



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

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

NR. 260/H/27.08.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

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

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

ANEXA NR. 13

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 13.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Ștefan cel Mare” din Suceava	
Școala(ile) doctorală(e)	Științe Aplicate și Inginerești	
Domeniul de studii universitare de doctorat (DSUD)	Silvicultură	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Agricole, Silvice și Medicină Veterinară (CPS_C9) din 14.08.2026, propunerea de decizie fiind consemnată în PV nr. 4361/14.08.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4487/27.08.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ:- N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N: -
Motivarea deciziei		
Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit • Total standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.		
Decizia	Menținerea acreditării	

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:	"Ștefan cel Mare" University of Suceava
Doctoral School:	Applied Sciences and Engineering
Doctoral Domain:	Forestry
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role
1.	Prof. dr. ing. Vorovencii Iosif	Expert evaluator
2.	Prof. dr. Pichler Viliam	International Expert
3.	Stud. Bungău Tudor	PhD Student Evaluator

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

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This External Evaluation Report (EER) was prepared by the Evaluation Panel identified on the second page of this document. The Panel was appointed by ARACIS and was entrusted with conducting the periodic quality evaluation for the purpose of maintaining the accreditation of the **Doctoral Study Domain in Forestry**, organized by Ștefan cel Mare University of Suceava. The evaluation schedule, established by mutual agreement with the representatives of Ștefan cel Mare University of Suceava (hereinafter referred to as USV), set the site visit for the period 22–24 July 2026. The evaluation visit involved the participation of all members of the Evaluation Panel at USV in Suceava, where they took part in all the activities included in the evaluation schedule.

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

USV is an accredited public higher education institution operating on the basis of university autonomy, in accordance with the legal framework established by the Constitution of Romania and the Higher Education Law No. 199/2023.

Its current status as a university is established by the Government Decision of Romania No. 225 of 7 March 1990, which officially recognized USV as a public institution within the Romanian national higher education system. The history of higher education in Suceava began in 1963 with the establishment of the Three-Year Pedagogical Institute. Over more than six decades, the institution has continuously evolved and expanded its mission and organizational structure through several stages of development: the Pedagogical Institute (1963–1975); the Mixed Institute of Higher Education, comprising pedagogical and technical education (1976–1984); the Institute of Sub-Engineers (1984–1989); and, since 1990, Ștefan cel Mare University of Suceava.

USV is a comprehensive university currently comprising 11 faculties covering all major fields of study, including engineering sciences, natural sciences, social sciences, humanities, arts, and sports. The University offers a broad range of higher education programmes at the bachelor's level (both full-time and distance learning), master's level, and doctoral level, as well as continuing education and professional retraining programmes.

The institution underwent institutional evaluations conducted by ARACIS in 2008, 2013, 2019, and 2024, receiving the qualification "High Degree of Confidence" on each occasion. The mission of USV is to promote and support the creation and dissemination of knowledge through education, lifelong learning, scientific research, innovation, human development, and entrepreneurship, while maintaining compliance with national and international quality standards.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Doctoral Study Domain in Forestry within the Institution Organizing Doctoral Studies (IOSUD) has an academic tradition spanning nearly 30 years, with the first doctoral thesis successfully defended in 1996. To date, a total of 68 doctoral theses have been validated, of which 12 were

completed during the 2020–2025 period. In recent years, the Doctoral Study Domain has experienced steady growth in both the number of doctoral students and doctoral supervisors, while also strengthening its international dimension through the development of international joint supervision arrangements (two doctoral theses), the preparation of doctoral theses in English (three theses), the enrolment of international doctoral students, and the involvement of international experts in doctoral guidance committees and public thesis defence committees (six experts).

Following the periodic external evaluation conducted in 2021, the Doctoral Study Domain maintained its accreditation, with no evaluation indicators assessed as partially fulfilled or not fulfilled. Since then, significant progress has been achieved in enhancing the quality of the doctoral programme, diversifying research topics, attracting new doctoral supervisors, securing financial support for doctoral students, and further developing the internationalization process. These achievements were also confirmed by the interim evaluation carried out in 2024.

The Doctoral Study Domain in Forestry at USV is the second doctoral study domain of its kind in Romania and the only one in the North-East Development Region. It plays an important role in advancing doctoral research, training highly qualified human resources, and strengthening the University's position in the field of forest sciences.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

The external evaluation of the doctoral study field Forestry was conducted in accordance with the ARACIS Methodology for the External Evaluation of Quality in Higher Education and the specific standards applicable to doctoral study fields. Prior to the site visit, the evaluation panel reviewed the Self-Evaluation Report prepared by the IOSUD, together with the supporting documentation, in order to assess the extent to which the standards, criteria, and performance indicators were fulfilled.

During the evaluation visit, the experts held meetings with the representatives of the university management and the IOSUD, the Director of the Doctoral School, doctoral supervisors, doctoral students, graduates, and employers' representatives. In addition, the panel examined supplementary documents requested during the evaluation process, including partnership agreements with professional organizations (such as the Regional Forest Directorates, public and private forest districts, HS Timber Productions, EGGER Romania, and the National Institute for Research and Development in Forestry "Marin Drăcea"), as well as reports on the evaluation of the educational process completed by doctoral students at both the university and the Forestry doctoral study field levels. The panel also verified the institutional mechanisms governing the organization and implementation of doctoral studies and assessed the teaching and research infrastructure supporting doctoral education.

The panel's findings were based on the triangulation of evidence obtained through the analysis of the documentation provided, discussions with the relevant stakeholders, and observations made during the site visit. For each performance indicator, the available evidence and the degree of compliance with the requirements of the ARACIS methodology were assessed. Based on these findings, the panel formulated its conclusions, recommendations, and proposal to maintain the accreditation of the doctoral study field.

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

Prior to the site visit to USV, the Evaluation Panel and the University's representatives jointly agreed on a detailed evaluation schedule, which was fully implemented. The schedule included meetings between the external evaluators and representatives of the following categories:

- the representatives of the USV management and the management of the Faculty of Forestry (FS) (Dean and Vice-Deans);
- the Director of the Council for Doctoral Studies (CSUD), the Director of the Doctoral School of Applied and Engineering Sciences (ȘDȘAI), and the Vice-Rector responsible for research;
- the working group that prepared the Internal Evaluation Report (IER) for the Doctoral Study Domain in Forestry;
- the staff responsible for the research centres and laboratories;
- the academic staff serving as doctoral supervisors;
- the representatives of the quality assurance structures;
- the members of the University Ethics Committee;
- the doctoral students enrolled in the Doctoral Study Domain (DSD);
- representatives of the programme graduates;
- representatives of employers, including the National Forest Administration, the National Institute for Research and Development in Forestry "Marin Drăcea" (INCDS "Marin Drăcea"), and the National Forest Guard;
- representatives of the management of the HEI and management of the organisational component, to communicate the conclusions of the evaluation process.

