

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	"Lucian Blaga" University of Sibiu
Doctoral School:	of Philology and History
Doctoral Domain:	History
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Zahariuc Petronel	Expert evaluator	
2.	Musteață Sergiu	International Expert	
3.	Tudor Elena-Adelina	PhD Student Evaluator	

I. Introduction

This report is prepared following the external quality assessment process initiated by ARACIS in order to maintain the accreditation of the History doctoral program at the “Lucian Blaga” University of Sibiu. The evaluation period was May 18-19, 2026, and the external quality assessment committee, approved by the ARACIS Council, was composed of:

1. Prof. univ. dr. Zahariuc Petronel, “Alexandru Ioan Cuza” University of Iași (team coordinator),
2. Prof. univ. dr. Musteață Sergiu, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova,
3. Stud. Tudor Elena-Adelina, University of Bucharest.

The contact person within the Doctoral School, Social and Human Sciences, was Prof. Dr. Marian Țiplic.

“Lucian Blaga” University of Sibiu (ULBS) is a state higher education institution that has been operating since 1969, when it was established as a branch of Babeș-Bolyai University, specializing in Philology and History. Then, in 1976, by Decree of the State Council No. 203/30.06.1976, the Institute of Higher Education in Sibiu was established, comprising the Faculty of Philology and History, the Faculty of Economic and Administrative Law, and the Faculty of Mechanics. After 1990, ULBS continued to develop as a multidisciplinary institution integrated into the European higher education area.

At the moment, in “Lucian Blaga” University of Sibiu, are 14,736 students enrolled, of which 11,488 are undergraduate students (programs in Romanian and foreign languages), 2,777 master's students (programs in Romanian and foreign languages), and 471 doctoral students in 16 doctoral programs (in Romanian and foreign languages) 15 faculties and 5 doctoral schools function, that train students for Bachelor's, Master's, and Doctoral degree programs in various fields (technical, social and human sciences, economic, artistic, health; <https://doctorate.ulbsibiu.ro/ro/>). The Doctoral School of Philology and History comprises two fields of doctoral studies – Philology and History – for which the 2021 external evaluation concluded with the decision to maintain accreditation for both fields. The activity of the SDFI is supported by a coordinator for each field for which doctoral studies are organized. The administrative activities related to the conduct of doctoral studies at the SDFI are carried out by the IOSUD-ULBS secretariat through the Doctoral, Postdoctoral, and Habilitation Studies Service.

The University Doctoral Field of HISTORY is administered by the Doctoral School of Philology and History, established within IOSUD – “Lucian Blaga” University of Sibiu. The director of the Doctoral School is Prof. dr. Mihaela Herciu, and is part of the Doctoral School Council Prof. Dr. Marian Țiplic, who is also the coordinator of the history field. The field of History has 6 doctoral supervisors affiliated with ULBS. DSUD-HISTORY within SDFI-ULBS currently has six affiliated doctoral supervisors in activity; four from ULBS: Prof. Marian Țiplic, PhD; Prof. Sorin Radu, PhD; Prof. Zeno Karl Pinter, PhD; Conf. Pavel Moraru, PhD; and two from three from other institutions: Flavius Solomon and Dietmar Muller (<https://doctorate.ulbsibiu.ro/ro/domenii-si-conducatori/>).

II. Methods used

- The evaluation process began with the study and analysis of the Internal Evaluation Report (REI) of the evaluated study program and its annexes, in the analysis of documents, data and information available, in electronic format, on the websites of the “Lucian Blaga” University of Sibiu (<https://doctorate.ulbsibiu.ro/ro/>), the Faculty of Social and Human Sciences of ULBS (<https://socioumane.ulbsibiu.ro/>), in the meetings held with: the committee that drafted the REI, the management of the Doctoral School, the University and Faculty management and heads of

departments, teaching staff, doctoral students, graduates, employers, directors of research centers in the Faculty, the CEAC committee of the University and the quality committee of the Faculty. Before the on-site visit, the commission requested additional clarifications regarding the fulfillment of the recommendations made during the previous ARACIS evaluation, the remediation of some issues regarding the opening of some links in the REI, as well as detailed explanations about the fulfillment of some indicators, requirements to which the Doctoral School and the contact person responded promptly. The visit to the Doctoral School was carried out between Ma 18-19, 2026. Because the objective of the evaluation was "maintaining accreditation", the commission monitored the progress made by the Doctoral School: Philology and History, for the field of history, after the last evaluation that took place in 2021, and visited: the material base (educational spaces, secretariat, research centers), the rooms assigned to the Doctoral School, etc.). Meetings with doctoral students, graduates, employers and teaching staff showed the existence of a favorable framework for the professional training of doctoral students and for the personal development of teaching staff, the excellent opportunities for the dissemination of learning and research results, the very good educational facilities and extracurricular training opportunities offered by the University. According to the visit schedule, the evaluation committee carried out the following activities:

- Online meeting, five days before the visit, held on the zoom platform (<https://us02web.zoom.us/j/82728256441?pwd=wznAgeCYSP6eN7IsNNPUeWMHkce3Ct.1>)

- REE analysis of the evaluated study program and its annexes;
- Analysis of documents, data and information available, in electronic format, on the websites of the University and the Faculty;
- Visit to the headquarters of the Doctoral School and to the headquarters of the Faculty of Social and Human Sciences of ULBS and Department of History, Heritage and Protestant Theology, during which the educational spaces (classrooms and seminar rooms, laboratories, research centers), the secretariat, spaces dedicated to teaching staff, etc.) were visited;
- Meetings with the management of the Doctoral School, with the management of the Faculty and the Departments, with the contact person and with the team involved in the preparation of the internal evaluation report (REI);
- Meeting with doctoral supervisors;
- Meeting with doctoral students;
- Meeting with doctoral graduates;
- Meeting with employers of graduates of the doctoral field of history;
- Meeting with the directors of the Research Centers within the Department of History, Heritage and Protestant Theology;
- Meeting with representatives of the CEAC Commission of the University;
- Meeting with representatives of the quality committee of the Faculty.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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The Doctoral Study Domain History operates within the Doctoral School of Philology and History, one of the six doctoral schools functioning under IOSUD – Lucian Blaga University of Sibiu (<https://doctorate.ulbsibiu.ro/ro/>). The governance structure is clearly defined by institutional regulations and comprises the Council for Doctoral University Studies (CSUD), the Doctoral School Council (CSDFI), doctoral domain coordinators, and administrative support services dedicated to doctoral education (<https://doctorate.ulbsibiu.ro/ro/informatii-generale/>).

