research by organising several international scientific events – some of them in cooperation with other well-established institutions.

The engagement of doctoral candidates and Master's and undergraduate students in these events and initiatives is important. An additional dimension is the dissemination and exploitation of the Academy research to support the Romanian national security ecosystem. As far as the committee could access relevant information on this sensitive topic, the research centres seem to play a key role in supporting efforts to incubate research into that ecosystem. The institution's hybrid nature positions it ideally, albeit with its own set of challenges, to bridge the gap between intelligence research and practical application.

Overall, the research exploitation and results dissemination are excellent. Here again, the committee recommends that the Academy carefully balances its efforts to ensure it remains focused on key priorities, thus avoiding overextension of research dissemination and exploitation capabilities.

Research results are focused on the most relevant indicators according to the specific CNATDCU[11] indicators for the existing research domains. There is a sustainable and constantly increasing level of capitalisation of research results through publications for teaching purposes, scientific publications, knowledge transfer, courses, and speciality consulting.

To a great extent, the research performed at the education institution is relevant at national level. The priority research-development-innovation topics of ANIMV fall under the fundamental domains and the speciality domains in which the institution operates. For the period between 2015-2022, the numbers are as follows:

- 65 books and book chapters published at national and international publishers;
- 26 papers published in ISI/Clarivate Analitycs indexed journals or in volumes of scientific events, indexed ISI proceedings;

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[11] National Council for Attestation of University Degrees, Diplomas and Certificates

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- 200 papers published in BDI journals.

On the occasion of the institutional evaluation visit, the evaluation team noted the interest of the Academy's management for periodically organising scientific and professional events attended by international and national participants (teaching staff, students, specialists working in institutions, etc.). Some examples are quoted below:

- Annual international conference "Intelligence in the Knowledge Society" – IKS;
- Training programme, "Security in the Black Sea Region", in partnership with the Harvard University and the National Intelligence University (USA);
- International conference, "Redefining Community in Intercultural Context - Nation Branding, Identity & Security" (2018);
- International conference of the International Association for Intelligence Studies (IAFIE – European Chapter) – 2019 (4th edition). IAFIE is an international association established in 2004, bringing together over 300 representatives of the international academic and intelligence community;
- Student scientific communication session, ANISTUD, and scientific conference of doctoral students, "Intelligence and Security Culture" – ICS, the role of which is to encourage students to engage in scientific research;
- Other scientific and professional events for students: workshop funded by NATO (2015); round tables for students (EUSEGOV May 2022 and July 2022); Summer school for doctoral students (EUSEGOV 2021 and 2022); Specific topic-related schools for doctoral students (BraInt), etc.

In 2009, the Academy initiated publication of a scientific journal, *Romanian Intelligence Studies Review*, which became recognised and is indexed in international databases (EBSCO, CEEOL, DRJI, DOAJ), and is currently being evaluated for indexation in the Clarivate Web of Science database.

Recommendations:

- *In line with the military nature of the studies and the particular nature of the higher education institution, a review of the Medium-term Research Strategy and of the Operational Plan for 2023 and 2024 is required, focusing on:*
  - *the consistency and coherence of the strategic objectives;*
  - *the accurate correlation of research topics with the scientific topics envisaged, in line with the envisaged domains and the needs of the contemporary society;*
  - *integration of output indicators (number of papers published, specific instruments, methods and means (classified and/or unclassified) that can be used in the activity domains, scientific communications, doctoral theses presented, studies, reports, conferences and/or seminars organised, etc. according to the scientific topics addressed;*
  - *increase the amount and improve the quality of research resources (financial, human, material).*
- *Develop an annual operational plan for scientific research, distinct from the General Operational Plan of ANIMV, which would include the strategic objectives, the range of research topics and the specific topics addressed, the funds allocated annually, the time limits for completion, the output indicators or deliverables and persons in charge for the different topics, how the research results are capitalised on, etc.*
- *Continuously improve the material resources for research and use such resources efficiently, support the increase of intellectual capital, the diversification of information and documentation resources, and increase the number of national and international partnerships.*
- *Strengthen action contributing to the development and awareness of a culture of research quality at all the levels of the education and scientific research process.*
- *Increase the share of criteria concerning proven scientific performances in the teacher evaluation process.*
- *Consistency in clearly indicating the research funding from research projects awarded through competitions, and indicating the research results.*
- *Identify new types of financial resources for research, and improve efficiency in using such resources in correlation with the scientific production and productivity.*
- *Create scientific structures and develop specific mechanisms to evaluate the quality of research (e.g. scientific commissions in departments for analysing the research results, reviewer commissions, scientific reports, annual evaluation and / or self-evaluation reports concerning research activities, etc.).*
- *Continue to increase the number of active research laboratories, the number of research projects entered in competitions and the number of projects accepted for funding, the number of scientific events organised by ANIMV and the number of scientific publications accepted in international databases and/or publishing houses of national and international reputation, increase knowledge transfer and technology transfers.*

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- *Strengthen the involvement of doctoral students in the research activity and in the scientific research projects implemented by the Academy.*
- *Integrate the research topics of individual doctoral study programmes in the scheduled range of scientific topics of the Academy, financed through projects.*
- *Ensure better structuring of the framework of indicators by which research results are quantified, and better alignment of these indicators with CNATDCU requirements.*

Field 2: Teaching policy

Standard 1: The institution has defined a teaching policy that includes the skill component.

The Academy has a teaching policy that takes into account the skill of the staff it hires, in line with Romanian regulations and requirements. Most of the teaching is offered by tenured staff ranging from full professor to associate and scientific researcher, assistant professor, teaching and research assistant as well as intelligence instructors (a percentage of whom also holds a PhD). Several untenured experts also contribute to the teaching effort. An annual teaching plan identifies teaching delivery and is developed in collaboration with the SRI. At the course level, each course uses a syllabus that identifies specific learning outcomes that align with broader degree programme and institutional goals.

The committee noted the efforts made to teach current students ethical requirements and legal regulations, particularly in the Romanian and European contexts. The committee would like to encourage the institute to link these elements more closely to broader questions about governance and the rule of law in contemporary liberal democracies.

Standard 2: The institution's teaching policy includes teaching methods that are adapted to its various audiences.

Based on the information the committee was able to access, the Academy's teaching policy includes a broad range of relevant teaching methods. The relatively small group size and support provided by the teaching staff offer good conditions to implement modern teaching methods focused on active learning. This also includes opportunities to conduct internships provided by the beneficiaries (the Romanian national security ecosystem), which is ideal for ensuring that students learn to transfer their academic skills in more practical contexts. However, the committee had limited visibility on some of the more applied teaching programme due to the sensitive nature of the matter.

Standard 3: Teaching activities are managed and organised in such a way as to enable the institution to meet its objectives.

The Academy ensures that core teaching staff carries the primary responsibility for teaching ANIMV students. Teaching staff must meet specific qualification requirements. Some of these requirements (e.g. holding a bachelor's degree in the field of subject taught) appear relatively low compared to international standards, but the committee recognizes this can be explained by the applied nature of some of the teaching or training delivered by the Academy. The staff's teaching load is limited to avoid overburdening them. Overall, new staff and courses are approved following a clear procedure that requires approval from key decision-making bodies.

The committee also remarked the effort produced by ANIMV to control the number of students enrolled and, consequently, ensure a good student-teacher ratio. ANIMV total number of Master's students changed from 605 in 2016-17 to 198 in 2022-23, and 104 to 17 doctoral students during the same period (see figure 1 above). This effort should be maintained, as reasonable student-teacher ratio is essential to preserve the quality of teaching.

In addition, visiting professors support the teaching effort and ensure ongoing contact with the Romanian and international academic world. Whilst more than 70% of the positions are held by teaching staff having the primary teaching load in the Academy, the percentage of associate professors and invited professors varies between 25 and 50%. For instance, to ensure the functioning of the "Security and Intelligence Studies" bachelor's degree programme 11,88 teaching positions are required, out of which 3,32 positions are allocated to visiting professors from Romania or abroad. The Academy Senate approves the list of visiting professors invited annually.

ANIMV is clearly interested to ensure a high quality professional path for all its students, and within this context, it mainly works to provide the required teaching staff, properly qualified for the subject matters included in the curricula for all the study cycles. Similar to other higher education institutions in Romania, teaching positions at ANIMV are staffed according to the teaching functions. Candidates must comply with the minimum mandatory

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national standards to enrol in the contest for taking a position (either teaching or research position). These standards, approved by order of the minister of education, must be in force when the competitions are conducted, according to the legal provisions in force.

According to the List of teaching staff, drafted according to the list of positions at the ANIMV departments, the following number of staff is reported to work at the Academy in the 2022-2023 academic year:

Total teaching staff: 46	
out of which:	out of which:
23 tenured staff at the Intelligence Faculty;	6 professors + 8 associate professors (30.43 %);
12 tenured staff at the Intelligence Studies Faculty;	8 lecturers; one (1) Dr. assistant professor;
2 tenured staff at the Doctoral school	23 instructors at the two faculties;
9 teaching staff tenured for higher education, acting as associate teaching staff at ANIMV	
Other associated staff at the Doctoral school: 1 professor and 1 CS-I	

The positions at the Academy are staffed according to the provisions of the Academy's own methodology, which is public, and was developed according to the national legislation in force and the provisions of the ANIMV Charter. ANIMV also has its own methodology regulating the organisation and carrying out of the habilitation process. The competitions for a permanent contract on the available positions are public. For every bachelor study programme delivered at ANIMV, more than 70% of all the positions in the list of positions are covered by teaching staff tenured in higher education according to the legal provisions, working the basic quota or having a teaching position reserved. Teaching staff on associate professor and professor positions account for **30.43** %.

The Academy is autonomous with respect to the teaching staff, and it has its own lists of positions. The package of documents attached to the internal evaluation included a list of teaching staff, as per the lists of positions in every department at ANIMV, for the 2021-2022 academic year ("unclassified document"). Among others, the list includes information revealing the adequacy of the qualifications of the teaching staff for the positions on which they are employed and the subject matters they are teaching. Thus, the teaching staff meet one or more of the following criteria: 1) they are graduates of bachelor education in the field of the subject matters they are teaching; 2) they are PhD coordinators in the field of the subject matters they are teaching; 3) the topic of their doctoral thesis is in the field of the subject matter they are teaching; 4) they bring proof of a significant number of relevant scientific publications, published within the past five years, covering topics specific to the subject matters they are teaching. According to the information included in the enclosed list, the average age of all staff is 48 years.

According to the information provided by the institution in Annex 5 to the Visit Sheet (FV), the teaching staff employed with the basic quota (NB) at ANIMV covers 1 to 2.7 quotas (basic quota – NB + payment by hour – PO). There are no tenured professors at the institution continuing their activity or working as associates after their retirement (whether they retired according to their age or based on other reasons).

Associates who teach at ANIMV comply with the legal requirements for hiring national or international specialists of recognised scientific and professional value. These associates are proposed by the Faculty Councils, and the ANIMV Senate approves invitations for experts and equivalence of such experts on positions corresponding to teaching functions that require niche expertise. The associate teaching staff employed at ANIMV prove that they inform the employers of the teaching activities they are performing at the Academy, and are approved by the Senate. Furthermore, the tenured teaching staff of the Academy complies with the procedure for informing the management of the institution about teaching in other universities, and receive the approval of the Senate as associated teaching staff.

According to the information provided during the visit, some teaching staff developed training content and other material needed for the education process, covering the topics of the subject matters they teach. Some of these study materials are not classified, so they could be presented in a list enclosed to the REI, while other materials were classified as "top secret". All these works are held in libraries, either in printed or in electronic form.

According to the information provided in the REI and to the statements of some of the teaching staff participating in the discussions held during the visit, the "teaching assistant" staff are certified as having received psychological and pedagogical training, either during their academic studies or at a later time. Evidence of such training is filed in their files at the Human Resources Department of ANIMV.

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Recommendations:

- *Periodically evaluate the needs for qualified human resources for the teaching and research activities according to the strategic objectives related to the educational provision in the field.*
- *Improve the policies for staffing the teaching and research positions, and take measures to decrease the upward trend of the average age of the teaching staff.*
- *Increase the importance of the scientific training of the teaching staff and of individual scientific contributions in the field of the subject matters that they teach.*

Standard 4: The institution complies with pre-defined and published regulations covering student admission, progression, and recognition and certification of learning outcomes.