Furthermore, in the presence of representatives of the Faculty of Forestry, the panel of experts visited the facilities made available to doctoral students in the Forestry doctoral field, including lecture and seminar rooms located on Campus A, specialized laboratories (such as the Forest Biometrics, Applied Ecology, and Geomatics laboratories), as well as the Faculty Library, which provides access to specialized literature and electronic resources.

- Other relevant methods or aspects.

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

The activities of USV are organized on the basis of a clearly defined institutional structure, comprising academic, managerial, administrative, and deliberative components, reflected in the existence of appropriate functional organizational charts. The University's governance and administrative system provides the necessary framework for carrying out teaching, research, and administrative activities.

The operation of the University and its doctoral studies is regulated by a comprehensive set of internal regulations, methodologies, and procedures, which are periodically updated. These govern the organization and functioning of the governing bodies, the management of study programmes, the development and revision of curricula, as well as the monitoring and periodic evaluation of academic programmes. In addition, separate regulations govern the organization and conduct of doctoral studies, the activities of the Council for Doctoral Studies (CSUD), and the functioning of the Doctoral School of Applied and Engineering Sciences (ȘDȘAI).

The Doctoral School of Applied and Engineering Sciences (ȘDȘAI) coordinates seven doctoral study domains, including the Doctoral Study Domain in Forestry. The development and management of this Doctoral Study Domain are carried out under the methodological coordination of the Doctoral School. The operation of the Doctoral Study Domain is based on clearly defined academic and administrative structures, internal evaluation procedures, and a quality management system that supports continuous improvement and ensures ongoing compliance with national quality standards.

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

The analysis of the current situation reveals the existence of a well-structured institutional and governance framework, which ensures the organization and implementation of the activities related to the Doctoral Study Domain in Forestry. The documents examined indicate that USV has clearly defined academic, administrative, and managerial structures, supported by an internal regulatory framework consisting of regulations, methodologies, and procedures governing the functioning of the management mechanisms, the organization of study programmes, as well as the quality assurance and quality evaluation processes.

At the same time, the Doctoral School of Applied and Engineering Sciences (ȘDȘAI) performs the role of methodological coordinator of the Doctoral Study Domain in Forestry, within a functional academic and administrative management system. The internal evaluation processes, together with the quality assurance mechanisms, support the continuous monitoring of activities and promote the continuous improvement of the doctoral programme.

Furthermore, the documentation examined indicates that the entire set of internal regulations is subject to a process of periodic updating, in accordance with developments in the legislative framework and with the evolution of the field of doctoral research. Their implementation in the University's day-to-day activities contributes to strengthening a stable institutional environment, focused on compliance with quality standards and on ensuring the proper conduct of academic and research activities.

In addition, the analysis confirms the existence of operational mechanisms for coordinating and monitoring the activities carried out within the Doctoral Study Domain in Forestry, which support the implementation of academic policies and the achievement of the strategic objectives of IOSUD. The organization of activities on the basis of clearly defined responsibilities and institutionalized procedures contributes to improving the efficiency of the decision-making process, increasing administrative transparency, and supporting the sustainable development of the doctoral programme.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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.

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

The analysis of the current situation highlights the existence of a structured institutional mechanism for the periodic consultation of the academic community, the socio-economic environment, and labour market representatives, with the aim of aligning the competences targeted by the doctoral programme with the employability requirements of its graduates. The documents examined indicate that these consultations are carried out systematically, including through the Faculty of Forestry, by organizing formal meetings with employers, academic staff, doctoral students, and other relevant stakeholders. These meetings are documented through official minutes and records of the discussions.

It is also noted that thematic events and specialized workshops are organized, and that the feedback obtained from research projects coordinated by doctoral supervisors is effectively used. This contributes to the identification of the actual needs of the professional environment and to the continuous adaptation of the doctoral training directions. In the case of the Doctoral Study Domain in Forestry, the Doctoral School actively involves representative employers, including the County Forest Directorates (Suceava, Iași, Vaslui, Vrancea, Bacău, Botoșani, and Neamț), the National Forest Administration, the National Agency for Protected Natural Areas, the Water Management System, the County Association of Hunters and Anglers (AJVPS), the National Institute for Research and Development in Forestry "Marin Drăcea" (INCDS "Marin Drăcea"), and private companies (Ritmic SRL and HR Egger).

The analysis of the documentation indicates that the proposals formulated during these consultations are compiled and analysed by the management structures of the Doctoral School and are subsequently incorporated, where appropriate, into the process of revising the methodologies, regulations, and internal procedures. This approach demonstrates the existence of a functional feedback and curricular adjustment mechanism, ensuring that the doctoral programme remains aligned with labour market dynamics and with developments in the field of Forestry.

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

The documents examined demonstrate the existence of a functional and coherent institutional mechanism for the involvement of stakeholders in the quality assurance and continuous improvement of the Doctoral Study Domain in Forestry. At the level of the Doctoral School of Applied and Engineering Sciences (ȘDȘAI), the feedback collected from doctoral students is systematically used and taken into consideration in the process of improving both educational and administrative services.

The analysis also highlights the existence of permanent academic communication mechanisms, including the regular consultations provided by doctoral supervisors, which facilitate direct interaction, the clarification of research-related issues, and the support of the doctoral students' academic progress. At the same time, the involvement of doctoral students in consultation processes and in the revision of internal procedures confirms the adoption of a participatory approach to academic governance.

The proposals and observations put forward by beneficiaries and other categories of institutional stakeholders are collected by the management structures, analysed, and, where appropriate, incorporated into the process of updating the internal regulations, methodologies, and procedures. This

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

feedback cycle ensures the dynamic nature of the continuous improvement process and contributes to strengthening the quality culture at the institutional level.

Overall, the mechanisms for consultation and the use of feedback are operational and contribute to enhancing decision-making transparency, supporting the continuous adaptation of the doctoral programme, and ensuring its alignment with the requirements of the academic and socio-economic environment.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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

The Doctoral Study Domain in Forestry has adequate educational and research infrastructure to support the implementation of doctoral activities, including teaching facilities, offices for doctoral supervisors, and appropriately equipped laboratories. These facilities are equipped with computer hardware, specialized software, and high-performance equipment, most of which has been acquired within the last five years, all of which provide the necessary support for teaching and research activities.

The University Library provides a comprehensive documentary and information framework through its five reading rooms, lending services, and access to international scientific literature databases and platforms, thereby supporting doctoral research activities.

The University's IT infrastructure is extensive and fully operational, providing access to internet and intranet services, as well as to high-performance computing resources and services used in research activities and scientific collaborations.