The Doctoral School Council includes representatives of doctoral supervisors, doctoral students and external academic stakeholders. The structure ensures participatory governance and transparency in decision-making processes. The doctoral school's activities are supported administratively by the Doctoral, Postdoctoral and Habilitation Studies Service.

The doctoral domain functions according to a comprehensive regulatory framework comprising (<https://doctorate.ulbsibiu.ro/ro/legislatie/>):

- The Higher Education Law no. 199/2023;
- The National Framework Regulation for Doctoral Studies;
- The ULBS Charter;
- The ULBS Code of Ethics;
- The Regulation on the Organization and Conduct of Doctoral Studies at ULBS;
- Specific methodologies and operational procedures related to admission, supervision, evaluation and thesis defence.

The doctoral domain benefits from a designated coordinator appointed in accordance with institutional regulations (<https://doctorate.ulbsibiu.ro/ro/domenii-si-conducatori/>). The coordinator oversees admissions, annual monitoring of doctoral supervisors, internal evaluation processes and accreditation procedures.

The evaluation panel finds that the organisational structure governing the doctoral study domain History is coherent, functional and fully aligned with national legislation and ARACIS requirements. The governance framework clearly defines responsibilities and decision-making procedures while ensuring representation of academic staff, doctoral students and external stakeholders. Institutional regulations are regularly updated to reflect legislative changes and quality assurance requirements. The reorganisation of doctoral studies, implemented following the 2021 ARACIS recommendations, demonstrates institutional responsiveness and a commitment to continuous improvement. The establishment of a dedicated Doctoral School of Philology and History has strengthened governance efficiency and increased the representativeness of management structures.

Best Practice Examples

- Successful implementation of ARACIS recommendations through structural reorganisation of doctoral schools.
- Clear governance architecture with representation of doctoral students and external experts.
- Dedicated doctoral administration service ensuring efficient support for doctoral activities.

Recommendations

- Continue the periodic review of regulations to maintain alignment with evolving national and European doctoral education policies.
- Further strengthen digital governance instruments supporting doctoral administration and monitoring.

The indicator is: **FULFILLED**

Standard S.A.1.2. Stakeholder engagement

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

**Indicator
I.P.A.1.2.1**

The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

The Doctoral Study Domain History is part of the Doctoral School of Philology and History (SDFI) at IOSUD – Lucian Blaga University of Sibiu. The governance framework of doctoral studies ensures the active involvement of academic staff, doctoral students, and external stakeholders in decision-making processes related to doctoral education. The institutional framework provides multiple mechanisms through which stakeholders contribute to the development and revision of regulations, methodologies, and procedures governing doctoral studies. The Council for Doctoral University Studies (CSUD) includes doctoral supervisors elected by the academic community and doctoral student representatives elected by doctoral students. Similarly, the Council of the Doctoral School of Philology and History (CSDFI) includes representatives from doctoral supervisors, doctoral students, and external academic experts (<https://doctorate.ulbsibiu.ro/ro/csud/>).

The composition of the CSDFI reflects the principle of stakeholder participation. In addition to the Director of the Doctoral School and representatives of doctoral supervisors, the council includes an external scientific figure affiliated with the Institute of Social and Human Sciences Research in Sibiu and a representative of doctoral students. This structure facilitates the inclusion of perspectives from both the academic environment and doctoral candidates in governance processes. Consultation mechanisms are further supported through periodic meetings, feedback instruments, doctoral student satisfaction surveys, mentorship needs assessments, and consultations conducted during the preparation of internal evaluation reports and strategic documents. Stakeholder opinions are also collected during the review of curricula, doctoral regulations, quality assurance procedures, and internationalisation strategies. The Internal Evaluation Report highlights dedicated reports that measure doctoral student satisfaction and identify mentorship needs, which are subsequently analysed within the quality assurance framework and used to support institutional decision-making.

The evaluation panel considers the doctoral domain to demonstrate a well-developed culture of stakeholder engagement. The participation of doctoral students within both CSUD and CSDFI ensures that the beneficiaries of doctoral education contribute directly to institutional governance. The inclusion of external academic experts within the governing structures strengthens the objectivity and relevance of decisions while facilitating alignment with developments in the broader academic and research environment. The available evidence indicates that consultation mechanisms are institutionalised rather than occasional. Feedback collected from doctoral students and academic staff contributes to quality assurance processes, curriculum development, supervision practices, and the continuous improvement of doctoral studies. Particular attention is given to doctoral student satisfaction and mentoring needs, demonstrating a student-centred approach consistent with European Standards and Guidelines (ESG) and ARACIS requirements. The panel concludes that stakeholder involvement is systematic, transparent, and effective in supporting evidence-based decision-making within the doctoral domain.

Best Practice Examples

- Representation of doctoral students at both CSUD and Doctoral School Council levels.
- Participation of external academic experts in doctoral school governance structures.
- Systematic collection and analysis of doctoral student satisfaction and mentoring needs.
- Integration of stakeholder feedback into quality assurance and strategic planning processes.
- Transparent publication of governance structures, decisions, and regulations through institutional platforms.

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

Recommendations

- Further strengthen collaboration with employers, cultural institutions, archives, museums, and research institutes relevant to the field of History.
- Develop a structured stakeholder consultation framework specifically targeting alumni and employers.
- Expand the use of digital consultation tools to increase participation in governance and quality assurance processes.
- Continue monitoring the effectiveness of stakeholder feedback mechanisms through periodic impact assessments.