The Academy complies with a range of pre-defined rules and regulations covering students' admissions at the undergraduate, master, doctoral and postdoctoral levels. Admissions criteria are clear and aligned to these requirements, which reflect the hybrid nature of the Academy as an educational and training institution. Students must meet clearly defined criteria to pass courses and be awarded ECTS credits, eventually leading to graduation. Each course uses a syllabus that clearly identifies learning outcomes and assessment methods.

The Academy has a set of regulations and procedures based on its needs and those of the SRI, that determine internal evaluation and quality management processes for teaching. A range of committees, as well as a Quality Assurance Office, and the ANIMV Senate are involved in these processes. The study programmes are registered with the National Qualifications Authority and subject to national evaluation and accreditation.

ANIMV applies a transparent admission policy, and ensures proper organisation and smooth implementation of the process of recruiting future students. At least six months before the admission contest is organised, the institution provides the necessary information, so that potential candidates can be aware of the criteria and methods for student recruitment and admission.

At ANIMV, admission in all study programmes is based on their particularities, according to the provisions described in the specific methodologies and regulations of each study cycle, which are public. Candidates get enrolled for the contest based on their baccalaureate diploma or based on other equivalent study papers recognised by the Ministry of Education. During the evaluation visit, in the discussions with the teaching staff, it was noted that action is taken to identify and recruit candidates before the admission contest. In order to be eligible, potential candidates are tested based on several criteria and evaluation tests (e.g. communication, psychology, medical tests, creativity, etc.).

Candidates are admitted into bachelor studies through a contest, which is different for different study programmes in terms of the required skills. The admission contest includes two tests, with two sub-tests for each of them - one general knowledge test (Romanian language, psychology, history, logics, economy), and another test to assess the skills required for intelligence officers. Appeals are only accepted with respect to the first test, and only regarding the correctness of an item.

The admission grade is calculated by adding: (10% x high school graduation average grade) + (10% x average grade obtained in the baccalaureate exam) + (20% x grade scored for test 1) + (60% x grade scored for test 2).

The admission contest is rigorous and, in general, the success rate is approximately 1/33.

Candidates are admitted into the master study programme for SRI officers based on a competition, which includes a written test evaluating the skills required for intelligence officers. The test does not require any specialised training. Admission into master study programmes aimed at promoting security culture in the civil society takes place in two sessions (July and September), through an admission competition that includes presenting an essay written on a previously announced topic.

Recommendation:

- *Continuously adapt admission criteria and modalities for checking that such criteria are met to the candidates' profile and the Academy's objectives, in order to improve the quality of the admitted students even more.*

Standard 5: The institution monitors and disseminates its results, and implements internal evaluation and quality management tools.

The Academy has a set of regulations and procedures based on its needs and those of the SRI, that determine internal evaluation and quality management processes for teaching. A range of committees, as well as a

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Quality Assurance Office, and the ANIMV Senate are involved in these processes. The study programmes are registered with the National Qualifications Authority and subject to national evaluation and accreditation.

The Charter (22265/20.01.2022) is the main document substantiating the internal organisation of ANIMV, just like in the case of all other higher education institutions in Romania. The Charter is made according to the national laws in force, and it was endorsed by the Ministry of Education (No. 699GP, 366635/03.01.2022).

The Charter includes provisions regarding the organisation, the structure and the operation of the Academy (academic structures, administrative structures, institution's management bodies, including how positions are staffed, the length of the mandates and the specific attributions, etc.). The Charter also includes provisions concerning:
- the material resources, the assets, and the financing of the institution;
- academic autonomy and public accountability;
- academic community;
- teaching and research positions and how they are staffed;
- academic conduct;
- organisation of the education (study cycles, types of study programmes, duration);
- scientific research activity;
- association with other higher education institutions, and international cooperation;
- quality of higher education and research.

Recommendations:

- *When drafting and revising the Charter, the most coherent content structure should be identified, by looking at similar documents of other universities in the country and maybe even abroad, however preserving the ANIMV's particularity as a higher education institution subordinated to its beneficiary.*
- *To avoid changing the Charter with every updates in the education legislation, the Charter should not include any reference to various regulatory documents (laws, government ordinances, etc. with their number and the date of their enactment or further changes), which could be included in regulations and methodologies (if applicable), as these latter documents are easier to modify and approve.*
- *The Charter should include a coerent sequence of distinct chapters, starting from the historic evolution of the institution and its legal status, and continuing with what it intends to become (vision, aspirations) and achieve through its mission, the principles on which its activity relies, its management structure, the human resources with which it works to carry out its mission, etc.*
- *Once approved by the University Senate, the Charter should be signed by the Senate Chair, and the document uploaded on the website should be signed as well.*

The regulations associated to the ANIMV Charter are available on the institution's website, under "quality management". They have been designed according to the provisions of the University Charter and the provisions of the laws in force concerning higher education and continuous training for adults. The regulations include specific provisions concerning the types of activities they are regulating, and have been approved by the University Senate.

ANIMV has different regulations concerning the students' professional activity, namely for bachelor studies, master studies, and doctoral studies; such regulations have been approved by the University Senate. Regulations are developed according to the laws in force concerning higher education, and include provisions regarding the organisation and running of higher education studies (students' admission and enrolment, attendance in educational activities, student transfers, suspension and/or extension of the study programme, drafting and presentation of study completion papers, etc.), the students' rights and obligations, practice internships, evaluation during the study programmes, graduation of an academic year, completion of higher education studies, etc.

The regulations concerning the professional activity of the students studying in the bachelor and master study programmes do not include provisions regarding the promotion of the educational provision prior to organising the admission contest, provisions about how the admission contest is carried out, or provisions regarding the students' mobility; however, such provisions are included in specific methodologies.

Depending on the types of activities, the institution also uses methodologies approved by the University Senate, as well as specific procedures. Given the specific nature of this institution, it is also regulated by certain regulatory documents that are specific to the military student status.

Although approved by the University Senate to a great extent, both the regulations included in the package of documents accompanying the Internal Evaluation Report and those uploaded on the institution's website are not signed by the Senate Chair.

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Recommendations:

- *The regulations and methodologies should be signed by the Chair of the University Senate after approval.*
- *Since the methodologies concerning the admission could be subject to much more frequent changes compared to the regulations, in order to ensure that sustainable, coherent information is provided to interested parties, it is recommended to include provisions regarding the promotion of the educational provision in the Regulations concerning the professional activity of students of bachelor and master study programmes, at least 6 months before organising the admission contest.*

Field 3: The link between research and teaching

Standard 1: Research and teaching policies are coordinated and adapted to align with the institution's strategy.

The Academy's research efforts are well aligned to the overall strategy and teaching needs in intelligence/security studies and practice. This is ensured through the engagement of staff (including instructors) and students in a variety of research projects, as well as specific dissemination efforts (e.g., development of new educational or training programme curricula) that seek to leverage research results to support education.

In conclusion of Area 2, the research strategy is both innovative and ambitious, effectively connecting research with education. The institute excels in exploiting research outcomes and disseminating results through various channels, thereby contributing significantly to the Romanian national security ecosystem and the global scientific community. The Academy's hybrid nature presents an advantageous yet challenging opportunity to connect intelligence research with practical applications. However, there is a risk of overextending their capacities for disseminating and exploiting research, potentially leading to a loss of focus on primary objectives.

AREA 3: STUDENT ACADEMIC PATHWAY

Field 1: Academic pathways, from career guidance to employment

Standard 1: Academic pathways from career guidance to employment are organised and adapted to students' needs in order to help them succeed.

The ANIMV is a professional military education Academy; therefore, the organisation of academic/career pathways and objectives are well identified, clear and directly aligned to Romania's security needs. The range of issues presented to the committee clearly demonstrated the objective and effort to train and prepare students to these needs, as well as the human resources needs from the broader national security ecosystem.

The Academy has the necessary capabilities and structure to train and support students throughout their course and enable them to develop their career and meet the need of the SRI and partner organisations. The academy is, by definition, resolutely oriented towards the training of students with a particular aim in intelligence professions, more particularly for Romanian state institutions. Also, the Academy trains students right out of high school on the one hand, and at master's level on the other. Thus, the Academy has and develops its own and original characteristics of providing a broad range of training for human resources whose needs are guided by the SRI.

Standard 2: The institution's governance methods include the active participation of students at different levels.

The teaching system integrates both the education of students through theoretical lessons necessary for the know-how of future officers and analysts, but also the involvement of students in various more applied training formats. The latter articulate individual work and situation, as well as group work and implications. The training and organisation of the Academy are focused on students, who are placed at the centre of the Academy. ANIMV is a military institution and therefore follows a hierarchical structure, from top to bottom. Students are represented in key fora by the management's designation of one delegate per promotion.

The committee strongly encourages the Academy to continue the education of students through the combination of traditional academic courses and the application of knowledge through various human and technical means. In addition, the committee encourages the Academy to pursue a balance between courses and the various activities on campus, ensuring both high level of quality training and a balanced student learning experience. Finally, the committee takes good note of the effort to revamp the doctoral programme and encourages the continuation of the means made available to consolidate doctoral but also master's research within the Institute.

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Taking, suspending and recommencing the studies. The Academy provides a rigorously organised framework for the professional activity of the students, and gives them the possibility to take the studies, to suspend them based on grounded reasons, and to recommence their studies according to the provisions of the Academy's own regulations and methodologies. The requirements to be met for the transfer, mobility, taking, and completing the studies are specified in the educational contracts, and the results of these processes are registered and monitored through internal IT platforms. At ANIMV, in the case of bachelor programme students, transfers, re-registration, and recommencement after suspension follow the rules of transferable credits, at the beginning of the academic year.

In the case of bachelor and master study programmes for training of officers, transfers of students from other universities are not possible, as the admission process at ANIMV, preceded by the specific tests implemented by the beneficiary institutions, is a complex one, with eliminatory rounds that can only be taken prior to starting education. ANIMV is the only institution in Romania offering study programmes intended for the training of intelligence officers. Its study programmes are unique, and any transfers are impossible.

In the case of the master programmes aimed at promoting a security culture in the civil society and in the case of doctoral programmes, ANIMV ensures academic mobility. The education institution recognises the transferable credits acquired by the students during their studies in other accredited/authorised education institutions in the country or abroad, according to the regulations in force and to its own internal procedures.

Design of study programmes. Study programmes are designed to respond to the needs of beneficiaries and of the society for the qualifications pertaining to the study domains provided by ANIMV. Each study programme is described in a package of documents that includes the curriculum and the syllabi. The curriculum includes a coherent sequence of the subject matters that will contribute to developing a specific qualification. Each subject matter is described in the "syllabus", which includes the contribution of the teacher and that of the student in achieving the learning objectives and the learning outcomes. The syllabi:

1) integrate the means and methods used for teaching, learning and evaluation;
2) define the objectives of the training by establishing a connection with the competences that the subject matter is intended to train, as an integral part of the study programme;
3) seek to ensure the logical development of the competences envisaged within the scheduled subject matter, by establishing a connection between these competences and the competences created through the entire study programme;
4) provide an integrated approach to the scientific content, the required reading list, and the teaching, learning and evaluation methods, by establishing a connection with the training objectives and the envisaged competences;
5) indicate the evaluation methods and criteria, in line with the set of competences that the subject matter is creating;
6) provides a scheduling of the learning outcomes.

Students have access to the entire package of information concerning the design and performance of the education activities; the subject matter teachers inform them during the very first class about the objectives of their subject matter, the teaching content, the evaluation methods, forms and criteria, the learning outcomes, and the pertaining workload. At ANIMV, a digital archive was designed and created at the level of the institution, including the curricula and the syllabi for all the study programmes delivered by the Academy.

For all the study programmes provided delivered at the Academy (bachelor/master), the curriculum is structured so that the students can take the programmes and graduate in the period established by the law, depending on the particularities of that study programme and on the education cycle.