Furthermore, the Doctoral Study Domain in Forestry has access to research centres and specialized laboratories in the field of forestry, where advanced research activities and doctoral students' research placements are carried out. The laboratories available to the Doctoral School in the field of Forestry are: Forest Geomatics, Forest Biometrics, and Applied Ecology. The Forest Biometrics Laboratory represents an advanced research infrastructure in the fields of dendrochronology, wood anatomy, and the assessment of forest ecosystem resilience to climate change, enjoying international visibility and recognition in these scientific areas. The material infrastructure is supported through continuous investments from the University's own financial resources and research projects, which contribute to the ongoing modernization and upgrading of the infrastructure. Overall, the existing infrastructure provides the necessary conditions for the proper implementation of the doctoral programme and for conducting research activities under appropriate conditions.

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

The analysis confirms the existence of adequate educational and research infrastructure for carrying out the activities of the doctoral programme, including teaching facilities and laboratories that are appropriately equipped and aligned with the requirements of the disciplines included in the curriculum. The available material resources are used efficiently, with due regard for the responsible and sustainable management of existing resources.

The analysis also highlights the availability of technical and IT facilities that enable teaching and research activities to be carried out under appropriate conditions, including access to bibliographic resources and relevant scientific databases provided through the University Library. Furthermore, the research infrastructure is supported by specialized laboratories in the field of Forestry, covering the main research areas of the evaluated Doctoral Study Domain and enabling the implementation of experimental activities and doctoral research placements. The existing facilities support advanced research activities and contribute to the achievement of the objectives of the doctoral programme.

Overall, the available infrastructure provides the necessary conditions for the implementation of the Doctoral Study Domain in Forestry, being fully adequate to the academic and research requirements specific to this field.

- ü Aspects that constitute best practice examples

The existence of the Forest Biometrics Laboratory as an advanced research facility with international visibility and active involvement in research of significant relevance in the fields of dendrochronology and the assessment of forest ecosystem resilience, including through collaborations with researchers from prestigious academic institutions abroad.

The modern equipment available in the laboratories and the continuous upgrading of research equipment, including through recent investments, support the high-quality performance of doctoral research activities.

- ü Recommendations

Not applicable.

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.

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

The teaching, research, and administrative facilities allocated to the Doctoral Study Domain in Forestry are used efficiently, ensuring the necessary conditions for carrying out academic and research activities. The existing infrastructure is supported by dedicated staff responsible for administration and maintenance activities. Within the Doctoral Study Domain in Forestry, qualified technical and administrative support staff with relevant expertise are employed and are responsible for the monitoring, maintenance, and management of the material infrastructure. These staff members contribute to the proper functioning of the infrastructure and to ensuring the continuity of the educational and research processes.

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

The educational, research, and administrative infrastructure allocated to the Doctoral Study Domain in Forestry is used appropriately, ensuring the necessary conditions for carrying out teaching and research activities. Both immovable and movable assets are administered and maintained on a continuous and responsible basis, contributing to the preservation of the functionality and quality of the facilities dedicated to academic activities. Furthermore, the administration and maintenance activities are carried out by dedicated staff, including technical and administrative support staff with relevant expertise, who are responsible for the monitoring, maintenance, and management of the University's material assets. This ensures the continuous and optimal use of the infrastructure and provides appropriate support for teaching and research activities.

Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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

The Doctoral School of Applied and Engineering Sciences (ȘDȘAI), which organizes the Doctoral Study Domain in Forestry, ensures the full coverage of all educational activities included in the curriculum through full-time academic staff employed by the University, in accordance with the number of doctoral students and the structure of the courses included in the doctoral programme. The teaching activities are delivered by academic staff holding a PhD degree and the habilitation qualification in the field of Forestry, whose scientific performance is significantly above the reference thresholds, ranging from more than four times to more than thirty-eight times the minimum standards established by the regulations in force. The level of academic visibility is high, as demonstrated by the existence of academic staff with more than 10,000 citations in Web of Science, reflecting a significant scientific impact at the international level. Furthermore, the number of ISI-indexed articles published is high, ranging between 12 and 104 articles, considerably exceeding the threshold of 8 articles established by the applicable standards.

Within the Doctoral Study Domain in Forestry, a number of 9 doctoral supervisors are active, of whom one doctoral supervisor is over 65 years old (Professor PhD Marian Drăgoi). Of the 9 doctoral supervisors affiliated with the Doctoral School, 6 are full-time academic staff and 3 are affiliated doctoral supervisors (Professor PhD Marian Drăgoi, Senior Researcher I PhD Ionel Popa, and Professor PhD

Adrian Timofte). One of the doctoral supervisors (Senior Researcher I PhD Ionel Popa) is a Corresponding Member of the Academy of Agricultural and Forestry Sciences "Gheorghe Ionescu-Șișești". The international dimension of the activity is strengthened by the affiliation of 2 doctoral supervisors with the Institut National de Géographie (France), an aspect that contributes to strengthening international scientific collaborations and increasing the visibility of the doctoral programme. All doctoral supervisors meet the minimum standards according to Ministerial Order No. 6129/20.12.2016, ensuring the complete and appropriate coverage of the research topics within the evaluated Doctoral Study Domain.

Overall, the human resources involved in the Doctoral Study Domain in Forestry are appropriately dimensioned and characterized by a high level of scientific performance, ensuring the implementation of doctoral training activities under conditions corresponding to the applicable regulatory requirements and quality standards.

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

The Doctoral School of Applied and Engineering Sciences (ȘDȘAI) ensures the full coverage of the activities included in the curriculum of the Doctoral Study Domain in Forestry through full-time academic staff employed by the University, in accordance with the number of doctoral students and the structure of the courses included in the doctoral programme. The academic staff involved in teaching and research activities includes academic staff holding a PhD degree and the habilitation qualification in the field of Forestry, with scientific performances ranging from more than four times to more than thirty-eight times the minimum standards. The scientific activity is supported by a number of 12–104 ISI-indexed articles per academic staff member, exceeding the threshold of 8 articles, while the international visibility is reflected by values exceeding 10,000 citations in Web of Science.

Within the Doctoral Study Domain in Forestry, 9 doctoral supervisors are active (6 full-time and 3 affiliated), of whom one is over 65 years old (Professor PhD Marian Drăgoi). All doctoral supervisors meet the minimum standards established according to Ministerial Order No. 6129/20.12.2016. Among the affiliated doctoral supervisors, Senior Researcher I PhD Ionel Popa is a Corresponding Member of the Academy of Agricultural and Forestry Sciences "Gheorghe Ionescu-Șișești".

During the reference period, 5 habilitation qualifications were obtained (Gabriel Duduman, Mihai Leonard Duduman, Olivier Bouriaud, Ciprian Pălăghianu, Cătălin Roibu), contributing to the expansion of the body of doctoral supervisors. The international dimension is supported by the affiliation of 2 doctoral supervisors with the Institut National de Géographie (France).