The indicator is: **FULFILLED**

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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Lucian Blaga University of Sibiu provides the Doctoral Study Domain History with adequate material infrastructure to support doctoral education, research, and academic activities. The facilities are legally owned and administered by the university and are integrated within the broader educational and research infrastructure of ULBS. Doctoral students benefit from access to teaching and research facilities located within the Faculty of Humanities, university research centres, and the Central University Library. The doctoral domain is directly supported by the Centre for Research on Heritage and Socio-Cultural History (CCPISC), which provides a specialised research environment for doctoral candidates and academic staff. The Central University Library offers extensive access to printed and electronic resources, including scientific journals, specialised databases, monographs, archival collections, and digital resources relevant to historical research. Doctoral students have access to reading rooms, electronic catalogues, online databases, and interlibrary services (<https://bcu.ulbsibiu.ro/ro/>). The university provides digital infrastructure supporting doctoral studies through institutional platforms, electronic communication systems, online learning tools, and access to specialised software resources. Research facilities are complemented by institutional access to scientific databases and digital repositories. The infrastructure is designed to support both educational activities and independent research, ensuring suitable conditions for doctoral supervision, seminars, conferences, workshops, and scientific events (<https://bcu.ulbsibiu.ro/ro/contact/baze-de-date-abonate/>). ULBS has implemented institutional measures intended to facilitate accessibility and inclusion, including support services and infrastructural adaptations for students with disabilities (<https://bcu.ulbsibiu.ro/ro/contact/biblioteca-digitala-a-ulbs/>).

The evaluation panel finds that the material resources available to the doctoral domain in History are appropriate to the programme's size, mission, and objectives. The existence of dedicated research centres, specialised library resources, and digital infrastructure provides doctoral students with a supportive environment for conducting advanced research. The integration of doctoral candidates into ULBS's broader research infrastructure is a significant strength of the programme (<https://centers.ulbsibiu.ro/ccpisc/new/>). The Central University Library is an important strategic asset, ensuring access to contemporary scholarly literature and electronic resources essential to doctoral-level research in History. The available facilities enable the doctoral domain to fulfil its educational and research objectives while remaining compliant with ARACIS standards for infrastructure and learning resources.

Best Practice Examples

- Integration of doctoral students within the Centre for Research on Heritage and Socio-Cultural History (<https://centers.ulbsibiu.ro/ccpisc/new/>).
- Access to a modern university library with extensive digital resources.
- Availability of institutional research infrastructure shared across faculties and doctoral schools.
- Provision of electronic access to scientific databases and academic repositories.

Recommendations

- Continue expanding access to international digital databases and specialised historical archives.
- Increase investment in digital humanities resources and research technologies relevant to historical research.
- Further develop research spaces dedicated specifically to doctoral candidates.
- Continue improving accessibility measures for students with disabilities.

The indicator is: **FULFILLED**.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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ULBS has established institutional mechanisms for the administration, maintenance, modernization, and efficient utilization of its educational and research infrastructure. The facilities used by the Doctoral Study Domain History are included in the university-wide asset management framework, which ensures ongoing maintenance, periodic investments, and compliance with legal requirements for safety, accessibility, and educational use.

The university annually allocates financial resources for infrastructure maintenance, technological upgrades, library acquisitions, digital resources, and support services. Doctoral students benefit from access to continuously updated library collections, electronic databases, information technology infrastructure, and research facilities. The Internal Evaluation Report highlights ongoing investments in improving research infrastructure, maintaining access to international scientific databases, acquiring recent scholarly literature, and identifying modern analytical and research tools necessary for doctoral studies in History. The Doctoral School and IOSUD monitor the adequacy of learning and research resources through internal evaluation procedures, feedback mechanisms, and strategic planning documents.

The evaluation panel finds that ULBS has established an effective framework for managing material resources and ensuring their sustainability. The evidence demonstrates continuous institutional commitment to maintaining and upgrading facilities used by doctoral students and supervisors. Resource management is aligned with the university's strategic objectives and supports the educational and research mission of the doctoral domain. The panel notes the integration of resource planning within broader institutional development strategies and appreciates the efforts undertaken to ensure long-term access to research resources and infrastructure.

Best Practice Examples

- Strategic planning of infrastructure development.
- Continuous investment in library collections and digital databases.
- Integration of infrastructure maintenance within institutional quality assurance processes.
- Systematic monitoring of doctoral students' needs regarding research resources.

Recommendations

- Continue expanding digital infrastructure supporting historical research.
- Increase investment in digital humanities tools and software.

- Maintain annual assessments of infrastructure adequacy from the perspective of doctoral students and supervisors.

The indicator is: FULFILLED

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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The Doctoral Study Domain History currently includes six doctoral supervisors affiliated with ULBS:

- Prof. Pavel Moraru
- Prof. Dietmar Müller
- Prof. Zeno-Karl Pinter
- Prof. Sorin Radu
- Prof. Flavius Solomon
- Prof. Ioan Marian Țiplic.

All doctoral supervisors hold habilitation certificates or recognised equivalent qualifications and fulfil the national standards established by CNATDCU for doctoral supervision (<https://doctorate.ulbsibiu.ro/ro/domenii-si-conducatori/>). The Internal Evaluation Report confirms that all doctoral supervisors meet the minimum national standards and demonstrate significant scientific productivity, reflected through publications, citations, participation in research projects, conference activity, and academic leadership. Several supervisors enjoy strong international visibility and maintain collaborations with prestigious universities, research institutes, and scientific networks. The evaluation panel concludes that the doctoral domain benefits from highly qualified academic staff who can provide high-quality doctoral supervision and advanced research training. The disciplinary expertise represented within the supervisory team covers major fields of historical research, including archaeology, medieval studies, modern history, contemporary history, cultural history, and interdisciplinary approaches. The scientific achievements and academic recognition of the supervisors contribute significantly to the attractiveness and academic reputation of the doctoral programme.