Recommendation:

- *Have more flexible regulations to make taking, suspending and recommencing studies much more accessible for the students, without affecting the quality of the education process.*

Completing education and student satisfaction. Study completion exams are provided according to the methodologies of each study cycle. All the papers written for the completion of bachelor and master study programmes undergo an anti-plagiarism verification process.

The share of students who successfully graduated bachelor studies during the evaluated period was between 92% - 100%. Concerning the master study programmes for training officers, the graduation rate ranged between 93% - 100%, and for the master study programmes aimed at promoting a security culture in the civil society, the share of graduating students was between 25% - 100%. In this latter case, some of the students who did not graduate were re-enrolled in subsequent programmes and given the opportunity to sit the graduation exams.

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According to the institution's own procedure published on the website, ANIMV constantly analyses the students' satisfaction with the quality of education and of the study programmes and with the quality of the services provided by the Academy. By analysing the answers provided in the students' feedback questionnaire (bachelor programmes, master programme for training officers, master programme for promoting a security culture in the civil society), at the end of the 2021-2022 academic year, the average level of satisfaction was 87.7% (bachelor - 89.4%, master programme for officer training - 79.4%, master programme for promoting a security culture in the civil society - 91.7%). The average rate of participation in the feedback process was 55.8%.

Capacity for employment or continued education. The Academy monitors the career path of its graduates through its own system organised for this purpose, with a detailed report provided annually for all study programmes. The employment rate for the graduates of bachelor study programmes and master study programmes for training intelligence officers is 100%, with graduates being employed by the beneficiary institutions. The employment rate for the graduates of master studies for promoting a security culture in the civil society is over 70%.

The analysis performed on a sample of graduates of the last two series of bachelor study programme graduates (2020 and 2021) showed that 44.7% of the graduates continued to master programmes.

Student-centred teaching and learning methods. Teaching activities combine teaching, learning and evaluation, and the examination of students is designed so that it provides the professors with information about the extent to which the objectives of the subject matters they teach have been achieved. At the same time, this is an indicator of the effectiveness of the teaching and learning methods, as the student examination and evaluation methods are key elements in quantifying the learning outcomes. The teaching staff focuses on the critical thinking of the students, their engagement in projects, problem solving and individual scientific investigation, etc. During the institutional evaluation visit (including during the evaluation of the two study programmes), the discussions with the teaching staff and the students revealed that interactive teaching is frequently used, considering the nature of the subject matters in question. Learning outcomes are discussed with each student individually, which is current practice for all study programmes.

The teaching staff uses the resources of new technologies (e-mail, personal webpage for the topics, reading list, electronic resources, dialogue with students), as well as auxiliary materials, ranging from classic blackboards to flipcharts and video projectors, IT system, etc. In both faculties, the teaching staff offers consultations regarding learning for the subject matters they are teaching; these are usually individual consultations, scheduled for at least 2 hours per week. Besides aspects regarding learning within the individual subject matters, students also receive career advice, or they may be evaluated for specific abilities required for them to successfully perform in a career according to their chosen study domain (e.g. Emotional strength, mental flexibility, efficient communication, teamwork, decision-making capacity, conflict management capacity, tolerance for diversity, etc.).

Practice and training internships are a significant component of the study programmes at ANIMV, and are fully provided by the beneficiaries. Nationally, ANIMV collaborates with military and civilian higher education institutions from the public and private system, based on partnership protocols. This creates the framework for exchanges of teaching staff and students, practice internships, joint publication of scientific papers, identification and development of shared scientific research topics, other specific education and research activities. Doctoral students are involved in research projects.

Career orientation. The evaluated higher education institution has a Career Counselling and Guidance Centre (CCOC), with specialised staff that works within a context of cumulated position tasks, with their main quota in teaching positions at ANIMV. The Centre is led by a director who is an associate professor at ANIMV, specialising in sociology. The activity of the CCOC follows the organisation and operation methodology of the Centre. CCOC submits an annual activity report. The 2022-2023 report of the CCOC is currently uploaded on the ANIMV website together with the CCOC Methodology.

ANIMV students also receive other types of guidance (scientific, career guidance, etc.) that can be customized upon their request, and the methods used are adapted to their needs. Guidance can be delivered within the framework of an association between a professor and a group of students, or an association between groups of students (scientific groups per subject matters, specialities, domains, cross-discipline groups). Last, but not least, the tutors in charge with each of the study years provide guidance for the students, especially during the first year of studies, when they need support to adapt to the new context of living and studying.

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Recommendations:

- *Continually improve the content of the study programmes and improve the efficacy of the measures designed to contribute to attracting a larger number of graduates in the master and doctoral programmes.*
- *Advance towards modernising the education process to increase the share and improve the quality of computer-assisted learning activities, focusing on blended learning and maintaining a dynamic balance between traditional methods and methods specific to the new information and communication technologies at all stages of the education process.*
- *More thoroughly involve students in research projects at the level of all three study cycles.*
- *At the level of all the departments in the Academy, discuss best practices related to interactive teaching - learning, and create the context for generalising such practices.*
- *Increase the efforts towards customised guidance adapted to the specific requests of different groups of students.*
- *Create a student support and counselling programme to facilitate integration in higher education, offer guidance in choosing the best educational, cultural and social options specific to student life, in order to ensure a successful academic path.*
- *The syllabi, including those enclosed to the internal evaluation reports on quality assurance to enable periodic external evaluation, should be signed by the persons in charge of the subject matter and by all other parties (department director, dean).*
- *Intensify information processes carried out by faculty departments, study year tutors, persons in charge with the study programmes, and increase the number of meetings with graduates of each study cycle to identify suggestions for improving the study programmes.*
- *Operationalise databases with series of graduates, and get a very useful feedback from them concerning those aspects that ensured their success in getting a job in line with the profile of their studies.*

Field 2: Learning resources

Standard 1: The institution implements a document resources policy that supports its research and teaching activities.

The Academy implements several documentary resource systems to support teaching, training, and research. A documentation centre is available to all students and relevant digital resources (both hardware and software) enable effective in lecture and tutorial formats. The committee encourages the Academy in the development of the documentary centre and the acquisition of specialised documentary resources (books, journals, etc.) in the various languages of Romania's partner countries.

The committee also encourages the effort to expand the range of (guest) speakers and would like to point out the effort to diversify the professors both in terms of specialties and generations. The Academy and its students would benefit from various courses or conferences with specialists in the relevant fields with Romania's partner countries. This would contribute to the Academy's ongoing dynamic of influence and internationalization of the analytical capabilities it develops.

Field 3: Learning environment

Standard 1: The institution helps create a learning environment that is favourable to students.

The Academy benefits from several campuses in order to support its educational and training efforts, the diversity of teaching and the students trained. The committee was able to visit the main campus and several of its infrastructures, whose quality and function are entirely adapted and suitable for the training of students in the best conditions necessary for their success.
The structure is military and brings together several spaces including good quality housing, very well-equipped classrooms, as well as conference rooms for different teaching and conference formats, documentation centres, a new canteen, various sports facilities, and a campus (this is important) with green spaces. The committee took note of the investment in new infrastructure adapted to the context of student training. These efforts will be beneficial over time and should be maintained.

The training is supported by a large and modern IT fleet. The material and documentary support (library) present the conditions required for quality, high-level training, serving the needs of the Academy and its ambitions. Overall, the material and human resources (campus, campus life, infrastructure for studies and sports activities) present a satisfactory standard, following the criteria of European universities.

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In conclusion of Area 3, the learning experience provided by the Academy maintains a balance between general and specialised lessons on the one hand, and educational activities adapted to the needs of the service and specific to intelligence professions on the other hand. The campus is suitably equipped and laid out to train the Academy's students in the best conditions. This is evidenced by the modernisation efforts of recent years. The teaching staff is of excellent quality, and in line with the specialised training needs of the establishment. Nevertheless, the Academy will benefit from continuing efforts in training, investment and diversification of teachers and courses, particularly by leveraging European and transatlantic partnerships.

AREA 4: EXTERNAL RELATIONS

Field 1: Partnership policy

Standard 1: Partnerships are part of the institution's strategy.

The Academy conducts an important policy of partnerships, which effectively supports the positive trajectory of the Academy. Partnerships are structured at two levels. First, on a national scale, through exchanges with other Romanian universities and institutions, through the mobilisation of professors and trainers. Then with sovereign institutions in Romania to train personnel. At a second level, international partnerships contribute both to the influence of the Academy and its rise in the perspective of the plans announced for 2025, following the strategy desired by the Academy.

The committee strongly encourages the continuation of these efforts and this partnerships' policy, which will continue to benefit the quality of training, teaching, different visions and more broadly that of the Academy as a whole. Pooling and cooperation with foreign institutions (civilian and military) will contribute to the richness and quality of training for the benefit of different populations of students and to the quality of research carried out within the Academy as well as to its influence at European level and beyond in specialised areas of intelligence and security studies.

According to its mission, the Academy designs its institutional management based on a medium-term (2022-2025) Strategic Plan. The Plan is correlated with the main beneficiary's - namely the SRI and others - vision regarding the qualifications developed by the Academy, and includes lines of action and strategic objectives concerning:

- *education*: improving the provision of study programmes; developing the content of the study programmes in alignment with the scientific developments in the field, according to the envisaged competences, in order to respond to the needs of the SAOPSN beneficiaries; using new technologies to increase the accessibility of continuous professional training programmes; ensuring the conditions for the practical training; developing the doctoral and post-doctoral studies; developing university partnerships in national and international networks, and strengthening the Academy's role as a trainer and knowledge provider in its field, according to its mission;

- *scientific research*: increasing the Academy's contribution to knowledge in its field, by getting involved in research projects with national and international consortia; correlating the range of research topics with the development needs of the study programmes, and ensuring the transfer of knowledge within these programmes; improving the scientific visibility of the institution by developing its own means; increasing scientific production and productivity and stimulating the scientific activity of young people; identifying new funding sources to increase investments in material resources for research, etc.;

- *quality – excellence – ethical conduct*: strengthening the institution's management system and developing the quality culture at the level of all activities; developing feedback mechanisms in order to improve the quality of the study programmes and the activity of the teaching staff; ensuring an ethical framework and implementing best practices in all sectors and activities, etc.;

- *human resources*: increasing the number and improving the quality of the staff employed in teaching and scientific research; ensuring support for career development; improving professional satisfaction at work; implementing inclusive, non-discriminating personnel policies;

- *administration and services*: improving the quality of logistic support for students, trainees, and the staff of the institution; improving the quality of all services offered; digitalising the services and developing the digital skills of the Academy's personel; developing and improving the assets of ANIMV, etc.

Given its nature and uniqueness in the landscape of higher education institutions in Romania, when developing its own strategy, the institution considered the current challenges to the development of education in the

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European area, the impact of digitalisation on education, its bipolar status (as a higher education institution and a military unit of the SRI), etc.

The Academy makes an annual Operational Plan (Pop) in which it schedules every step of achieving the strategic objectives. The 2022 Operational Plan was identified in the document package attached to the internal evaluation report; the Plan is also posted on the Academy's website. However, it was noticed that there is no coherence between this programming document and the Strategic Plan. Furthermore, the Pop does not include the costs estimated for achieving the objectives and carrying out the planned activities, nor does it include the output indicators. The institution's website also includes the 2023 Operational Plan, which, just like the 2022 Plan, does not include the amounts allocated for the specific objectives and the planned activities or the output indicators for each activity.

Recommendation:

- *When drafting the strategic and operational programming documents, the institution should have in mind: 1) the flexibility, relevance, and coherence of the strategic documents; 2) the specific details of the operational documents; 3) proper correlation between the two programming documents; 4) coherent, efficient planning of the operational measures, per stages; 5) correlation of specific objectives and annual activities with deadlines, funds, and expected results.*

Field 2: International relations

Standard 1: An international strategy is defined and adapted to the objectives of the institution.

The international strategy is ambitious, well-structured, and clear. It reflects the dynamics and ambitions of the Academy over the last several years. The dynamism and internationalisation of ANIMV over the period under review has reached an unprecedented scope and scale.

In particular, the multiplication of European and international programmes are both ambitious and important. The programmes feed into the general international strategy. The Academy's European influence is noticeable and significant, contributing to its increasingly distinctive European identity. The committee strongly encourages the continuation in an orderly and selective framework of European and international programmes linked to the field of intelligence and security.