- ü Aspects that constitute best practice examples

The full coverage of the activities included in the curriculum through full-time academic staff and a consolidated body of doctoral supervisors, with full compliance with the applicable regulatory requirements.

A high level of scientific performance of the human resources involved, with international visibility and results significantly exceeding the minimum standards.

A positive development trend of the human resources and integration into international academic networks, reflecting the strengthening of the institutional capacity of the Doctoral Study Domain.

- ü Recommendations

Not applicable.

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

USV provides continuous support for the professional development of doctoral supervisors through their involvement in continuing education activities, research, and teaching innovation. The academic staff involved in the Doctoral Study Domain in Forestry have participated in projects funded through the Institutional Development Fund, aimed at modernizing the educational process, digitizing teaching resources, and strengthening applied research in the field of forest sciences. Furthermore, the University has implemented professional training and development programmes through dedicated projects aimed at developing modern teaching skills, the use of digital technologies in education, and improving the transversal competences of academic staff. The participation of doctoral supervisors in these activities confirms the University's commitment to supporting continuous professional development and maintaining a high level of quality in teaching and research activities.

ü 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

USV ensures the participation of doctoral supervisors in continuing education, research, and teaching innovation activities, in accordance with the institutional objectives for academic development. The academic staff involved in the Doctoral Study Domain in Forestry participate in projects financed through the Institutional Development Fund and in dedicated training programmes aimed at modernizing the educational process, digitizing resources, and developing teaching and transversal competences. The existence of collaborations with research institutions and partner universities is also noted, as well as participation in FDI and COACH-type projects, which support continuous professional development and the strengthening of the quality of the teaching process.

ü Aspects that constitute best practice examples

There is effective collaboration regarding the use of research equipment by doctoral students for conducting their research activities.

ü Recommendations

Not applicable.

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

The employment of the academic staff involved in activities within the Doctoral Study Domain in Forestry is carried out in compliance with the legal framework and the University's internal regulations regarding the recruitment of teaching and research positions, as well as with the procedures related to obtaining the habilitation certificate, thus ensuring the compliance of the academic selection and promotion process. Within USV, an institutional mechanism for the recruitment of academic positions on a permanent basis is in place, in accordance with the approved staff positions, contributing to the strengthening and stabilization of the academic body through the appointment of full-time academic staff. During the reference period, one professor position was opened for competition within the Doctoral

School of Applied and Engineering Sciences (ȘDȘAI), a measure aimed at supporting academic capacity and ensuring the human resources required for the implementation of doctoral training activities within the evaluated Doctoral Study Domain.

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

The procedures for the employment of academic staff within the Doctoral Study Domain in Forestry are implemented in accordance with the legal framework and the University's internal regulations, including those related to the recruitment of academic positions and the obtaining of the habilitation certificate, ensuring the compliance of academic recruitment and promotion processes. The institutional system for occupying positions on a permanent basis, correlated with the approved staff positions, contributes to strengthening the stability of human resources and consolidating the academic body involved in doctoral activities.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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

The digital infrastructure of USV is provided by the Communications and Information Technology Service, which manages the Internet/Intranet network, ensuring the operation, security, and availability of institutional IT services. Access to the wireless network is provided free of charge to students, including doctoral students. IT activities are monitored through reports regarding the operation of the systems, while the educational process is supported through collaborative digital platforms (Google Classroom and Google Forms) used for the distribution of teaching materials and the implementation of teaching activities. The Doctoral School of Applied and Engineering Sciences (ȘDȘAI) has a continuously updated webpage that provides information for doctoral students, academic staff, and candidates regarding activities and study programmes. The digital infrastructure is strengthened through institutional digitalization projects (USV DIGITAL – Digital University, Students Connected to Emerging Professions, Sustainable Future; Pedagogy-Education-Digitalization), including major funded projects aimed at modernizing educational and administrative processes and increasing the efficiency of academic activity management.

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

The IT services of USV ensure the administration and operation of the institutional digital infrastructure, including the Internet/Intranet network, providing guarantees regarding the security and continuity of services. Access to the wireless network is available free of charge to the entire academic community, including doctoral students. Teaching activities are supported through collaborative digital platforms used in the teaching and academic communication processes, while the monitoring of the IT infrastructure is carried out through technical reporting mechanisms. The Doctoral School of Applied and Engineering Sciences (ŞDŞAI) uses a dedicated webpage, permanently updated, for informing doctoral students and academic staff about academic programmes and activities. The development of the digital infrastructure is supported through institutional digitalization projects aimed at modernizing educational and administrative processes and improving the efficiency of academic management.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

It is recommended that the university analyses the feasibility of implementing a universal internet access platform standard in European universities, e.g. eduroam.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ü Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The curriculum of the Doctoral Study Domain in Forestry is developed in accordance with the national regulations in force and with the ARACIS standards and performance indicators, aiming to provide the competences required for academic and research activities specific to the field. The structure of the curriculum was established taking into consideration the available human resources and material infrastructure, as well as the need to ensure compatibility with similar programmes at national and European level, being adapted to the evolution of the field and to the requirements of the academic and professional environment.

For the first semester of the first year, compulsory and elective courses corresponding to a total of 30 transferable credits are included, in accordance with the European ECTS system. The courses are organized in a logical sequence aimed at developing the general and specialized competences

* 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.

required for doctoral studies, while the course descriptions are developed and approved according to institutional procedures and are available online. Information regarding the organization and implementation of the doctoral programme is made available to students through the student guide and the dedicated webpage of the Doctoral School of Applied and Engineering Sciences (ȘDȘAI).

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

The curriculum of the Doctoral Study Domain in Forestry is structured in accordance with the requirements of the applicable regulatory framework and the ARACIS standards, being oriented towards the development of academic and research competences specific to doctoral studies. The curriculum is organized based on the expected learning outcomes and ensures the development of the general and specialized competences required in the field, under conditions of compatibility with similar programmes at national and European level. The structure of the courses and their organization within the doctoral programme comply with the requirements of the European Credit Transfer and Accumulation System (ECTS), while the course descriptions are developed and approved according to institutional procedures and are available online. The curriculum includes the course "Research Ethics and Academic Integrity", established as a compulsory course at the level of the Doctoral School, contributing to the development of competences related to academic and research conduct.

- ü Aspects that constitute best practice examples

The structuring of the curriculum based on learning outcomes, in correlation with similar programmes at national and European Union level, and ensuring online access to relevant information regarding the organization of the doctoral programme.

- ü Recommendations

Not applicable.

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

The learning outcomes are defined and correlated with the specific competences of each course included in the curriculum of the advanced university studies training programme within the Doctoral Study Domain in Forestry, according to the reference documents available online.