Best Practice Examples

- 100% compliance with CNATDCU standards.
- Presence of internationally recognised scholars.
- Balanced disciplinary coverage within historical studies.
- Strong research visibility at national and international levels.

Recommendations

- Continue attracting newly habilitated academics.
- Expand opportunities for international co-supervision arrangements.
- Encourage participation in international doctoral networks.

The indicator is: FULFILLED

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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ULBS supports the continuous professional development of doctoral supervisors through institutional policies that promote scientific excellence, research funding opportunities, international mobility, conference participation, publication support, and involvement in national and international research projects. Academic staff members are encouraged to apply for research grants, participate in international mobility programmes, and engage in collaborative scientific activities within European and global research networks. The university also supports habilitation procedures and affiliation of newly qualified doctoral supervisors to the doctoral school (<https://doctorate.ulbsibiu.ro/ro/abilitari/abilitari-2025/>). The evaluation panel finds that professional development mechanisms are consistent with the institution's strategic objectives and directly contribute to maintaining the academic quality of doctoral education. The doctoral supervisors demonstrate active involvement in research, publishing, project development, and international academic cooperation, indicating effective institutional support (<https://centers.ulbsibiu.ro/ccpisc/new/projects/granturi>).

Best Practice Examples

- Institutional support for habilitation procedures.
- Encouragement of international mobility and cooperation.
- Participation in European research initiatives.
- Integration of professional development within quality assurance mechanisms.

Recommendations

- Increase institutional incentives for international grant applications.
- Develop targeted training programmes related to doctoral supervision and research management.

The indicator is: FULFILLED

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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The doctoral domain benefits from funding allocated through the national financing framework for doctoral studies, institutional resources, research projects, and external funding sources. ULBS maintains diversified funding mechanisms supporting doctoral education, including doctoral scholarships, research grants, mobility funding, infrastructure investments, and project-based financing. The Internal Evaluation Report identifies strategic objectives to diversify funding sources through European projects, partnerships, and international collaborations. The evaluation panel considers that available financial resources are sufficient for the current size and objectives of the doctoral domain. The institutional commitment to diversification of funding sources demonstrates strategic foresight and supports long-term sustainability. The recommendations formulated during the previous ARACIS evaluation regarding diversification of funding have been addressed through increased participation in grant competitions and institutional initiatives.

Best Practice Examples

- Multiple funding sources supporting doctoral education.
- Institutional support for mobility and research activities.
- Strategic focus on grant acquisition and international funding opportunities.

Recommendations

- Continue increasing participation in Horizon Europe and other European programmes.
- Strengthen partnerships with external stakeholders capable of supporting research activities.

The indicator is: FULFILLED

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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ULBS has implemented modern information systems supporting doctoral studies, including electronic management systems, digital communication platforms, online learning environments, institutional repositories, and access to international scientific databases. Doctoral students and supervisors benefit from electronic access to institutional regulations, research resources, academic records, and administrative services. The university website and the doctoral studies portal ensure transparency regarding admissions, regulations, doctoral supervision, thesis defence procedures, mobility opportunities, and quality assurance documentation (<https://doctorate.ulbsibiu.ro/ro/presustineri/presustineri-2024/>). The evaluation panel finds that the digital infrastructure adequately supports both educational and administrative processes associated with doctoral studies. The integration of electronic communication and management systems contributes to transparency, efficiency, and accessibility. The digital environment facilitates doctoral supervision, research dissemination, and participation in international academic activities.

Best Practice Examples

- Dedicated doctoral studies portal.
- Electronic access to regulations and quality assurance documentation.
- Integration of digital learning and research resources.
- Transparent publication of public information.

Recommendations

- Continue expanding digital services supporting doctoral candidates.
- Develop additional digital humanities resources relevant to historical research.

The indicator is: FULFILLED



IV. DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The doctoral program in History is structured around a coherent curriculum based on expected learning outcomes and the ECTS system, integrating teaching, research, and assessment activities in accordance with national and European standards. The curriculum includes subjects corresponding to the mission undertaken. The flexibility of the learning process is ensured by optional subject packages depending on the research topics proposed to be put out to competition for vacant doctoral student positions. The doctoral program has two components: a training program based on advanced university studies with 30 credits and 900 hours; individual scientific research program, with 210 credits and 6300 hours, based on research activities and dissemination of research results, as well as on the development and completion of the doctoral thesis (Plan-de-invatamant-2025-2026_SDFI.pdf; Fise-discipline-Istorie.pdf). The curriculum will be continuously updated in line with developments in the field and feedback from stakeholders, strengthening the link between the skills acquired and labor market requirements, as well as diversifying the methods of research and evaluation of learning outcomes.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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The History doctoral university study program has been periodically accredited, the last periodic evaluation took place in 2021 ([Hot-74 2021-Eval-IOSUD-Blaga-Sibiu.pdf](#)). The expected learning outcomes are formulated to correspond to professional competencies (content-related, cognitive, and research) and transversal competencies acquired upon completion of doctoral studies in accordance with Level 8 qualifications of the EQF and CNC. Thus, the doctoral program in History is designed in accordance with national occupational standards and the European Classification of Occupations (ESCO), and the learning outcomes and skills acquired reflect the requirements of the labor market, as formulated in the curricula and validated through consultations with stakeholders.

The indicator is: fulfilled.