Standard 2: The international strategy is based on internationalisation mechanisms that meet the need of the institution.

The strategy covers a wide range of programmes, partnerships and exchanges of students, researchers, and professors. The committee encourages the Academy to continue its efforts and ambitions on a European and international scale, in particular with Romania's main partners, while maintaining anticipation measures with influence programmes having interests opposed to those of European democracies.

The Academy's internal resources are fully in line with the Institute's European and international ambitions. The committee recommends maintaining this momentum and these efforts, to contribute to the quality of teaching, training and the Academy as a whole. In this sense, there are probably several paths to follow to strengthen international partnerships, particularly at the European level. The European Union as well as European partners more broadly will benefit from these exchanges and links in its areas of security and analysis.

These efforts will make it possible to nourish doctoral studies within the Institute, and, more broadly, studies and reflection on the field of intelligence, among the Institute's diverse population of students.

In line with its military nature, the Academy has objectives and actions intended to develop its international collaborations. Thus, the Academy concluded partnership agreements with the University of Malta and the "Rey Juan Carlors" University of Spain to develop a double degree study programme, and currently implements the project "CrItical Studies in INtelligence, Technologies, and SEcuriTy Governance – INSET", which it won in 2022 in the ERASMUS MUNDUS DESIGN MEASURES competition, and which is dedicated to Joint Erasmus Mundus master programmes. At this stage, ANIMV is completing the file on creating the study programme, which will be accredited, and will further continue action to develop this programme.

ANIMV also implements the project "Evolving Security SciencE through Networked Technologies, Information policy And Law" ("ESSENTIAL"), which supports doctoral students in accessing a European Joint Doctorate (EJD) study programme, funded within the Marie Sklodowska-Curie ITN-EJD grants of the European Commission. ANIMV has fit-for-purpose procedures in place for the recognition and completion of studies for student mobility cases.

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Recommendation:

- *Enhance action at the Academy to facilitate promotion of authentically international study programmes or even study programmes promoted in partnership with other national or foreign entities.*

In conclusion of Area 4, the Academy has developed a robust network of partners on a national and European scale. A real force has developed through leveraging external funding opportunities at the national and European levels. Moreover, specialisation across several programmes, particularly European ones, is a strong point. This demonstrates good internal organisational capacity and good knowledge of European mechanisms. Nevertheless, some efforts must be maintained and expanded to several specialised programmes.

AREA 5: MANAGEMENT

Field 1: The institution's finances

Standard 1: The institution uses a multi-year planning to manage its resources.

The Academy's financial resources are scheduled and approved annually. The budget elaboration is based on cost estimation of activities foreseen in the Academy's strategic plan and its annual operational plan. Taken together **this process provides a form of multi-year planning to manage resources.**

The Academy had a budget of around Euros 18.5 million in 2021 a dozen million euros per year. The budget is distributed across campuses, educational and specialised training programmes, as well as an investment plan. The academy benefits from European and NATO (North Atlantic Treaty Organisation) support, for training, renovation and modernisation of infrastructure on the main campus. The significant dynamism of the teaching teams and the current management have secured significant investments in the Academy. This capitalisation and these efforts have led to a modernisation of the Academy, serving the training of students and allowing an enrichment of research programmes and academic activities.

Standard 2: The budget acts as a lever for the strategy and management of the institution.

The Academy uses a dedicated electronic management application to track and correlate revenues, expenditures, activities, and capacities. **This tool supports decision-making and facilitates verification of the alignment with strategic objectives.**

The Academy has its own income and expenditure budget, as part of the budget of the SRI, coming from two sources intended for higher education. The institution composes its income and expenditure budget based on the objectives planned annually, and conducts the execution of this budget according to the law. Preventive financial control is ensured, as well as periodic reporting (balance, balance sheet), external audit, etc. according to the legal provisions in force.

The Academy makes its own revenues by collecting fees for the professional training services provided, research and development, schooling fees, funds provided through international partnerships for delivering educational and professional training programmes, money collected for other services delivered, capitalising on assets, amounts allocated from the state budget through the budgets of its superior institutions, external non-reimbursable funds, etc.

The ANIMV budget is drafted according to the provisions of Government Ordinance no. 27/2014 concerning funding of military, intelligence, public order and national security higher education institutions. Education institutions use their own budget to cover the expenses with the education, professional and cultural training of the students/staff of the public institutions that belong to the SAOPSN on the places financed from the state budget, irrespective of the institutions that they come from. Thus, according to the provisions of the aforementioned Ordinance, the Academy covers the following from its own budget:

- expenses with organising and delivering bachelor, master, and doctoral study programmes for the number of students approved annually by Government Decision;
- expenses with organising and delivering improvement/specialisation training, as well as career training, included in the specific career guidelines for the staff employed in public institutions belonging to the SAOPSN;
- staff expenditure and payments of other specific entitlements for the staff employed in higher education institutions (with specific details);
- expenses with organising and carrying out activities specific to the SAOPSN (with their specific details), and others.

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Bachelor and master study programmes for the training of officers are fully funded from the state budget allocated by the SRI. Tuition fees only apply for the master study programmes aimed at promoting a security culture in the civil society. The budget is designed so that it adequately covers all the needs of the Academy, providing for the proper training and living of the students (including their uniforms).

Students are informed through their representatives in the Administration Board and the Senate about the resources and how they are allocated and about how the budget is composed. During the visit, students provided information about their engagement in the two structures and their role in informing all the students about the projects that the Academy implements to ensure the material resources and other resources required for education, research, training, students' life, etc.

The level of the tuition fees and other fees is established based on a cost analysis made by the faculties and submitted to the financial compartment of ANIMV and the accounting department for verification. The Academy's Administration Board analyses and approves the proposed levels of fees, and the University Senate issues a decision regarding their implementation.

The Academy is running medium-term investment projects, and it has budgets allocated to these projects. Furthermore, according to the information provided by the representatives of the institution, new investment projects, including refurbishments, will be carried out in the following years.

Bachelor and master programme students may receive scholarships and stipends. The following scholarships and stipends are provided at ANIMV:

- merit- and performance-based scholarships (to stimulate academic performance);
- social and/or occasional social stipends (providing financial support to students with insufficient funds);
- special stipends (for special results in scientific research, sports, cultural-artistic activities);
- scholarships for higher education and post-university education internships;
- mobility stipends and other entitlements, funded from non-reimbursable external funds earned by ANIMV in national and international competitions, in the amounts stipulated in the contracts.

Scholarships and stipends are granted according to the *Regulation for granting scholarships and stipends,* which stipulates graduation of all exams as a basic principle, among other principles. Scholarships and stipends are established with the endorsement of the Administration Board and approved by the University Senate. The scholarship and stipend fund is composed of the budget allocations received for this purpose and/or of the Academy's own revenues, from legally established sources, including from non-reimbursable external funding contracts obtained by ANIMV in national and international competitions, according to the amounts stipulated in such contracts.

The institution also works to identify sources to fund the scholarships for doctoral students. During the 2021-2022 academic year, ANIMV won a project funded from external non-reimbursable funds from which the doctoral scholarships were paid at the Academy during the 2022-2023 academic year.

No discriminatory criteria such as age, gender, religion, race, number of years spent in other education institutions, education abroad or access to scholarships and stipends from other sources are applied when granting scholarships and stipends. Scholarships and stipends are granted within the budget allocated for scholarships and stipends, in the amount established by the *Scholarship and Stipend Commission* created through a Decision of the ANIMV Senate. Except for the amounts allocated for the social stipends, the amount of the scholarships is established by Decision of the Senate.

ANIMV supports students to attend scientific events (conferences), social events (student clubs), scientific research projects, etc., and to publish journals (such as the journal of the *Intelligence and Security Culture* scientific conference of the students of the doctoral school). The "Intelligence and National Security" Doctoral School organises annually the "Intelligence and Security Culture" scientific conference of the students (the ICS Conference), which is also open for students of the master programmes who intend to continue with doctoral studies.

ANIMV students are informed about the available financial support possibilities (stipends and scholarships) offered by the institution and the modalities for paying the tuition fees through the tutors and the students' representatives on the Academy's leaderships structures, as well as through official electronic communication means, such as the ANIMV website. The self-evaluation documentation and the discussions held with the representatives of the institution and the students' representatives during the external evaluation visit also highlighted the information provided above.

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Field 2: The institution's human resources

Standard 1: The institution defines a human resources management policy adapted to its objectives.

The Academy manages its human resources in a way that is well aligned to its objectives. The committee was impressed with the professionalism, quality, and engagement of the staff, particularly those in managerial positions whose efforts to support and improve the Academy are duly noted. Select members of staff have benefited from mobilities to develop their skills further. Currently, the ratio of teaching staff to student is favourable, which is ideal for providing effective support to students' learning. A rigorous quality assessment process is in place for teaching and research to ensure that proper standards are maintained. The process is comprehensive and involves the management team, peers, and students. Human resources will require continuing attention to ensure that core staff are not overburdened, and that new staff can reinforce the current team to pursue the positive trajectory the Academy has developed during the period under review.

The institution's administrative services are adequate for all types of activities (secretariat, study papers, human resources/salaries, financial and accounting, legal, campus, canteen, etc.), and the staff is sufficient, adequately qualified for their positions. Given the nature of the institution, there are specific procedures in place for the recruiting of the administrative staff on the various positions. According to the statements of the institution's representatives who work in this field, personnel recruitment and development activities are fair and transparent.

During the visit, the representatives of the administrative and the economic and financial structures (administrative general director, human resources director, accountant, secretary in charge with schooling, etc.) stated that there is clear separation of responsibilities and attributions of the staff, according to the different positions, with no overlapping between management and administrative responsibilities or positions. At the same time, all academic and administrative structures are well coordinated.

The administrative staff of ANIMV is qualified to perform activities to support the students, and opportunities are available for them to develop their skills. As per their qualifications and the positions they hold, the administrative staff can periodically attend continuous training classes. The representatives of the administrative staff of ANIMV who participated in the meetings with the evaluators during the visit reported that there are such continuous training courses available for them, either organised by the institution, or they can ask to attend training organised by other institutions, and they are free to do so.

The working hours when the administrative staff works with the students is adapted to the needs of all students. Students are encouraged to offer feedback about their satisfaction with the administrative services offered by the Academy and contribute to evaluating these services using a specially designed questionnaire, filled in annually.

Given the military nature of the institution, records of the staff employed at the Academy are not kept via the general employee record book (REVISAL), but using a distinct system intended for staff working in defence and public order institutions. Furthermore, according to GEO 84/2019, the military students of the Academy are excepted from registering in the National Students' Registry, which is why ANIMV created a Special Students' Registry to keep records of these students.

ANIMV uses the *Logios* academic management software for the efficient management of the students' academic path. Specialised software is used for the administrative, accounting, and human resources activities.

During the Covid-19 pandemic, ANIMV used *e-learning* platforms for teaching activities (a classified platform belonging to SRI, as well as *Google's G-Suite* platform for unclassified activities).

Field 3: IT system

Standard 1: The institution is managed with the support of a full and consistent IT system.

The Academy benefits from advanced IT systems to support students learning and broader research and managerial efforts. The committee was able to visit a series of laboratories providing access to hardware and software resources that effectively support academic and applied research and learning. The Academy uses two e-learning platforms that are well aligned to its hybrid nature and the sensitivity of some of its activities. Students also have access to relevant databases to conduct research and support their learning. As far as the committee can tell, **the IT system also provides effective support to manage the Academy**, for example through a relevant university management software.

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Field 4: Real estate owned by the institution

Standard 1: The institution has a logistics and real estate policy adapted to its needs.

The real estate the committee was able to visit and review, as well as logistics capabilities associated with the Academy, appear to be very well adapted to its needs.

The Academy is using assets and material resources specific for the type and the amount of educational activities integrated in the study and research programmes, according to the particularities of such programmes and depending on the number of students. According to the REI and to the reports of the representatives of the institution during the institutional evaluation visit, these assets are in several locations. There are two main campuses; one is in Bucharest, at the location of the Academy, and the second one is in Grădiştea, Giurgiu county. Besides these, there are other locations which are used for training activities with students. The total area of the campuses exceeds 100,000 m², and the area of the spaces available for educational activities (classrooms, laboratories) is 2000 m², according to the information provided in the annexes to the visit sheet.