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

The learning outcomes within the Doctoral Study Domain in Forestry are defined in correlation with the curricular contents and the specific competences of each course, ensuring the internal coherence of the doctoral training programme. It is also noted that there is a correlation between the curriculum and the targeted occupations, which contributes to aligning doctoral training with labour market requirements and with the standards corresponding to level 8 of the National Qualifications Framework.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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ü Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the level of the Doctoral Study Domain in Forestry, the implementation of the student-centred learning process is ensured through coordination and monitoring mechanisms at the level of the Doctoral Study Domain coordinator, supported by doctoral supervisors, who provide guidance to doctoral students throughout teaching and research activities. The educational process is supported through the use of institutional digital platforms (Google Classroom) and electronic communication and learning resources, which facilitate continuous interaction between academic staff and doctoral students, including through access to collaborative tools and dedicated consultation intervals.

The curriculum includes elective courses that allow the individualization of the doctoral training pathway, in correlation with the development of professional and transversal competences specific to the field. The evaluation of teaching activities is carried out based on the methods established in the course descriptions, ensuring the transparency and coherence of the process of assessing learning outcomes. Furthermore, a mechanism for periodic monitoring and reporting of the implementation of recommendations formulated following ARACIS external evaluations is provided, with the aim of continuously improving the quality of the doctoral programme.

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

The coordination and monitoring of the educational process within the Doctoral Study Domain in Forestry are ensured through the academic governance structures, with a role in supporting the doctoral pathway and providing guidance to doctoral students. Doctoral training is supported by the institutional digital infrastructure, which facilitates access to resources, academic communication, and the implementation of teaching activities. The study programme is flexible through the inclusion of elective courses and their correlation with the development of competences specific to the field. The evaluation

and improvement of the programme are carried out based on the course descriptions and the mechanisms for monitoring external recommendations.

ü Aspects that constitute best practice examples

The existence of an integrated academic coordination system for the doctoral process, through the involvement of the Doctoral Study Domain coordinator and doctoral supervisors in monitoring and supporting the students' academic pathway.

ü Recommendations

Not applicable.

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

The Doctoral School of Applied and Engineering Sciences (ȘDȘAI) develops international cooperation through ERASMUS+ programmes and the NEOLAiA consortium, which support integration into European academic networks and the expansion of mobility opportunities for students and academic staff. During the reference period, international mobility activities for doctoral students were carried out, including Erasmus+ mobility periods at European universities, participation in research programmes, and travel to conferences and summer schools. These activities include an Erasmus+ mobility period in Portugal, a mobility placement in Turkey, as well as 10 research project-related travels and 7 participations in international scientific events and summer schools funded institutionally. These activities contribute to strengthening the international dimension of the doctoral programme by diversifying the academic experience and increasing the international exposure of doctoral students.

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

The existence of a functional institutional framework for the internationalization of doctoral studies is noted, through which the Doctoral School of Applied and Engineering Sciences (ȘDȘAI) integrates academic mobility activities into the doctoral training process, using both dedicated European programmes and institutional funding mechanisms for participation in scientific activities. International mobility activities and collaborations contribute to diversifying the academic experience of doctoral students and increasing their exposure to international scientific environments, supporting the development of research competences in different academic contexts. Overall, the strengthening of the international dimension of the doctoral programme is highlighted, reflected through integration into European academic networks and through active participation in international training and scientific dissemination activities.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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

At the level of USV, IOSUD-USV, and the Doctoral School of Applied and Engineering Sciences (ȘDȘAI), equitable access to doctoral programmes is ensured through the use of teaching methods adapted to the diversity of learning styles, such as practical activities, case studies, and interactive activities, supported by digital educational platforms. Concrete inclusion measures are implemented, namely support for doctoral students with special needs, the provision of social scholarships, and counselling services, in order to ensure equal access to educational resources and support the academic pathway of students. The active involvement of female doctoral students in research projects and initiatives dedicated to promoting equal opportunities is also noted, such as Fem4Forest and Fem2Forests, which support equitable access to education and integration into the labour market in the field of forest sciences.

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

The implementation of an institutional framework aimed at ensuring equitable access to doctoral programmes is noted, through the diversification of teaching methods and the use of digital educational support tools. The inclusion measures (support for students with special needs, social scholarships, counselling services) indicate the existence of functional mechanisms for supporting the academic pathway of doctoral students, in accordance with the principles of institutional equity. The involvement of doctoral students in projects dedicated to equal opportunities highlights the institution's commitment to integrating them into relevant research activities and reducing access disparities within the academic environment.

- ü Aspects that constitute best practice examples

The implementation of an inclusive learning framework based on diversified teaching methods and digital tools adapted to the needs of doctoral students.

The existence of institutional support mechanisms (scholarships, counselling services, support for students with special needs) correlated with involvement in equal opportunities projects.

- ü Recommendations

Not applicable.

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

The USV Library represents an essential support infrastructure for the teaching and research activities within the Doctoral Study Domain in Forestry, having five reading rooms, study spaces, internet access, and lending services adapted to the needs of doctoral students. The documentary collection is extensive and diversified, including a very large number of volumes, periodical publications, reference works and multimedia resources, as well as special collections, with a continuous process of updating and annual enrichment.

Access to scientific literature is ensured through subscriptions and international platforms (ANELIS+), including major databases and collections such as ScienceDirect, SpringerLink, Wiley, Nature, IEEE, Scopus, and Web of Science, which cover the documentation needs of the doctoral programme. Bibliographic resources are complemented by teaching materials developed by academic staff and made available to students in both physical and electronic formats, being periodically updated according to developments in the field. The institutional infrastructure also includes accessibility facilities for persons with disabilities through the adaptation of educational spaces, ensuring access to educational resources.

- ü 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

A solid documentary infrastructure is noted within the Doctoral Study Domain in Forestry, through the USV Library and the associated scientific resources, which provide the necessary support for documentation and doctoral research activities. Access to international databases and relevant scientific literature, complemented by updated teaching resources and the involvement of academic staff in providing supporting materials, contributes to the development of the doctoral training process. Furthermore, the activity of the guidance committees, together with institutional support mechanisms for performance enhancement and academic recovery (scholarships, support programmes, and tutoring), provide differentiated support for the academic pathway of doctoral students and strengthen the applied and personalized character of the educational process.

- ü Aspects that constitute best practice examples

Ensuring integrated access to scientific resources (library, international databases, and electronic subscriptions), correlated with a sustained process of updating the documentary collection in recent years through increased acquisitions of specialized publications.

- ü Recommendations

Not applicable.

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

The learning outcomes are defined at the level of each course included in the curriculum of the Doctoral Study Domain in Forestry and are integrated into the course descriptions, reflecting the formative objectives of the doctoral programme and the expectations of academic staff regarding the training of doctoral students. They are oriented towards the development of the competences required for carrying out professional and research activities specific to the field, in correlation with current labour market requirements and the general objectives of the study programme. A correlation is noted between the learning outcomes, the course contents, and the teaching and assessment methods used, these being communicated to students from the beginning of the educational process and monitored at the level of the Doctoral School's management structure.