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

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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The educational process of the PhD program in history includes teaching strategies: interactive methods, project-based learning, case studies or practical applications. Emphasis is also placed on the use of modern technologies and digital resources. Doctoral students within DSUD-HISTORY benefit throughout the duration of their doctoral training from the advice/guidance of academic guidance and integrity committees, approved in accordance with the legal provisions in force by CSD-SDFI (Ghidul-studentului-doctorand-ULBS.pdf). Student-centered learning is reflected from the moment of admission to doctoral studies through research topics. During the period under evaluation, doctoral students in the field of doctoral studies in History benefited from scholarships and research internships (Teme-de-cercetare-pozitii-vacante-admitere-septembrie-2025_FINAL_25.08.2025.pdf). Several history doctoral students participated in UEFISCI and ULBS research grants.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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IOSUD-ULBS, through the Doctoral School of Philology and History, actively supports, including financially, the participation of doctoral students in international academic mobility programs in accordance with the principles of student-centered learning: international conferences, research internships, summer schools, training courses (30_Regulament privind mobilitati de studiu Erasmus+_Senat_martie2021.pdf). Doctoral students are also offered other real and diverse opportunities to participate in academic mobility, both in person and virtually, through Erasmus+ programs and other international partnerships (FORTHEM, FULBRIGHT, etc.). See: Programmes | Department of International Relations and REI (Participation of doctoral students in the doctoral program in History in international academic mobility grants).

Recommendations

Increasing the number of mobility opportunities for doctoral students through the Erasmus Plus program or other European university programs and beyond.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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The learning process is adaptable to the needs of each student. For students in the doctoral field of History, equitable access to modern educational resources is ensured, i.e. to the library, e-learning, academic databases. Institutional policies on equity and inclusion are implemented through: 6 Metodologia prevenirii, combaterea si sanctionarea oricaror forme de discriminare Senat martie2025.pdf. The implementation and impact of these measures are

documented and reflected in: [3 Raport prorector studenti Senat martie2025.pdf](#). The aim is to expand support measures by developing inclusive educational resources, training doctoral supervisors in differentiated approaches, and constantly monitoring the progress of doctoral students from vulnerable groups or with special needs.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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IOSUD-ULBS ensures access for all students, including those with special educational needs or disabilities, to resources and support services tailored to individual learning needs, specific to the field, cycle, and form of organization of the study program ([8 Regulamentul SmartHub Senat martie2025.pdf](#)). Doctoral students have access to the teaching resources they need to support the learning process for the doctoral level of university studies. Services intended to support the learning process are provided through the university library (<https://bcu.ulbsibiu.ro/ro/>), databases and other electronic resources. The material base of the specialization includes modern equipment for lecture and seminar rooms and a computer laboratory. The doctoral school organizes an annual conference, where students can present their research results depending on the specific topic of their doctoral thesis.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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The learning outcomes for the doctoral field of History were presented in relation to the content of the subjects in the curriculum (<https://doctorate.ulbsibiu.ro/ro/cursuri/>; <https://doctorate.ulbsibiu.ro/wp-content/uploads/Fise-discipline-Istorie.pdf>). The professional competencies of the graduate of the PhD specialization in History are specified in the Curriculum. They correspond to the field of History, in correlation with other specializations in the humanities but also with the CNC.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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The training program based on advanced university studies is carried out during the first semester of the first year. The doctoral student must accumulate a number of 30 ECTS credits within the

program based on advanced university studies. The individual scientific research program has as its final objective the development and defense of the doctoral thesis by the doctoral student and involves completing all the activities established by the doctoral supervisor within the individual program of doctoral studies, including the development and defense of the scientific research project and a minimum of 3 scientific research reports. Doctoral studies are completed by defending the doctoral thesis in a public session before the doctoral thesis public defense committee following the Procedure approved by the ULBS Senate ([5_PO_Finalizarea_studiilor_univ_de_doctorat_Senat_iunie2025.pdf](#)), and is subsequently validated by CNADTCU, in accordance with the applicable legislation. See and REI.

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

IOSUD-ULBS, through CSUD and doctoral schools, develops and rigorously applies procedures for admission to doctoral programs, including for the field of doctoral studies in History, ensuring compliance with the principles of fairness, transparency, and equal access to higher education. All information regarding the admission process is communicated publicly in a transparent manner, by posting it on the website <https://doctorate.ulbsibiu.ro/ro/admitere/> and through other information channels (mass-media), ensuring that candidates have full and clear access to all relevant details. Internal validation of the regulations and admission calendar is carried out annually, in accordance with legal requirements and good institutional practices (9_Regulamentul-de-admitere-la-studii-universitare-de-doctorat_Senat_ian2025-1.pdf; Admitere Online ULBS; Admitere Online ULBS).

The indicator is: fulfilled.

Indicator
I.P.B.7.1.2

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

Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) The principles of equity and equal opportunities are included in the Regulation on the organization of admission to the doctoral study cycle. Admission criteria are based on the candidate's competencies and there are no discriminatory criteria. At the level of IOSUD-ULBS a Gender Equality Plan is implemented to promote fundamental rights, non-discrimination, and equal opportunities for all members of the academic community ([Admitere Online ULBS; 6_Metodologia_prevenirea_combaterea_si_sanctionarea_oricaror_forme_de_discriminare_Senat_martie2025.pdf](#)).

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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From admission to doctoral studies until the completion of the doctoral program and the public defense of the doctoral thesis, the institutional regulations are well established and accessible on the IOSUD-ULBS website, clearly defining the general framework and the specific features of the students' academic journey (for references to internal documents, see REI, p. 36-37). The academic progress of doctoral students is monitored and documented by the Doctoral, Postdoctoral, and Habilitation Studies Service within IOSUD-ULBS, reflecting their academic status, promotion, and individual performance throughout their doctoral studies. Monitoring involves both recording academic and scientific results and assessing compliance with ethical and academic conduct standards. Documents used to support this process are available at <https://doctorate.ulbsibiu.ro/ro/documente/>.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
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Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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International activity at the IOSUD-ULBS level is strengthened through participation in educational, research, and social projects and partnerships, as well as through the conclusion of memoranda of understanding and collaboration agreements with universities and higher education institutions abroad (Programmes | Department of International Relations). IOSUD-ULBS's entry into the European FORTHEN Alliance in 2021 has led to an increase in internationalization. Several doctoral students and doctoral supervisors have participated in a series of academic and research mobility programs in recent years (FORTHEN | Department of International Relations).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
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Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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The fact that doctoral studies are at a good level is certified by the fact that many of the theses defended have been published or are to be published by important publishing houses in Romania. Within DSUD-HISTORY, scientific research activities constitute the central element of the educational process in the doctoral program, contributing to the attainment of the learning outcomes established for Level 8 qualifications in the EQF/CEC and in the National Qualifications Framework (CNC). The research projects carried out at IOSUD-ULBS are utilized and visible, in accordance with the strategic directions of ULBS, through the content of the following documents (Centre de cercetare – Universitatea Lucian Blaga din Sibiu – Serviciul Suport de Cercetare Dezvoltare Inovare; 12 Strategia de cercetare, dezvoltare si inovare Senat iulie2025.pdf).