The material resources of ANIMV include land and buildings, with all the necessary amenities, managed according to the provisions of the law. The spaces used for education and research are equipped according to the needs, with central heating, air conditioning system, lighting and sanitary facilities, etc.

Over a half of the total area of the classrooms and laboratories is in the central campus, out of which 1200 m² were developed through the "Inteligent" project[12]. The *Inteligent* building includes rooms with logistic and technological equipment allowing for high-standard teaching and research activities to be performed. The rooms are equipped with *smart board*s, projection screens, video projectors, microphone stations, laptops and speakers, which meet the teaching - learning - evaluation needs.

The Academy operates with means that are adequate to new information and communication technologies aligned with the study programmes and the subject matters taught at the Academy, designed to allow the students to work individually and enable efficient training in all study cycles. It also works with IT tools (with user licenses) adequate for the needs and the specificities of the subject matters included in the curricula. ANIMV offers the students various means to access learning resources (up-to-date databases, e-learning platforms, libraries, etc.).

During the visit, a tour of the Bucharest Campus was given, with visits to learning spaces (classrooms, seminar rooms, laboratories, etc.), library, a students' dorm facility, research centres and laboratories, etc. The learning spaces are correlated with the types of activities conducted and the size of the student groups. In the central Campus, ANIMV has 3 buildings allocated for student accommodation, with a total capacity of 382 places; two buildings have been refurbished recently, and papers are in place for the third one to undergo upgrading. Furthermore, the central Campus offers a range of other facilities for students: internal social spaces (clubs) located in each accommodation building; external social spaces, gardens (400 square metres), parks (over 2000 square metres), running tracks, tennis courts and a football yard, a fitness gym with adequate equipment for intense exercise and ping pong tables, etc. Currently, the sports hall is reconfigured to accommodate dining spaces, and when the investment for the new canteen will be completed, it will be restored to its initial sports hall function.

In the central campus, the Academy has a library and a study hall, and another library is located on the Grădiştea campus. The reading rooms of the two libraries accommodate a total of 150 seats for studying (90 in the central campus and 60 in the Grădiştea campus), covering 35% of the total number of students enrolled in ANIMV in the 2021-2022 academic year. Reading halls are equipped with wi-fi internet and laptops for individual study, which are connected to the internet and to electronic databases.

The Central Library of ANIMV brings together electronic information resources, structured in databases, multimedia products and applications accessible through information and communication technologies. The resources of the Central Library include books, serial publications and online speciality papers, documents created exclusively in electronic format, films and documentaries on topics related to the intelligence and security activity. The database of the ANIMV library can be accessed electronically; computers with internet connections and smart boards are available, allowing access to the databases and to public information. Users

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[12] *Building a high-performance infrastructure for research-development-innovation in the field of intelligence systems for security*; a project funded under the Competitiveness Operational Programme - Priority Axis 1 Research, Technological Development and Innovation (RDI) to support Economic Competitiveness and Business Development; Investment priorities - improve the RDI infrastructure to develop RDI excellence, and promote competence centres, especially those of European relevance (COP, Axis 1), implementation period 2016-2022, SMIS code 109212.

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access the digital library based on an account and a password, in observance of the legal provisions related to copyright. The accounts available on the animv.eu electronic platform and the accounts of the *ANELIS PLUS* (PN II) national project enable access to databases, papers, virtual books, which can also be accessed outside the working hours of the library. All learning resources are available for students, whether in electronic form or physically, classified or unclassified, in line with the demands of the study programmes and the subject matters, and with the training needs. The working hours of the library is 7.30-15.30 hours for lending books, while the electronic resources available in the reading rooms can be accessed by 21:00 hours.

The Grădiştea campus has a building which serves as accommodation, where 246 places are available and 100 more can be provided. The building is planned for refurbishment, and the required documentation is already in place for that. The Grădiştea campus has the following amenities required for the social and cultural life of the students: a club in the accommodation building, with tables, chairs, a pool table, ping pong tables; gardens and parks; running tracks; multifunctional fields (handball, basketball, volleyball) and tennis courts; a gym and a swimming pool; library and a study room.

In the recent years, the Academy implemented several investments for education and research, refurbished and improved the existing spaces available for education, and is implementing other investments to support proper training of the students (e.g. a swimming pool in the central campus, refurbishment of a students' dorm, etc.).

According to the information provided by the representatives of the administrative and finance-accounting structures, and also based on the findings ascertained while visiting the material resources, the institution keeps documented records of the material resources, and the amenities are inventories, with visible inventory numbers and labels which, in some cases, indicate the source of the funds used to purchase them.

In conclusion of Area 5, the Academy demonstrates an efficient managerial effort that is well aligned with ANIMV's mission. Its robust IT systems and facilities effectively support educational and training activities. Nevertheless, there is a risk of overburdening it with core staff duties if student to staff ratios are not kept under control.

AREA 6: QUALITY AND ETHICS

Field 1: Quality and continuous improvement policy

Standard 1: The institution pursues a quality assurance policy adapted to its strategy.

ANIMV has set up in the last two years a quality control system which appears to be coherent, with a central commission at the level of the Academy and two commissions at the level of the two faculties. This system is adapted to its strategy and needs to be maintained. Part of the process is based on feedback questionnaires filled in by students, but also by former students after their first year as an active member of the SRI. This second survey seems useful and original and provides the Academy with a good tool to assess the relevance of its training to the operational needs of the SRI and their new jobs**.**

Quality assurance **policies and strategies** are closely correlated with the **vision and the mission** of the Academy, and they are adequate for each institutional structure. ANIMV undertakes and reflects a quality management policy with coherent objectives in all its activities. The strategic documents of the University reflect the importance placed by the Agency on quality assurance and quality improvement in all the activities performed with a view to carrying out its mission. The webpage of ANIMV includes a "Quality management" section where all regulatory, methodological and procedural documents used at institutional and structural level at the Academy are integrated. To improve internal quality, the Academy compares itself with other similar higher education institutions from the country and from abroad. The latest comparative analysis project concerning the quality of education, mentioned above, was implemented between October 2021 - February 2022 to support the process of identifying the strategic orientation of bachelor and master study programmes of ANIMV.

Internal quality assurance structures. A Quality Evaluation and Assurance commission (CEAC) operates at ANIMV, established according to GEO 75/2005 as further amended, along similar commissions which operate at the level of faculties and departments. Furthermore, ANIMV also includes the Vice Rector's Office, which oversees the Quality Assurance Office, which coordinates its operation with the activity of the Quality Assurance and Evaluation Commissions operating at the level of faculties and departments. All these entities operate according to the legal provisions and the provisions of the internal regulations, with a view to developing a quality culture at all levels.

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A great number of well structured sets of actions were identified at ANIMV, aimed at improving the quality and the complexity of the data collected through feedback from students, graduates and employers. CEAC produces an annual Report on quality evaluation and assurance at the Academy, in which it highlights the positive and negative aspects of quality assurance. Measures are designed and implemented following this report, aiming to improve processes and quality.

Quality culture. The Rector of the Academy established a quality policy that encompasses all its structures and staff. The quality culture is promoted through the quality management system, seeking to continuously improve professional performance and academic results. Actions are performed at the Academy to promote mutual respect in the teacher-student relationship, and the institution has adequate procedures in place to solve the students' complaints and/or appeals. During the institutional evaluation visit, the discussions held with various parties representing the institution, including with the students, revealed a sufficiently flexible and democratic environment, where students play an important part and can express themselves freely, supporting their points of views and options with adequate arguments.

The quality culture harmoniously combines the enduring elements of institutional identity with the modernity required by the changes happening in the national and international society, which provides a sustainable basis for improving the quality of education, continuous professional training and scientific research processes. The Academy generates an open flow of information and extracts the value of the students' feedback, in a continuous process of evaluating and improving its activities.

Recommendations:

- *Beyond the standards proposed by the current quality legislation and the ARACIS Methodology, the Academy should develop and adopt a set of its own qualitative and quantitative benchmarks, by comparing with those proposed by similar organisations or universities in the country or abroad, which would allow a new phase of progress in quality matters at institutional level.*
- *Highlights the findings of every quality management audit more thoroughly, subject the findings to rigorous internal debate, adopt the most relevant measures, and present them to the academic community to be adopted.*
- *All processes at ANIMV should be approved in a distinct and integrative manner to improve quality.*

The Academy monitors the interest shown by the beneficiaries for the study programmes it provides, and applies its own procedures to monitor their evolution, the quality and relevance of content, the correlation between the generated competences and the demands of the professions or those of the employers. Faculty Councils and the University Senate decide on the initiation, approval, monitoring and periodic evaluation of study programmes. The curricular commissions that operate at faculty levels, together with the management of the faculty, carry out these processes annually, according to the faculty's specific regulations. New study programmes undergo external evaluation by ARACIS to obtain provisional authorisation. After accreditation, study programmes undergo periodic evaluation every five (5) years.

To improve the study programmes, graduates provide an opinion on the quality of the study programmes they graduated from, every year when completing their education. The employers who attended the institutional evaluation visit also indicated their contribution to this process of monitoring and improving study programmes, and their interest for: 1) the coherence of the classes within the curriculum; 2) the scientific content of the scheduled classes compared to the current and future needs; 3) methods of delivering the training; 4) extent to which the means used in training are similar to those used in reality, etc. Employers are interested both in the theoretic content and - especially - the practical training of the students. Thus, as mentioned by the parties attending the visit (ANIMV teaching staff and beneficiaries), 2/3 of the teaching activities are reserved for practical applications.

Recommendations:

- *Achieve better communication with the employers of ANIMV graduates.*
- *Create specialised structures (similar to advisory councils, at the level of every faculty) to engage with the representatives of the external environment, beneficiaries of the offered qualifications, to ensure constant monitoring and improvement of the study programmes and formalise the results of the debates.*
- *Involve the beneficiaries in the process of reconfiguring the competences generated by the study programmes (knowledge, skills, attitudes, etc.).*

The qualifications acquired by graduating from the study programmes provided by ANIMV are validated by the National Authority for Qualifications (ANC) and registered in the National Register of Higher Education Qualifications (RNCIS).

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The alumni graduating from the ANIMV study programmes have clear paths for getting employment when completing education. On one hand, because the Academy responds to the needs of the SRI regarding qualification of human resources, and this institution plays an important part even in selecting the candidates that are educated in the study programmes offered by ANIMV to train intelligence officers and intelligence. On the other hand, because of the military nature of the offered qualifications and the bachelor domain that these qualifications fall under (Military sciences, intelligence and public order), which ensures for the graduates a path of employment with the specialised institutions of the SAOPSN.

Degrees are awarded according to the qualifications obtained in the programmes graduated by the students. Graduates also receive a degree supplement, which specifies the results achieved during the studies and leading them to acquiring the higher education qualification. The institution also awards graduation certificates for the graduates of continuous professional training and development programmes. Study papers are issued according to the law, by a specialised structure of ANIMV.

Evaluation of learning outcomes is an integral part of the education process described by "teaching-learning-evaluation". The evaluation methods and criteria are described in the syllabi and presented to the students in the first class, as mentioned above in this report. The Academy uses the transferable credit system in evaluating the learning outcomes, and the Regulation on applying the *European Transferable Credit System* describes how this system is applied.

The way in which study programmes are delivered, including the evaluation, is described in the Regulations on the professional activity of cycle I (bachelor) and, respectively, cycle II (master) students, and the evaluation process is presented in the ANIMV Student evaluation methodology. The Methodology describes the requirements that need to be met for sitting an exam, how the various types of evaluation are implemented (continuous evaluation, colloquia, written exam, oral examinations, etc.), the requirements for passing an exam, scheduling and implementation of retakes, etc. These documents are available to the academic community (teaching staff and students) and all stakeholders and the public, as they are posted on the ANIMV website. The students' right to objective, non-discriminating evaluation after taking a course, in observance of the course content, the evaluation criteria and methods communicated at the beginning of the teaching process are described in the *Code of students' rights and obligations*.