- ü 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

A coherent integration of the learning outcomes within the structure of the doctoral programme is highlighted, these being correlated with the professional and transversal competences defined at the level of the Doctoral Study Domain in Forestry and operationalized through the course descriptions. The set of learning outcomes is oriented towards the development of the professional profile of doctoral students in the field of Forestry, in accordance with the current requirements of the academic environment and with the directions of integration into research and higher education.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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

The assessment of doctoral students within the Doctoral Study Domain in Forestry is carried out based on institutional regulations, in compliance with a unified procedural framework regarding examination and grading. The assessment process is organized in a flexible manner, through the scheduling of examinations by academic staff in collaboration with doctoral students, while learning outcomes are assessed both throughout semester activities and during examination sessions. The existence of a periodic process for updating the documents regulating teaching activities and

assessment is also noted, in order to ensure alignment with institutional requirements and national standards.

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

The assessment of learning outcomes within the Doctoral Study Domain in Forestry is carried out through an integrated system that includes continuous assessment, examination sessions, and the analysis of progress based on the scientific research reports of doctoral students. The completion of the doctoral pathway is conditioned by compliance with the requirements regarding the preparation and public defence of the doctoral thesis, in accordance with the internal regulations of IOSUD and the legislation in force.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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.

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

Admission to the Doctoral Study Domain in Forestry is organized based on an institutionally regulated procedural framework, in accordance with the national methodology in force and the internal regulations approved by the governing structures of IOSUD-USV, ensuring the uniformity and transparency of the candidate selection process. The establishment of the enrolment capacity for the doctoral programme in the field of Forestry is carried out in correlation with the number of available places (12 places for the academic year 2026–2027) and with the evolution of enrolments over the last five years, being based on the analysis of the institutional training capacity and the dynamics of academic demand in the evaluated field. Thus, the admission process is correlated with the available resources and the development trends of the field, ensuring an appropriate dimensioning of the number of doctoral students in relation to the supervision capacity and the existing infrastructure.

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

The admission process within the Doctoral Study Domain in Forestry is regulated through a clearly defined institutional framework, aligned with the national framework methodology and the internal regulations of USV, ensuring procedural coherence and compliance. The admission policy is

characterized by transparency and predictability, being publicly published and disseminated, so that candidates have timely access to the relevant information.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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ü Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The admission framework within the Doctoral Study Domain in Forestry integrates principles of equity and non-discriminatory access, in accordance with institutional regulations and the applicable national methodology. Mechanisms are implemented to facilitate access for candidates from vulnerable backgrounds through the allocation of dedicated places, supporting the inclusive character of the doctoral selection process.

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

The admission process within the Doctoral Study Domain in Forestry is organized in accordance with the national regulatory framework and institutional regulations, while respecting the principles of equity and equal opportunities within the selection procedures. Specific access mechanisms are provided for candidates from vulnerable backgrounds through the allocation of dedicated places, reflecting the existence of operational measures aimed at supporting equitable access to doctoral studies.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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.

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

The professional activity of doctoral students within the Doctoral Study Domain in Forestry is regulated through a unified institutional framework, which ensures the coherent organization of the educational process and the consistent application of regulations regarding the implementation of doctoral studies. Contractual stability is noted, as these remain unchanged throughout the academic year, contributing to the predictability and continuity of doctoral training.

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

The enrolment of doctoral students in the Doctoral Study Domain in Forestry is conditioned by the conclusion of a doctoral study contract with USV, in accordance with institutional regulations and the legal framework in force. The study contracts ensure the formalization of the doctoral pathway and the stability of academic relations, being integrated into the mechanisms for organizing and implementing doctoral study programmes.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

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

At the level of the Doctoral School of Applied and Engineering Sciences (ŞDŞAI), international partnerships are implemented through ERASMUS+ programmes and the NEOLAIa consortium, supporting integration into European academic networks and the development of institutional cooperation in the field of doctoral studies. Doctoral students' mobility activities include ERASMUS+ placements, research project-related travels, and participation in international conferences and summer schools. During the analysed period, the following activities were recorded: one ERASMUS+ mobility period in Portugal, one mobility placement in Turkey, 10 research project-related travels, 38 participations in international conferences, and 7 travels financed through dedicated mechanisms for special situations. These activities support the expansion of doctoral students' international exposure and the strengthening of the international dimension of the doctoral programme.

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

The internationalization framework of the Doctoral School of Applied and Engineering Sciences (ȘDȘAI) is supported through ERASMUS+ partnerships and the NEOLAIa consortium, which ensure integration into European academic networks and the diversification of institutional collaborations in the field of doctoral studies. The mobility activities of doctoral students cover a wide range of academic and research activities, including international placements, research project-related travels, and participation in external scientific events. The available data indicate a constant mobility activity, with differentiated forms of academic internationalization. The combination of these elements supports the development of the international dimension of the doctoral programme and contributes to increasing the academic exposure of doctoral students in external scientific environments.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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ü Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral training process is based on the integration of scientific research into the educational activity, with doctoral theses addressing topics of a high degree of originality, correlated with the research directions of the faculty and with ongoing projects. At the level of the Doctoral Study Domain in Forestry, doctoral theses and the documents related to the completion of doctoral studies are managed through electronic archiving at the level of the Doctoral Studies Secretariat, while a printed copy of each doctoral thesis is deposited in the University Library, ensuring their access and preservation in accordance with institutional procedures.

The scientific activity of doctoral students is supported through participation in scientific events, with approximately 38 participations in international conferences being recorded, including internationally recognized specialized events (e.g., IUFRO, TRACE), as well as through involvement in the preparation and publication of scientific papers. During the analysed period, 6 doctoral students were involved in national and international research projects. The participation of doctoral students in external academic activities is institutionally supported by the management of USV and CSUD, through the encouragement of involvement in conferences, symposia, and other national and international scientific events.

ü 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

Doctoral training within the Doctoral Study Domain in Forestry is research-oriented, through the integration of doctoral theses into the scientific directions of the field and into ongoing projects. The

documents related to the completion of doctoral studies are managed centrally through electronic archiving and the storage of a printed copy in the University Library, ensuring the traceability and access to doctoral theses. The scientific activity of doctoral students includes involvement in research projects (6 doctoral students) and participation in approximately 38 international conferences, supported by the preparation and dissemination of scientific papers. Participation in external scientific events is institutionally supported in order to increase academic visibility and integration into the international research environment.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

The university may consider enhancing the dissemination of information regarding funding opportunities available to doctoral students to support their scientific development.