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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The scientific research activity carried out by doctoral students and doctoral supervisors is aligned with the objectives of the doctoral study program in History and aims to strengthen the specific scientific field by generating relevant, innovative, and applicable knowledge. Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled (Raportarea activității GRADIS în facultăți – Universitatea Lucian Blaga din Sibiu – Serviciul Suport de Cercetare Dezvoltare Inovare). Some of the most relevant internationally visible scientific results were highlighted in the REI, p. 41-42. See and Linkuri utile – Universitatea Lucian Blaga din Sibiu – Serviciul Suport de Cercetare Dezvoltare Inovare.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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The doctoral field History within IOSUD-ULBS operates within the university-wide quality assurance framework. Quality assurance structures and mechanisms are evidenced through annual [operational plans](#), [CEAC reports](#), [annual IOSUD quality assurance reports](#), [annual activity reports](#), [Rector's reports](#), [Senate meeting minutes](#) addressing quality-related matters, and the [IOSUD methodology](#) for obtaining the habilitation certificate. The effectiveness of quality assurance measures is further supported by doctoral student feedback mechanisms ([satisfaction surveys](#) and [mentoring needs assessments](#)) and by the research activity reporting system (GRADIS), used by both [doctoral students](#) and [supervisors](#). The evidence demonstrates the existence of a comprehensive institutional quality assurance system that is integrated at doctoral school level. The regular production of strategic, operational, and monitoring documents indicates a systematic approach to quality management.

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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IOSUD-ULBS demonstrates the active involvement of relevant stakeholders, including doctoral students, doctoral supervisors, graduates, employers, and institutional partners, in quality assurance and decision-making processes. Stakeholder participation is reflected in institutional regulations such as the [CEAC and SCEAC Regulations](#), the [Regulation of the University Administrative Council](#), and the [Code of Students' Rights and Obligations](#). Evidence is also provided through [reports on student satisfaction and mentoring needs](#), based on surveys and focus groups (See also *Anexa I.P.C. 1.2.1.*). Consultation mechanisms are implemented through the University Senate, Administrative Council, CSUD, and Doctoral School Councils. Stakeholder feedback is incorporated into key institutional documents, including the [multiannual strategic plan](#), annual operational plans, [the ULBS Strategy 2025–2034](#), [the University Charter](#), and the [Regulation on the Organization and Conduct of Doctoral Studies](#).

The available evidence indicates that IOSUD-ULBS has established formal mechanisms to ensure stakeholder participation in governance, quality assurance, and strategic planning processes.

Recommendations

Strengthen the monitoring of the impact of stakeholder feedback on institutional decisions and policy revisions.

The indicator is: fulfilled

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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The University Ethics Committee operates on the basis of regulations approved by the University Senate and functions independently from any other institutional structure or individual, in accordance with national legislation. Its activity is supported by the [Regulation of the University Ethics Committee](#), the [Senate decision approving the regulation](#), the [Code of Ethics and University Deontology](#), [annual ethics reports](#), [decisions and resolutions issued by the Ethics Committee](#), [documents attesting its institutional independence](#), and the [ULBS Strategy for the Prevention and Combating of Plagiarism](#). Compliance with national regulations is ensured through alignment with the [Higher Education Law no. 199/2023](#) and the [national framework regulation governing university ethics committees](#). For doctoral studies, a dedicated [Research Ethics Subcommittee](#) operates with a four-year mandate and independent status, overseeing the implementation of research ethics policies in areas such as publication and authorship, research involving human participants and animals, bioethics, research data management, collaboration, conflicts of interest, research integrity, fraud prevention, and the promotion of responsible research environments.

The evidence demonstrates the existence of a formally established and operational ethics governance framework that complies with national legal requirements. The approval of the Ethics Committee's regulations by the University Senate, combined with documented guarantees of institutional independence, supports the autonomous functioning of the committee.

The indicator is: fulfilled

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes

and domains and of the performed activities, involving students, employers and other stakeholders

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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IOSUD-ULBS has established procedures, approved in accordance with the applicable legislation, governing the initiation, monitoring, and periodic review of study programmes, doctoral fields, and related academic activities. These procedures are implemented systematically and periodically revised through institutional regulations, including [regulations and procedures concerning programme development and review](#), the Regulation of the Quality Evaluation and Assurance Commission (CEAC), and the [regulations governing technical-administrative and support structures involved in quality assurance](#). Their formal adoption is evidenced by Senate decisions approving the CEAC Regulation and the regulations of the quality assurance support structures. The implementation and effectiveness of these procedures are documented through [CEAC](#) and [SCEAC reports](#), [CSUD decisions](#), and [external evaluation reports issued by ARACIS](#).

The available evidence indicates that IOSUD-ULBS has developed a structured quality assurance framework covering the entire cycle of programme initiation, monitoring, and review. The existence of dedicated regulations, specialized quality assurance bodies, and formal approval mechanisms demonstrates a systematic institutional approach.