Education activities (theoretic courses, seminars, practical works, etc.) combine teaching, learning and evaluation, and the examination of students is designed so that it provides the professors with information about the extent to which the objectives of the subject matters have been achieved. They also indicate how efficient the teaching and learning methods are.

Recommendations:

- *Ensure good balance between the criteria used in the formative evaluation and those used in the summative evaluation in terms of the trained and/or acquired knowledge, skills and attitudes.*

The Academy uses a set of differentiated procedures and means to evaluate the activity of the teaching staff. This includes peer evaluation, teachers' evaluation by students, self-evaluation, and evaluation by the academic management (at the level of each structure, as applicable). These evaluations are part of the institution's efforts to ensure quality of education, and are performed according to the provisions of the laws in force, the ANIMV Charter, and the specific regulations of the institution.

The peer evaluation of the teaching staff's activity is performed annually, at the level of each department, based on the institution's own procedure and using an evaluation grid approved by the Academy's Senate. The implemented form evaluates the teaching activity, the scientific research activity, academic conduct, and the administrative activity of every member of the teaching staff. The results of the peer evaluation are summarised and analysed at department and faculty level.

Teachers' evaluation by the students is done twice a year, based on a questionnaire approved by the Senate; the results are confidential and are only accessible to the rector, the dean, the head of the department, and the evaluated person. The students use this questionnaire to express their opinions about the teaching activity in which they participated (courses, seminars, applications, etc.) and the performance of each individual teacher. The students can express opinions regarding the amount of knowledge and its practical relevance, the teaching and evaluation methods, the time allocated for the course compared to the practical usefulness of the information conveyed, the quality of the student-teacher relationship, expressed through the communication between them, the teachers' availability to answer to the students' requests, etc.

Furthermore, the quality management system, through its component in which students evaluate the activity of the teaching staff, seeks to capture the students' satisfaction with the interactivity during the teaching activities

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and with how the teacher-student interaction is configured. At the same time, various modalities are available to the students, through which they can offer feedback to the teachers about the teaching act. Within the teacher evaluation process, the heads of Departments and the faculty deans can review the reports that contain statistic data of the students' evaluations, as well as their individual feedback provided during the courses, seminars, training and/or practical activities.

The evaluation results are processed statistically and analysed in the teacher evaluation reports drafted by the Quality Assurance Department (DAC), and the results are sent to the faculty deans, according to the procedure. These results are further discussed at the meetings of the faculty Councils, along the measures proposed for improving the teaching activity.

The ANIMV teachers perform self-evaluation and are evaluated annually by the head of department. The self-evaluation of every teacher is done using a sheet that includes a set of performance criteria and standards. The teachers' evaluation is performed by the representatives of the academic management (head of department, dean, etc., as applicable) using a specific questionnaire. (Self)evaluation reports are drafted at the end of the process at department, faculty, and institution level.

The Academy manages to ensure an optimal ratio of tenured and associated teaching staff and enrolled students, depending on the particularities of every study domain and programme, in line with the specific ARACIS standards. For example, during the 2020 – 2021 academic year, the teacher/student ratio was 1/12.32 for bachelor and master study programmes; in 2021- 2022, the teacher/student ratio for the same categories of study programmes was 1/13.82.

The Academy's management offers a competitive environment for the professional development of the academic staff, with a much more demanding approach taken lately with respect to the requirements for professional training, especially, but not only at doctoral level, with rigorous measures taken to eliminate plagiarism as a non-academic, onerous manner of acquiring a scientific title. In addition, the Academy realigned the doctoral school, both in terms of the management and in terms of the human resources involved, seeking to comply with the laws in force and meet the quality standards that govern this domain at national level.

The Academy is interested in developing its material resources both for the student education and training activities in the three study cycles and for the scientific research activity, for which it has developed research centres according to the scientific topics addressed within the implemented master and doctoral study domains.

During the visit, the team noted the professionalism and the dynamism of the relatively young teaching staff they interacted with, their professionalism, their openness and transparency beyond the rules imposed by the military nature and the particularities of the institution where they are employed. The academic staff develops research projects, and they are open to national and international collaborations, which directly and/or indirectly contributes to their personal development.

The Academy is participating in the ANELIS PLUS (UEFISCDI) project, which provides the academic staff with access to scientific information resources from the main international scientific flows of information.

Recommendations:

- *Enhance the efforts to increase the number of young tenured teaching staff in order to confer predictability and added quality in education and scientific research processes.*
- *Apply correct, non-discriminating, transparent principles in evaluating the quality of the teaching and research process. Develop comparisons with other national and international universities.*
- *Consistently monitor how the measures aimed at improving the activity of teaching staff and correcting or eliminating any aspects that do not meet the requirements for an exact, scientific, ethical education process based on good communication and engagement with students are implemented.*
- *Adopt more detailed criteria for the peer evaluation and the evaluation performed by the members of the management teams at various levels of the higher education institution.*
- *In line with the policies for supporting and ensuring the quality of human resources employed in the academic and scientific field, implement a practice in the institution, enabling every member of the teaching staff to draft their own academic career development path, so that the institution can support them in achieving it.*

The "Mihai Viteazul" National Intelligence Academy has an information system that collects, processes, and analyses relevant data and information on the quality of education processes at the level of all study programmes, which can operatively be provided to the management of the institution for institutional quality

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evaluation and assurance. To ensure coherent actions and quality improvement measures in education and research, the Academy uses quality criteria and standards (through comparisons) which are used nationally and internationally in higher education in general, as well as in similar education institutions.

It was noted during the visit that the ANIMV Central Library provides a database of the titles of bachelor papers, dissertations, and doctoral theses of the past five years, with the name of the graduate student and of the scientific coordinator. The database is for internal use.

Recommendation:

- *Collect information about how quality management provisions are applied in other similar higher education institutions in the country or abroad, not just by using the internet, but especially by engaging with the specialised structures of those institutions.*

The main way in which the "Mihai Viteazul" National Intelligence Academy ensures public access to up-to-date data and information regarding the qualifications, the study programmes, the degrees, the qualifications, the staff, and the benefits offered to students etc. is the official website of the institution (www.animv.ro). Especially for students and the members of the academic community, public information is also posted on the notice boards, included in the Student Guide and elsewhere.

As a public higher education institution, the Academy performs self-evaluation and undergoes external evaluation; the evaluation reports are public. Furthermore, the ANIMV Rector/Commander presents an annual Report on the state of the institution, integrating information on the income and expenditure budget and the budget execution, education, research, quality assurance, etc.; this Report is public.

Recommendation:

- *Be constant in providing the public and all stakeholders with coherent, correct, up-to-date information about:*
  - *admissions;*
  - *the evolution and quality of study programmes;*
  - *qualifications and degrees;*
  - *human resources (academic, administrative, management);*
  - *competitions for staffing the available positions;*
  - *compliance with ethics and academic conduct;*
  - *scientific research projects and their results, etc.*
  - *Finally, the communication could better reflect the evolution of the role of Intelligence in Romania over the last few decades.*

Field 2: Ethics and professional standards

Standard 1: The institution pursues an ethics and professional standards policy.

ANIMV has a charter insisting on the need to respect academic and scientific ethics. An internal ethics committee operates within the ANIMV and makes an annual activity report, which is generally rather brief but at least indicates the type of difficulties encountered during the past year in this field.

It was recognised by the ANIMV that it experienced a difficult period during which the practice of plagiarism in the supervised and defended theses within the Academy was widespread. Based on the information the committee was able to gather, relevant ANIMV decision-making bodies were deeply concerned about this situation at the start of the review period. They verified several dozen theses previously defended at the Academy, and imposed various sanctions going up to the withdrawal of the title of doctor to those who were found guilty of plagiarism.

Today, scientific ethics courses are taught within the Academy and the number of theses supervised by the Academy's professors has been greatly reduced, which was presented to us as a contribution to reducing risks in academic ethics. Additional control measures, including a plagiarism detection software, have been deployed to support this effort. The committee takes good note of the effort deployed by ANIMV to respond to this problem and prevent its reoccurrence. Given this history, research ethics is one of the Academy's most sensitive areas and requires particular vigilance. First, the Academy could do more to reflect on the deeper roots of the plagiarism problem (i.e. number of students, lack of awareness among supervisory staff and/or students, detection conditions etc.). Second, recruitment conditions of potential doctoral students will require continuing attention based on a firmer threshold for assessments and pursuit of studies. Third, the use of

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international researchers as external examiners during PhD defences could reinforce the effort to develop the quality and reputation of the doctoral programme and further strengthen international cooperation.

The Academy has and applies Code of Ethics and Conduct (hereinafter the *Code*) approved by the University Senate, which is an integral part of the University Charter. The Code states the principles of ethics underpinning the activity of ANIMV (promoting equal opportunities and non-discrimination; intellectual fairness; quality assurance; observing the academic freedom; personal autonomy; public accountability, both professional and personal; professionalism; integrity and fairness; political neutrality; transparency), aspects concerning incompatibilities and conflicts of interest, rights and obligations of the members of the academic community, infringements and applicable sanctions.

For the management of ethics matters, the Code stipulates an Ethics Commission, as well as its attributions and way of working. Moreover, to ensure an ethical climate, ANIMV adopted the *Strategy for promoting and fighting plagiarism at ANIMV*, approved in the meeting of the University Senate of 15.12.2021.

In line with the national regulations concerning ethics and academic integrity, ANIMV included the "*Ethics and academic integrity*" subject matter in its curricula for the study programmes delivered in the three study cycles. Furthermore, every graduation paper is evaluated using the application sistemantiplagiat.ro to identify any similarity of information.

The discussions with the Ethics Commission and the chair of the Council of Doctoral Studies (CSUD) revealed that the Academy purchased four pieces of specialised software for identification of similarities in information, which it uses for evaluating all study completion papers (bachelor, master, doctoral studies).

The Academic Ethics Commission operates based on the provisions of the Code and on the provisions of its own regulations, and its main task is to review and issue solutions to any notifications of infringements related to academic ethics and conduct among the members of the academic community of ANIMV. The Ethics Commission meets following a notification, as provided by the law, or establishes ex officio meetings concerning any infringements related to academic ethics. The Commission reviews the cases and decides on a solution, and the Commission's Decisions are endorsed by ANIMV's legal adviser. Based on each case it reviews, the Commission submits a report to the ANIMV Rector on the analysis and evaluation of each individual case, including the measures and/or sanctions established, and the Rector orders sanctions against the person or persons involved.

In the recent years, upon the request of the management of the institution following the suspicions circulated in the public space regarding plagiarism in some doctoral theses, the Academic Ethics Commission of ANIMV worked very intensely on checking the doctoral theses presented publicly between 2013-2021. Following these checks, the CEU issued 43 decisions concerning the status of some of the doctoral theses and one decision regarding a research and documentation project for a doctoral thesis.

In 2021, the Ethics Commission received 3 notifications concerning facts associated with violations related to academic ethics or potential violations of the norms of academic conduct, which were analysed and solved as follows:
- in one case, the verifications related to the notification were suspended pending a solution for case no. 7975/2/2018 tried before the High Court of Cassation and Justice (decision HCE no. 64653 of 05.03.2021);
- in another case, a written warning was given (decision HCE no. 93331 of 31.03.2021);
- in a third case, (a potential breach of the academic ethics norms by a student in a master programme), the notification was dismissed, as it was determined that the Ethics Commission had no competence for reviewing such case.

In 2021, the Ethics Commission (CEU) participated in drafting an opinion that ANIMV sent to the Academic Ethics and Management Council (CEMU), which is an advisory body of the Ministry of Education, with no legal personality, who had requested such an opinion.

The annual reports of the CEU at ANIMV, covering the period of interest for this institutional evaluation (2016-2022), include the main activities of the Ethics Commission, as well as the notifications filed with the Commission and the sanctions enforced, which are uploaded on ANIMV's website under "Quality management".

In the discussions held during the external quality evaluation visit, upon the suggestion of one of the members representing ARACIS in the institutional evaluation commission regarding the inclusion of an academic writing course in the curriculum of doctoral study programmes, the answer indicated that such a measure had already been taken.