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

Scientific research is integrated into the institutional mission and the strategic plans of IOSUD and the University, being structured along fundamental and applied research directions specific to the field of Forestry. The activity of doctoral supervisors is reflected through scientific output (publications in specialized journals, patents) and through the implementation of research and technology transfer contracts during the reference period, as evidenced at institutional level and in individual academic reporting documents. The existing framework reflects sustained research activity, correlated with involvement in projects and with scientific results relevant to the evaluated field.

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

The research and scientific creation activity within the Doctoral Study Domain in Forestry is integrated into the institutional research strategy of USV, being systematically supported both for doctoral supervisors and doctoral students. This activity is reflected through various editorial and scientific initiatives aimed at capitalizing on research results and disseminating them within the academic community. The publication and dissemination of results contribute to strengthening the visibility of scientific output and enhancing the research profile of the Forestry field. Overall, the existing framework ensures the correlation between research activity, institutional strategic objectives, and doctoral activity, with an impact on the development of academic performance.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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

At the level of USV and IOSUD, the functioning of the quality assurance system is regulated through specific institutional documents (quality code, policies, and procedures), which establish the framework for the continuous monitoring and evaluation of academic activities within the doctoral cycle. The internal quality evaluation is carried out periodically at the level of CSUD, through the preparation of reports integrated into the institutional reporting process of the Rector, which are used to support strategic and operational decision-making. The quality assurance system is correlated with academic and research planning at the level of IOSUD, including the monitoring of curricula, alignment with labour market requirements and national quality standards, as well as the involvement of relevant academic stakeholders in evaluation and continuous improvement processes.

ü 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

Quality assurance within USV and IOSUD-USV is organized through a set of institutional structures and operational instruments that regulate the monitoring and evaluation of academic and research activities. The implemented mechanisms cover the entire doctoral academic cycle, from planning and implementation to evaluation and reporting, being integrated into the university governance processes. The functioning of the system supports the maintenance of quality standards and continuous orientation towards the improvement of educational and research processes at institutional level.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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

At the level of IOSUD-USV, institutional mechanisms for informing and consulting the academic community and stakeholders regarding the implementation of internal procedures and the updating of documents of public interest are used. Communication is carried out through electronic correspondence and announcements published online, ensuring the possibility of submitting observations, proposals, and suggestions regarding the modification or revision of the documents subject to consultation.

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

The institutional communication and consultation mechanisms implemented at the level of IOSUD-USV contribute to ensuring the transparency of decision-making processes and to involving the academic community and stakeholders in the process of updating documents of public interest. Information provided through electronic correspondence and announcements published online facilitates access to relevant information and enables the submission of observations and improvement proposals. These practices support the active participation of stakeholders and contribute to the development of an institutional culture oriented towards quality and continuous improvement.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

The doctoral school should further enhance the visibility of its evaluation and consultation processes and results to promote stakeholders' continuous engagement and active participation in quality assurance activities.

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

At the level of IOSUD-USV, there is an institutional regulatory framework governing the organization and implementation of activities in the field of academic ethics and integrity, through provisions included in the University Charter and in the specific regulations of the Committee on Ethics and Academic Integrity. The structure is integrated into the institutional organization of the University and carries out its activity autonomously from the other internal structures. At the same time, the University ensures the transparency of the Committee's activity through the annual publication of its activity report on the institutional webpage.

- ü 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

At institutional level, quality assurance activities are integrated into the internal academic management mechanisms and are carried out based on the regulations in force. Within the Doctoral Study Domain in Forestry, responsibility for quality monitoring lies with the Doctoral Study Domain coordinator, who oversees the implementation of specific procedures and the proper functioning of doctoral activities. The coordinator benefits from the support of institutional structures and available resources at the University level, which support the implementation of evaluation and continuous improvement processes.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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

At the level of IOSUD-USV, there is a formalized procedural framework regarding the initiation, monitoring, and periodic review of study programmes and study domains, established through dedicated institutional documents. These provisions are applied in the processes of establishing study programmes, as well as within authorization and periodic evaluation activities. The Doctoral Study Domain in Forestry underwent a periodic evaluation in 2021, following which the endorsement for maintaining accreditation was granted, in accordance with the decision of the ARACIS Council.

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

The organization and functioning of the Doctoral Study Domain in Forestry are carried out within the institutional academic management system of IOSUD-USV, based on the internal procedures and regulations applicable at the level of the Doctoral School and the University. The specific activities of the domain are operationally coordinated by a person designated as the Doctoral Study Domain coordinator, who ensures the monitoring of academic processes and compliance with the established procedural framework. This organizational structure enables the integration of the domain into the general mechanisms for the organization and monitoring of doctoral studies within the institution.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

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

At the level of IOSUD-USV, the implementation of quality assurance procedures is carried out within an institutional framework that encourages the participation of various categories of stakeholders involved in the doctoral educational process. Mechanisms are established to involve academic staff, doctoral students, administrative personnel, and other stakeholders in activities such as the evaluation of study programmes and the monitoring of the educational process.

Doctoral students play an active role in the quality assurance framework, being represented in governance structures and involved in evaluation processes and in formulating proposals for the improvement of study programmes. At the same time, academic support activities are developed through tutoring, contributing to the guidance and support of the doctoral pathway. In parallel, interactions with the socio-economic environment are maintained through consultations and joint activities aimed at aligning the educational offer with labour market requirements, including the facilitation of research internships and the organization of events connecting students with potential employers. These actions support the continuous adaptation of study programmes and strengthen their relevance in relation to the professional environment.

ü 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

At institutional level, there is a formal quality assurance framework that includes mechanisms for consultation and involvement of relevant stakeholders in the doctoral educational process. These mechanisms address both academic structures, doctoral students, and the external environment, being integrated into the processes of evaluation and development of study programmes. The participation of doctoral students in governance structures and in programme evaluation activities indicates the existence of institutional channels for representation and feedback. In parallel, tutoring and academic support activities contribute to supporting the doctoral pathway; however, their effectiveness depends on the specific manner of implementation at the level of each doctoral study domain. Furthermore, interactions with the socio-economic environment are noted through consultations and labour market-oriented activities aimed at correlating the educational offer with external requirements. These actions indicate institutional commitment towards the adaptation of study programmes, while requiring

continuous monitoring of the actual impact of these mechanisms on curriculum updating and on the outcomes of doctoral training.

ü Aspects that constitute best practice examples

The involvement of doctoral students in governance structures and in the evaluation processes of study programmes.

The continued collaboration between the university and its graduates through various communication channels.

ü Recommendations

Not applicable.

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.