The indicator is: fulfilled

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Members of the academic community within the Doctoral School of Philology and History, together with external stakeholders, are actively involved in the implementation of procedures related to the initiation, monitoring, and periodic review of study programmes and doctoral fields. Their involvement is regulated through institutional procedures including [regulations and procedures concerning programme development and review](#), the Regulation of the Quality Evaluation and Assurance Commission (CEAC), and the [regulations governing technical-administrative and support structures involved in quality assurance](#). These procedures are approved and periodically revised through Senate decisions, including those concerning the CEAC Regulation and the procedure for evaluating student satisfaction with the university environment. The participation of doctoral supervisors and doctoral students is reflected through the [Doctoral Student Guide](#), decisions adopted by the CSUD and the Council of the Doctoral School of Philology and History, as well as through study plans and course descriptions. External stakeholders contribute through participation in guidance and academic integrity committees, doctoral thesis defence committees, invited lectures, and courses organised for doctoral students.

The evidence demonstrates that the implementation of quality assurance procedures relies on the active participation of both internal and external stakeholders. Doctoral supervisors and doctoral students are involved in academic governance and programme development processes through formal consultative and decision-making structures.

Recommendations

Further formalise mechanisms for collecting and analysing stakeholder feedback regarding doctoral training outcomes.

The indicator is: fulfilled

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

Standard S.C.4.1. Procedures

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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The evaluation of doctoral students' satisfaction and mentoring needs is conducted annually through structured feedback collection using online questionnaires administered via Google Forms. The questionnaires are distributed through a dedicated Classroom platform created for doctoral students. The collected data are centralized and analysed by the Subcommittee for Quality Evaluation and Assurance at IOSUD-ULBS level. The results of the evaluation process are summarised and included in the annual activity reports of IOSUD-ULBS.

The evidence indicates the existence of a formal mechanism for collecting and analysing doctoral students' feedback regarding their educational experience and mentoring support. The annual implementation of satisfaction surveys provides a systematic source of information on the quality of teaching, supervision, and doctoral training activities.

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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IOSUD-ULBS has implemented a systematic framework for data collection and analysis to support internal quality assurance processes. The framework is governed by the Quality Assurance Regulation and the CEAC Methodology for Data Collection and Analysis. Institutional procedures rely on internal databases containing information on academic performance, graduate employability, and student satisfaction. Quality monitoring is supported through predefined performance indicators aligned with the university's mission and strategic objectives, as reflected in the annual operational plans. Evidence of data collection and analysis is documented through CEAC and SCEAC annual reports, as well as Senate decisions discussing institutional performance and quality-related findings. At doctoral level, students' academic progress is closely monitored, with particular emphasis on thesis completion. Doctoral theses are publicly presented before guidance and academic integrity committees, published for a 90-day public consultation period through the national platform <https://rei.gov.ro/teze-consultare>, and subsequently submitted for validation by CNATDCU. In addition, doctoral students have access to anti-plagiarism software to support academic integrity and quality assurance.

The evidence demonstrates that IOSUD-ULBS employs a structured and data-driven approach to internal quality assurance. The existence of institutional procedures, internal databases, and defined quality indicators supports the systematic collection and analysis of information relevant to educational performance.

The indicator is: fulfilled

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

and qualifications

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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Information of public interest concerning doctoral studies in general, and the doctoral field History in particular, is made available through the official university website and the dedicated doctoral studies web page: doctorate.ulbsibiu.ro/ro/. These platforms provide transparent access to regulations, methodologies, procedures, institutional documents, information on doctoral fields and supervisors, announcements regarding thesis pre-defences and public defences, admission procedures, and requirements related to the completion of doctoral studies.

The evidence indicates that IOSUD-ULBS has established accessible and transparent channels for the dissemination of information relevant to current and prospective doctoral students, academic staff, and other stakeholders.

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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Transparency of decision-making processes related to the doctoral field History is ensured through the [official IOSUD-ULBS website](#) and the dedicated [webpages of the CSUD](#) and [doctoral schools](#). Relevant institutional information is publicly available and includes the Rector's annual reports, tuition fees and scholarship regulations, Senate decisions, ethics regulations and decisions, institutional methodologies, regulations and procedures, public information and transparency policies, annual activity reports, financial documents, internal and external audit reports, as well as regulations, methodologies, procedures, and decisions adopted at CSUD level. Information concerning doctoral studies, governance, financial aspects, and academic regulations is regularly published and accessible to stakeholders.

The evidence demonstrates that IOSUD-ULBS has established mechanisms that ensure transparency and accessibility of decision-making processes. The publication of governance documents, financial information, regulations, and decisions adopted by university and doctoral governance structures allows stakeholders to access relevant information and understand the rationale behind institutional decisions.

The indicator is: fulfilled

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

Standard S.C.8.1. Compliance with the external evaluation obligation

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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IOSUD-ULBS, through the Doctoral School of Philology and History, ensures the implementation of procedures related to external quality assurance evaluations in accordance with the applicable legal framework. These procedures are supported by the [regulations and methodologies of ARACIS and other external quality assurance agencies](#), [institutional self-evaluation reports](#) prepared for external reviews, [self-evaluation reports of the doctoral field under assessment](#), and [action plans](#) developed

to address recommendations resulting from previous external evaluations. In addition, the completion of doctoral studies through the public defence of the doctoral thesis is subject to external quality assurance procedures established at national level.