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CEU drafts an annual report on the compliance with the provisions of the Code of Ethics and Conduct at ANIMV and the cases reviewed and solved during that year. The report is forwarded to the University Senate and published on the institution's webpage.

Recommendations:

- *The Charter could and should refer to academic integrity, namely to the Code of Ethics and Conduct, but it does not need to include the full Code; instead, the Code should be included in an annex to the Charter, along with a number of regulations or documents concerning the identity, structure, organisation and operation of the institution. For conformity, the Charter could include a list of all annexes (Code of Ethics, specific regulations, etc.).*
- *The Code of Ethics and Conduct and the Strategy for preventing and fighting plagiarism at ANIMV, as well as all other documents (regulations, methodologies, procedures, etc.) approved by the University Senate should be signed by the Chair of this body.*
- *Develop plans of measures enabling upstream action to prevent unethical actions or actions contradictory to the code of conduct, and communicate such plans to the entire academic community.*
- *Integrate components in the current professional activity, aimed at increasing individual and collective accountability for academic integrity (e.g. learning academic writing and how to use resources; making a research result management plan and creating databases; having a plan for the capitalisation of research results in scientific research projects; taking measures to protect research results; patenting; knowledge transfer; presentation of own research in the scientific groups of ANIMV; critical analysis of such research, etc.).*
- *Increase the number of proactive actions aimed at building awareness and assimilation of ethics principles, such as seminars or colloquia on topics regarding academic integrity, attended by teaching staff, researchers, students, master students, doctoral students.*
- *Encourage and support the activity of the CEU, ensure its autonomy, as well as transparency regarding its reports and the notifications it analyses.*
- *Consistently and coherently implement the academic integrity measures resulting from the solved cases, and ensure a constant process of improving academic integrity, with the participation of the entire academic community.*

In conclusion of Area 6, the existence of an active ethics commission is a very good point to enhance ethics practices. It demonstrates the consideration and awareness of the significant risks of plagiarism in the work of (doctoral) students. Nevertheless, further effort is required to delve into the causes of the difficulties encountered and to ensure that the lessons learned regarding student recruitment and supervision of thesis work are implemented in the long term.

III.   RESULTS OF THE EVALUATION OF STUDY PROGRAMMES

A master study domain (DSUM) of "International relations and European studies" (RISE), which includes the "International relations and European studies" study programme, and a bachelor study programme - Security and Intelligence Studies (SSI) were evaluated during the institutional evaluation.

According to the ARACIS procedures, the visit sheet was filled in during the evaluation, with information concerning the fulfilment or, as applicable, the partial fulfilment or non-fulfilment of the mandatory requirements, also providing the indicators for the quality standards. The following annexes were enclosed to the visit sheet:

- The curriculum of the study programme (*Annex 1*[13]);
- Summary of the description of the qualification in the RNCIS (*Annex 2*);
- Staffing of the positions included in the list of positions with teaching staff (*Annex 3*);
- Report on the extent to which the indicator concerning the competences of the teaching staff is met (*Annex 4*);
- Number of students per study years (*Annex 5*) ;
- Summary list of education spaces and amenities (*Annex 7*[14]).

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[13] All these six annexes are part of the package of documents created as a result of the evaluation of the study programmes; they accompany the external evaluation visit sheet pertaining to these evaluations, but not this report.

[14] According to the evaluation documents available on the ARACIS website.

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The evaluators presented the Evaluation report to the Permanent Commission, "Commission 4 - Social, political and communication sciences" of ARACIS on its meeting of 17.11.2023 A summary of the evaluation is given in the table below:

No.	Title of the higher education study domain/programme	Proposed qualification: no. of ECTS; form of education and number of places	Summary presentation of the study domain/programme according to the evaluator's report
1.	**Master study domain** "International relations and European studies - RISE" with study programme "International relations and intelligence studies":	**Maintaining accreditation** 180 credits IF According to GD 434/2022, the number of students allowed for DSUM - RISE is 150. To comply with the ARACIS standards, the number of students requested by ANIMV for this evaluation is **75**.	***Positive aspects:*** - High quality of the educational process; - Advanced scientific research in military sciences; - Excellent material resources ensuring delivery of high quality education; - High level of satisfaction among students. No negative aspects were noted. ***Recommendations:*** - Allocate credits in the curriculum for the "Drafting of the dissertation paper"; - Diversify the practical internship agreements; - Take an accurate inventory of the books available in physical format.
2.	**Security and intelligence studies (SSI) – bachelor** **Study domain:** Military sciences, intelligence and public order	**Maintaining accreditation** 180 credits IF **75** places	***Positive aspects:*** - The SSI programme is a unique bachelor study programme in the country; - The average graduation rate for the past 5 years is over 99%; 100% of SSI graduates are employed according to their qualification (degree). - The material resources include excellent ITC equipment. - The teaching staff and the management are interested and open to continuously improving the study programme. No negative aspects were noted. ***Recommendations:*** - Clarify the status of intelligence instructors in the (category) subject matters they teach (according to the specific standard of the domain, instructors should only provide training within the military training module); - Clarify the relation between the subject matters in the nominal categories: military training / other activities; - Include the subject matter of "Drafting of the bachelor thesis" in the package of subject matters, and credit it according to the ARACIS quality

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No.	Title of the higher education study domain/programme	Proposed qualification: no. of ECTS; form of education and number of places	Summary presentation of the study domain/programme according to the evaluator's report
			standard specific for this study domain; • Design and implement a tracking system concerning the enrolment of SSI graduates in master programmes; • Comply with the provisions regarding the duration of the external quality evaluation cycles (5 years).

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IV. CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the committee wishes to outline the main strengths and weaknesses, but also suggest several recommendations to help the Academy improve in quality and continue its acquired efforts.

First, the Academy's strategy and governance are very clear and well structured. ANIMV's missions are indeed well defined and thoroughly articulated. The legal framework appears to be complete and precise, in line with the Academy's missions considering the specificity of intelligence. Here, the institutional structure has the necessary sacraments (reserved domain, structured teaching and personnel, military academic environment) and structured governance. In addition, ANIMV's visibility on a European scale is excellent. However, the committee wishes to remind that ANIMV's communication strategy could better reflect the history and evolution of intelligence in Romania in the last decades.

Second, the Academy benefits from an innovative and ambitious research strategy that effectively links research and education. The teaching policy is enriched by a real research policy, whose teacher-researchers are at a very high level of expertise. Operational experience and academic expertise are finely combined to enrich both academic and operational training. The committee was also able to note that the exploitation of research and the dissemination of results are remarkable, thanks to a wide range of outputs, which successfully support the Romanian national security ecosystem, as well as the international scientific effort. The Academy's hybrid nature puts it in an ideal, operational - but also difficult - position to bridge the gap between intelligence research and practice. This inherently sensitive link could be further improved in the future. The committee would also like to point out that there is a risk of research dissemination and exploitation capacities being overwhelmed, and of losing sight of essential priorities.

Third, regarding student's academic pathway, the learning experience offered by the Academy maintains a healthy balance between general and specialised teaching, on the one hand, and educational activities tailored to the needs of the service and specific to the intelligence professions on the other. The division of the Academy's institutional organisation into two faculties, one focusing on intelligence studies, the other on intelligence, clearly demonstrates the training objectives, but also the complementary dimension of intelligence analysis on the one hand, and intelligence on the other. Thus, students can benefit from this approach and envisage a career in both parts of the intelligence world. The campus is suitably equipped and laid out to train Academy students in the best possible conditions. The modernisation efforts of recent years bear witness to this. The campus offers a real capacity for training and living for the benefit of students. New facilities are under construction, including sports facilities, access to documentation centres and libraries. Finally, IT and technical facilities are excellent. Teaching staff is of outstanding quality, and in line with the specialised training needs of the establishment: academic experts who are specialists in security and intelligence issues, and operational intelligence experts. Overall, the Academy would greatly benefit from continuing and maintaining its efforts in the long run, especially in terms of training, investment and diversification of teachers and courses by leveraging European and transatlantic partnerships.

Fourth, in terms of teaching, research and institutional links, the Academy has developed a solid network of partners at the national and European level. Nationally, the ANMIV's benefits from privileged links with Romania's intelligence and security services, due to its primary mission: to safeguard the country. The accelerated and dense development of relations with Europe and NATO is also one of the Academy's greatest strengths, along with its ability to seek out international funding for research and academic programmes specialisation in several programmes, particularly European, is also an asset, which demonstrates good internal organisational capacity as well as good knowledge of European mechanisms. Yet, the committee would like to point out that efforts must be maintained in the long run and extended to several specialised programmes.

Fifth, the Academy's managerial effort is particularly efficient and well-aligned with ANIMV's mission. The robustness of both IT systems and facilities should also be recalled here, which support educational and training activities effectively. The committee would however caution against the potential risk of overloading core staff if staff-to-student ratio is not carefully managed.

Finally, in terms of quality and ethics, the existence of an active commission on ethics constitutes a real asset, as well as the Academy's consideration and awareness of the risks of plagiarism in the work of (doctoral) students. The fact that Academy has been able to regain control of a more than alarming situation should be seen as an encouraging sign. However, the committee would like to stress the need to investigate further the different causes that led to such situation to make sure that lessons are learned both in terms of student recruitment and supervision, and that changes are implemented in the long run.

In the Romanian higher education landscape, the "Mihai Viteazul" National Intelligence Academy stands out as a military higher education institution subordinated to the Romanian Intelligence Service; its educational

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provision includes some study programmes unique in Romania. ANIMV implemented several **reforms** lately, focusing on the development and governance strategy, scientific research, academic ethics, international relations and opening towards the society, etc. These ambitious reforms mobilised multiple resources and energies. Although there are still many other processes which belong to the reform package and which are still ongoing, it could be noticed during the external institutional evaluation visit that many of the objectives have already been achieved.

Among the achieved objectives, some concerned **the development of the material resources,** which were improved both in terms of quantity and - particularly - in terms of quality, with investments for education and scientific research and excellent equipment for both components of the Academy's mission. These investments also focused on the students' life, with remarkable investments in accommodation, food, training activities, leisure activities, sports, etc.

Concerning its **structural development,** the Academy reorganised the Intelligence Faculty, seeking to improve the dynamics and the performance of education in line with the new requirements regarding the qualification of intelligence officers, and established a new faculty, namely the Faculty of Intelligence Studies. The study programmes managed at this faculty are intended to train intelligence analysts. At the same time, the Academy integrated the continuous training centrs of the SRI, thus becoming the sole training provider at SRI for all categories of personnel, both for initial and for continuous training.

The Academy: 1) adapted its master **study programmes** for officer training to the new security developments in the sphere relevant to Romania; 2) performed a comparative analysis with other similar education institutions from abroad, and resized the portfolio of master study programmes; 3) developed a new master study programme, "International relations and intelligence studies"; 4) identified and accessed European funding sources through an ERASMUS+ project, seeking to develop "double degree" study programmes, etc.

Recently, **academic ethics** was the centre of the Academy's focus. Thus, the doctoral school was rigorously reformed, and some doctoral theses regarding which suspicions of plagiarism had been circulating in the public space have been re-evaluated. Following the verifications, the Academic Ethics Commission issued 43 decisions regarding non-compliance with research ethics, according to the provisions of the law, concerning 43 doctoral theses. Currently, the doctoral school has four habilitated PhD coordinators, whose competences are public. Furthermore, through the web page, the Academy ensures the required transparency concerning public information, including concerning doctoral theses.

Internationally, the Academy took important steps, materialised through the following: **I.** Association with the Intelligence College in Europe (ICE) through the Rector's signing of the letter of intent (on 26 February 2020); ANIMV will have a crucial role in the implementation of joint training initiatives; the Academy was mandated by the SRI management to represent the Service within the College, as the only higher education institution associated with the Service; **II.** The Academy concluded several collaboration protocols (direct or within consortia) with various similar education institutions in other states (US, Serbia, Spain, Netherlands, Greece, Austria, Malta, Bulgaria, Italy, Norway, etc.), and with other national higher education institutions that deliver similar study programmes; the purpose of these partnerships is to develop joint projects and contribute to best practice exchanges.

STRENGTHS

- Effective strategy and governance well aligned with the Academy's mission;
- Innovative and ambitious research strategy that effectively links research and education;
- Suitable learning experience that maintains a healthy balance between general and specialised teaching;
- Solid network of national and international partnerships;
- Efficient managerial efforts, excellent IT systems and facilities.

Very well trained, ambitious, dynamic, open staff, strongly involved in carrying out the mission of and supporting the higher education institution, attached to the principles stated in the Charter, and motivated by belonging to the community offered by the Academy.

A very rigorous student selection process, which, to a great extent, contributes to avoiding school abandonment; students are well adapted to the type of studies, motivated and integrated in the academic community, the values of which they embrace.

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Complex material resources, located in several places to provide for the professional, theoretical and practical training, undergoing vast refurbishment and development, with excellent facilities for education and scientific research.

Financing ensured by the institution to which the Academy is subordinated, but also by numerous non-reimbursable financing through projects that contribute to the achievement of the strategic objectives.

A well organised administrative system, with qualified staff, ensuring proper management of the funds through internal information circuits.

Multiple learning resources in the libraries of the institution, provided both in physical and in electronic form; access to international scientific databases and modern means enabling the students and the staff to use these resources.

Very good relationship with the environments where the graduates go to practice their profession, which, among others, contributes to improving the study programmes.

Numerous international partnership agreements, which allow an inflow of best practices into the institution, as well as transfer of such practices from the institution to the partners, contributing to increasing the visibility of the Academy, in line with its competences.

WEAKNESSES

- Need to work further on the causes of the ethical difficulties encountered and to draw consequences "on the recruitment and supervision of thesis work";
- Risk of overburdened core staff if staff-to-student ratios are carefully managed;
- Efforts must be maintained and expanded to several specialised programmes;
- Efforts must be maintained and expanded to several specialised research programmes;
- Risk of overstretching research dissemination and exploitation capacities which might result in losing sight of its key priorities. This is partly due to a lack of effective communication that fails to fully reveal the evolution of ANIMV and its training programmes in relation to the democratic evolution of the country.

Average age of the teaching staff exceeds 45, which can have negative effects on ensuring well trained academic personnel in the future.

Regulations, methodologies and procedures containing redundant information and overlapping of regulations, which could make it difficult for the stakeholders to use them.

A much too narrative medium-term institutional strategic plan, to the detriment of clearly defined, relevant, coherent objectives aligned to the ambitions of the institution.

The annual operational plan is not correlated with the strategic objectives, and is incomplete in terms of the activities scheduled annually, the time limits, the responsibilities and especially the expected results.

Affected image of the institution in the public space, maybe as a result of lower demands concerning the role of education in the society, the role of scientific documentation in drafting doctoral theses and graduation papers, and neglected importance of academic writing.

RECOMMENDATIONS

Though our review is largely positive about the trajectory and performance of ANIMV, our team would like to make a series of recommendations to pursue or provide additional efforts.

Considering the governance of the institution:

- First, the ANIMV should develop a more ambitious international benchmarking project that takes into account a broader range of professional and civilian institutions, (institutions that would de facto be adapted to the Academy's particular context), holding itself to increasingly high standards.

- Second, the ANIMV should continue internal strategic discussion about the complex relationship between research (both applied and scientific), professional training and academic education.

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- Three, the evaluation team also encourages and highlights the importance to support and develop key staff responsible in the internal governance of the Academy. Good human resources management will be essential for ANIMV to maintain its performance over time.

- Third, the institution might want to consider communicating more about its history and the evolving national security context in Romania.

Considering the area of research and teaching, the evaluators recommend the institution pursue its current efforts to put discussions about ethics and the rule of law – especially in the Romanian and European contexts – at the centre of its curriculum. From an organizational perspective, ANIMV shoud continue to control its effort, both regarding the student-teacher ratio, and overall research/teaching ratio for staff, to prioritize high quality teaching/learning and research.

In terms of external relations, the team was impressed with the institute's efforts and encourage ANIMV to pursue its international ambitions, in particular with Romania's European and transatlantic partners, while carefully weighing the risk and opportunities to pursue relations with more distant or peripheral partners.

The institution was very clear it experienced difficulties with adherence to **research ethics,** relating more specifically to plagiarism in dozens of PhD theses, during the period under review. The team acknowledges that the institution has set up new policies and procedures to address this problem but also agrees that further work and continued vigilance are required to ensure international standards are strictly observed and progressively integrated to the point where they become part of the institutional culture. The evaluation team specifically recommends the following:

- **First, the ANIMV should further reflect on the broad range of factors that led to such a high number of plagiarism cases (i.e. number of students, lack of awareness and understanding among supervisory staff and/or students, attachment to research integrity, detection conditions, etc.).**

- **Second, recruitment conditions of potential doctoral students require continuing attention based on a firm threshold for assessments and pursuit of studies.**

- **Third, the use of international researchers as external examiners during PhD defences could reinforce the effort to develop the quality and reputation of the doctoral program and further strengthen international cooperation.**

In line with the conclusions made after reviewing the package of documents enclosed to the internal evaluation report and during the external institutional evaluation visit, recommendations were provided in many of the chapters of this report in line with the findings. Therefore, this sub-chapter will only include several general recommendations, as follows:

- Continue the reforms, so that the education provision and the generated competences, the professional level of the graduates, the scientific topics and the research results, the strategic programming and the management system etc. reach higher levels in terms of quantities and quality, as applicable.
- Take measures contributing to permanent alertness regarding ethics and academic conduct, knowing that, in this way, the institution, which is unique in the Romanian academic landscape, could become an example, at least from this perspective.
- Improve the practices related to training, quality, and recruitment of academic staff, with a view to improving the quality standards in education and research and lowering the age of the staff.
- Ensure constant compliance with the principles stated in the University Charter.
- Be more demanding with respect to the value of the research results and increased capitalisation of such results.
- Take a new strategy to promote the values of the Academy and increase its social contribution and impact.

Comply with the legal time limits regarding the periodic evaluation of master domains and bachelor study programmes, as well as the institutional evaluation.

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V. FINAL CONCLUSIONS AND RECOMMENDATIONS OF STUDENT EVALUATORS

STUDENT EVALUATORS' FINAL CONCLUSIONS

The visit at the "Mihai Viteazu" National Intelligence Academy was performed during 18-20 October 2023, and it consisted of a double evaluation performed by ARACIS and Hcéres, the purpose of which was to evaluate the level of quality of the institution. The last institutional evaluation was in 2015, when the Academy obtained "high degree of confidence". However, because of some difficulties related to the pandemic and aspects related to organising the visit, a visit could not be performed in the last 5 years, even though the accreditation papers were filed on time. The visit was exclusively at the central headquarters of the Academy.

During the visit, meetings were held with all the parties involved in the teaching and educational process and in other processes as well. These meetings were intense, but extremely beneficial, and confirmed the information provided in the self-evaluation report submitted by ANIMV. Furthermore, visiting of the Academy's infrastructure revealed the learning facilities available to the students. ANIMV shows continuous growth in terms of its material resources, as well as with respect to the quality of education, and it shows an active interest for both aspects.

A problem concerning some discrepancies in the regulations for student elections was identified in the documents sent to ARACIS. However, these discrepancies were explained, and ANIMV undertook the commitment to revise the regulation according to the Education law 199/2023. Concerning the aspects which the previous evaluation identified as weaknesses, these have been addressed and remedied, and the Academy continues to evolve to provide high-quality student-centred education.

Students have a solid relationship with the teaching staff and their tutors who are in charge of the study years, with open and active communication through multiple channels. They also receive support from older students, and support in their transition to higher education.

The students state that the feedback they provide is used and makes a significant contribution to improving the learning process.

In conclusion, the visit to the "Mihai Viteazu" National Intelligence Academy was successful, and the provided documents were well structured. The report includes information covered in the submitted documents, information received during the discussions, and information extracted from the locations visited. Our conclusion is that the Academy should be awarded high degree of confidence.

STUDENT EVALUATORS' RECOMMENDATIONS

— Develop an Academic Ethics and Conduct Code, enclosed to the Charter, in order to make it easier to modify the regulation in case of any changes at national level.
— Rectify the Methodology for organising and implementing elections for student representatives by taking into account the education law and the code of students' rights and obligations.
— Inform the students about the elections process.
— Continue the efforts for the logistic and strategic development of the Academy.
— Invest in the required sports infrastructure to support the physical development of military students.
— Collect students' opinions on adjusting or improving the curricula.
— Receive students' feedback on organising the timetable and schedule.
— Design a mechanism to monitor the implementation of the suggestions generated from the teaching staff evaluations.
— Identify and implement mechanisms to increase students' and graduates' involvement in the process of revising the curricula and the syllabi at the level of the two faculties.
— Promote the psychological counselling and career orientation services among students.
— Actively involve students in internal quality assurance policies.
— Ensure the continuous development of the teaching staff within the context of the new challenges brought about by the current generation of students.
— Inform the students of the results of the students' evaluation of the teaching process.
— Inform the students about the modalities for evaluating the Academy's administrative and auxiliary staff.
— Inform the students about the access to international databases, and provide instructions on how to connect to and use the accounts at the library.
— Implement an academic exchange programme; the Academy could promote academic exchanges and international collaborations, and offer professors and students opportunities to study or teach abroad, in order to encourage mobility.

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— Promote scholarship and grant programmes: The Academy could offer scholarships / fellowships and grants for professors and students to support their mobility in the country and abroad, and encourage active participation in conferences, seminars and research projects.

— ANIMV could develop a mentoring programme where more experienced teaching staff could support and guide young staff in their professional and academic development.

— The Academy could provide financial support or other benefits to attract young talents, such as providing research facilities or support for professional development training courses.

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VII.   CLOSING MESSAGE

The mixed external institutional evaluation team appointed on one hand by ARACIS and on the other hand by HCÉRES to perform the external quality evaluation visit at the "Mihai Viteazul" National Intelligence Academy of Bucharest appreciated how the visit was organised by the education institution, and the facilities and support provided during the visit.

The institutional evaluation visit offered many occasions to the evaluators to ascertain the provision of material and financial resources, as well as qualified staff, the existence of good management and financial management, and the implementation of significant reforms, especially with regard to academic ethics and the development of the doctoral school on new grounds.

The entire team of evaluators expresses its thanks to the management of ANIMV, the Rector, Mr Prof. Dr. Adrian-Liviu IVAN, the Senate Chair, Mrs. Associate Prof. Dr. Ecaterina DRĂGHICI, the contact person, Mr. Associate Prof. Dr. Răzvan GRIGORAŞ, and to all the teaching staff, representatives of faculty management teams, representatives of the CSUD and the doctoral school, representatives of the research centres, of the administrative staff and, last but not least, to the students and the staff who were actively involved in ensuring a smooth visit for the institutional evaluation and the evaluation of the included study programmes.

Thanks to the facts mentioned above, the visit of the institutional evaluation commission at ANIMV was efficient and achieved its purpose and objectives, and it allowed the mission of the two evaluation institutions, ARACIS and HCÉRES, to be fulfilled according to the contract signed by the parties.

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ABBREVIATIONS

ANC	National Agency for Qualifications
ANIMV	"Mihai Viteazul" National Intelligence Academy
ARACIS	Romanian Agency for Quality Assurance in Higher Education
CCOC	Career Counselling and Guidance Centre
CEAC	Evaluation and Quality Assurance Commission
CEU	Academic Ethics Commission
CNMSI	National Centre for Modelling and Simulation in Intelligence
CNATDCU	National Council for Attestation of University Degrees, Diplomas and Certificates
CSUD	Council of Doctoral Studies
DAC	Quality Assurance Department
DSUM	Master study domain
EHEA	European Higher Education Area
FV	Visit sheet
Hcéres	Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur
INSI	National Institute of Intelligence Studies
IOSUD	Institution organising doctoral studies
GO	Government Ordinance
OSIM	State Office for Inventions and Trademarks
GEO	Government Emergency Ordinance
NB	Basic quota
PO	Pay by hour
Pop	Operational plan
RDI	Research-Development-Innovation
REI	Internal evaluation report
REVISAL	General employee record book
RMU	National Students' Registration Book
ROF	Organisational and operational regulations
SAOPSN	Defence, Public Order and National Security System
SRI	Romanian Intelligence Service