The evidence demonstrates that IOSUD-ULBS has established mechanisms to support and facilitate external quality assurance processes. The preparation of self-evaluation reports and the implementation of corrective action plans indicate a commitment to continuous quality improvement and responsiveness to external recommendations.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: ✓ Experience in organizing doctoral studies in the field of doctoral studies in History (over 30 years); ✓ Material and financial support for doctoral students to participate in international conferences, research documentation, internships, summer/winter schools, publication of articles; ✓ High level of involvement of doctoral students in teaching and research activities by occupying positions as university assistants or research assistants; ✓ PhD supervisors with national and international visibility; ✓ Existence of research projects with national and international impact; ✓ The existence of journals listed in international databases, including WOS and SCOPUS, at the level of the Doctoral School of Philology and History, which facilitates the dissemination of research results.	INTERNAL FACTORS Y	Weaknesses: ✓ Lack of organization of joint doctoral programs; ✓ Lack of foreign doctoral students; ✓ At DSUD-HISTORY a small number of doctoral students take advantage of mobility opportunities and internships abroad through the Erasmus programs.
SWOT analysis		
Opportunities: ✓ Organizations that need specialists (doctoral students or doctors) to carry out research	EXTERNAL FACTORS P	Threats: ✓ Declining interest in doctoral studies among master's degree graduates; ✓ Decrease in the number of places funded

projects and/or increase competitiveness; ✓ Existence of international research programs for funding doctoral and postdoctoral research; ✓ The digitization of education and its move to the online environment facilitates the participation of doctoral supervisors and doctoral students in prestigious international conferences or provides access to various "networks" for the exchange of good practices and the formation of research clusters; ✓ The existence of other state and private universities in the region that need specialists with doctorates in the field of history; ✓ The existence of platforms that use artificial intelligence.		by the state budget; ✓ Lack of national research projects dedicated to doctoral students; ✓ Suspension of competitions organized by UEFISCDI, namely PNCDI IV – Program 5.2 – Human Resources and Research Awards; ✓ Poor funding for doctoral studies; ✓ Use of artificial intelligence in violation of academic ethics standards. ✓ Competition with other doctoral schools in Romania and the Republic of Moldova, and the departure of some doctoral supervisors to other university centers.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	Continue periodic review of governance regulations and strengthen digital governance tools.
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	Expand stakeholder consultation mechanisms involving employers, alumni and international partners.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for	F	Continue improving research infrastructure and digital resources.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Increase investments in digital humanities infrastructure and research technologies
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Continue attracting newly habilitated scholars and international co-supervisors.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Increase participation in international professional development programmes.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Diversify external funding sources and strengthen European project participation.
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Further develop digital services supporting doctoral education.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Increasing the number of mobility opportunities for doctoral students through the Erasmus+ program or other European university programs and beyond.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	with their potential and aspirations, taking into account the diversity of learning styles and abilities.		
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Strengthen the monitoring of the impact of stakeholder feedback on institutional decisions and policy revisions.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Further formalise mechanisms for collecting and analysing stakeholder feedback regarding doctoral training outcomes.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

The recommendations made by the ARACIS commission in 2021 have been implemented (4 recommendations from areas A and C), a fact recognised by ARACIS Council Decision no. 74 of 09/30/2021 ([Hot-74_2021-Eval-IOSUD-Blaga-Sibiu.pdf](#)). The doctoral field within the Doctoral School of Philology and History (SDFI) - IOSUD "Lucian Blaga" University of Sibiu is a good field, with consistent results, both in terms of the number of doctoral theses defended and their publication, and in terms of correspondence with the labour market, with most graduates having a job. We have deduced this from the RIE analysis, from the on-site visit, from the analysis of documents available on the websites, from the meetings and discussions that the evaluation committee had, as well as from the prestige of the history doctoral field at "Lucian Blaga" University of Sibiu. The history doctoral field is rigorously organized, in accordance with ARACIS standards, and the periodic evaluation of the field has been carried out constantly, with the application of all recommendations from the external evaluation reports. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to a quality education.

In addition to the recommendations formulated for individual performance indicators, the evaluation panel recommends:

1. Further strengthening the internationalisation strategy through increased doctoral mobility and international co-supervision arrangements.
2. Expanding participation in European research projects and international doctoral networks.
3. Continuing efforts to attract international doctoral students and young researchers.
4. Enhancing the visibility of doctoral research results through publication in high-impact journals and open-access dissemination platforms.
5. Developing digital humanities initiatives and advanced digital research infrastructures relevant to historical studies.
6. Strengthening cooperation with museums, archives, cultural heritage institutions, research institutes, and public authorities.
7. Expanding graduate tracking mechanisms in order to better evaluate doctoral employability and societal impact.
8. Continuing the proactive implementation of academic ethics and research integrity policies, particularly in relation to the use of artificial intelligence in research activities.

VI. Conclusions

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

The external evaluation panel concludes that the Doctoral Study Domain **History**, organised within the **Doctoral School of Philology and History of IOSUD – Lucian Blaga University of Sibiu**, demonstrates a high level of compliance with the standards and performance indicators established by ARACIS and the national regulatory framework governing doctoral education.

The evaluation identified a series of significant strengths characterising the doctoral domain:

- a well-established institutional framework supporting doctoral education;
- highly qualified doctoral supervisors with strong scientific visibility;
- effective governance and stakeholder participation mechanisms;
- a mature quality assurance culture;
- substantial scientific productivity and research performance;
- strong integration of doctoral students into research activities;
- adequate educational and research infrastructure;
- commitment to academic ethics and integrity;

- active participation in international academic cooperation and mobility programmes;
- demonstrated capacity to implement recommendations resulting from previous external evaluations.

The evaluation panel notes that all recommendations formulated during the previous ARACIS evaluation have been addressed through concrete institutional measures, including the reorganisation of doctoral studies and the establishment of the Doctoral School of Philology and History.

The doctoral programme demonstrates coherence between its mission, objectives, curriculum, research activities, learning outcomes, and quality assurance mechanisms. The programme provides doctoral candidates with a stimulating academic environment that supports the development of advanced research competences and contributes to the production and dissemination of high-quality scientific knowledge.

The doctoral domain also demonstrates a clear commitment to continuous improvement, internationalisation, innovation, and alignment with European standards and best practices in doctoral education.

Based on the analysis of all documentation made available to the evaluation panel and the assessment of all performance indicators, the panel concludes that the Doctoral Study Domain History fully satisfies the requirements for maintaining accreditation.

Following the completion of the external quality evaluation procedure, the evaluation panel proposes the following decision:

MAINTAINING ACCREDITATION (MAC) for the Doctoral Study Domain **HISTORY** within the Doctoral School of Philology and History, IOSUD – Lucian Blaga University of Sibiu

VII. Annexes

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