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

At the level of IOSUD-USV, the process of evaluating academic staff by doctoral students is coordinated by CSUD, based on the procedural framework established through internal regulations regarding the evaluation of teaching staff performance and through specific procedures for student evaluation. The results of these evaluations are disseminated both publicly, through the University website, and internally, during periodic meetings with academic staff and doctoral supervisors. Furthermore, at institutional level, there is a regulated framework for the evaluation of auxiliary teaching and non-teaching staff, and the results of these processes are also made public, ensuring transparency in the evaluation activities of human resources.

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

The academic staff evaluation system includes feedback mechanisms from doctoral students, integrated into the academic management processes at the level of CSUD. These mechanisms are applied periodically and are supported by a formalized procedural framework. The results of the evaluations are used both in the internal analysis and institutional communication processes, as well as in ensuring transparency through their publication at University level. In parallel, the evaluation of auxiliary teaching and non-teaching staff is carried out based on specific institutional regulations, with public disclosure of the results, indicating the existence of consolidated practices for monitoring human resources at institutional level.

ü Aspects that constitute best practice examples

The systematic implementation of the process for evaluating teaching staff by students.

ü Recommendations

Not applicable.

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

At the level of IOSUD-USV, a system for collecting and processing relevant data for institutional management is implemented, enabling decision-making based on evidence and the preparation of periodic reports for the competent national authorities. These data are used for analysing institutional performance and monitoring the evolution of specific indicators related to academic and administrative activities. The quality assurance component is supported through digital tools and institutional platforms that facilitate access to documents, regulations, and relevant information for evaluation and self-evaluation processes. These resources are used in the preparation of evaluation reports and in supporting the activities of quality assurance structures.

Internal communication and consultation with the academic community are carried out through dedicated electronic channels, enabling the dissemination of information and the collection of feedback from academic staff and doctoral students. Curricula and related documents are subject to consultation in electronic format, while information of general interest is centrally communicated to beneficiaries. At the level of quality assurance structures, activities are carried out for analysing the collected data regarding the quality of educational processes and academic life, which are used to support decision-making and identify directions for institutional improvement. Furthermore, periodic consultation mechanisms are implemented for doctoral students and academic staff regarding aspects related to teaching activities, research, and the academic environment.

ü 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

At institutional level, a digital framework is developed to support the collection and management of relevant data for academic and administrative activities, being used in reporting processes and in the analysis of institutional performance. Communication and consultation mechanisms with the academic community are implemented through electronic platforms, ensuring the dissemination of information and access to documents subject to consultation. These tools facilitate the flow of information between institutional structures and members of the academic community. Furthermore, data analysis tools regarding educational activities and university life are used to support decision-making processes and quality monitoring. In this way, the institutional system enables the integration of feedback and collected information into continuous improvement processes.

ü Aspects that constitute best practice examples

The use of an integrated information system for the periodic collection and analysis of institutional data, supporting evidence-based decision-making and the continuous monitoring of academic performance.



ü Recommendations

Not applicable.

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.

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

Information regarding doctoral study programmes is made available to the public through the institutional online platforms of the University and CSUD, ensuring access to relevant documents such as curricula, course descriptions, qualification-related competencies, and the scheduling of educational activities. The structure of the information available online covers essential elements regarding the organization of doctoral studies, including the organization of IOSUD into doctoral schools, accredited doctoral fields, the structure of the academic year, as well as information on services, facilities, and mobility and professional development opportunities available to doctoral students. CSUD ensures the dissemination of these data in electronic format, with the possibility of providing access in other formats upon request, thereby contributing to the transparency of educational processes. A continuous effort is maintained to update and correlate the published information with national regulations and current practices in the field, in order to ensure access to accurate and relevant information for all categories of beneficiaries.

ü 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

At the level of IOSUD-USV, a high degree of transparency is ensured regarding information on doctoral study programmes, which is publicly available through institutional platforms. A coherent information structure is highlighted, providing access to essential elements related to the organization of doctoral studies, including aspects concerning programme structure, available resources, and academic opportunities offered to doctoral students. The availability and continuous updating of public information contribute to facilitating beneficiaries' access to relevant data and to supporting the principle of institutional transparency within doctoral educational processes.

ü Aspects that constitute best practice examples

Not applicable.

ü Recommendations

Not applicable.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ü Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the level of IOSUD-USV, the transparency of decision-making processes is ensured through the systematic publication of documents adopted by the University's governing structures on the institutional online platform. Thus, the decisions of the Board of Administration and the resolutions of the Senate are publicly available, allowing access to relevant information regarding academic governance activities and the institutional decision-making process.

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

The systematic publication of the decisions of the Board of Administration and the resolutions of the USV Senate on the institutional platform highlights the existence of a functional mechanism for ensuring decision-making transparency at university level. This approach enables stakeholders to access information regarding academic governance and contributes to the visibility of decision-making processes. Thus, the use of an official channel for disseminating institutional decisions is noted, supporting open access to information of public interest and facilitating the monitoring of the activity of governing structures.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

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.

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

Following the periodic evaluation carried out in 2021, the Doctoral Study Domain in Forestry, included within the Doctoral School of Applied and Engineering Sciences (ȘDȘAI), maintained its accreditation based on the decision of the ARACIS Council dated 16.12.2021. This result confirms the compliance of the programme with the quality requirements assessed at that time and reflects the proper functioning of the institutional framework for the organization and implementation of doctoral studies during the analysed period.



- ü 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

Following the periodic evaluation carried out in 2021, the Doctoral Study Domain in Forestry within ȘDȘAI maintained its accreditation, in accordance with the decision of the ARACIS Council dated 16.12.2021. This result confirms the fulfilment of the quality requirements assessed at that time and the validation of the programme's functioning within the institutional and national standards applicable to doctoral studies.

- ü Aspects that constitute best practice examples

Not applicable.

- ü Recommendations

Not applicable.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		
- ü <i>Solid institutional capacity to support doctoral studies.</i> The doctoral domain operates within a well-organized academic and administrative framework, benefiting from functional management structures, clear quality assurance mechanisms, and mature institutional procedures. - ü <i>Development of sustained and continuous research activity,</i> evidenced by scientific publications, participation in research projects, and the correlation of research topics with the university's strategic directions and institutional priorities. - ü <i>Continuous development and modernization of material infrastructure and access to scientific resources.</i> Doctoral students benefit from improved and diversified infrastructure, including well-equipped research laboratories, particularly the Forest Biometrics Laboratory. - ü <i>Qualified and research-active human resources.</i> Doctoral supervisors have relevant experience and are consistently involved in research activities, as well as in national and international projects. - ü <i>Existence of research directions with international visibility potential.</i> The activity of certain research teams and laboratories has enabled the development of external collaborations and participation in relevant research topics within the European context. - ü <i>Capacity to adapt to digitalization processes and academic modernization.</i> The University has developed extensive digitalization and institutional modernization projects that support both administrative activities and educational processes and doctoral research. - ü <i>Functional connection with the</i>	INTERNAL FACTORS Y	Weaknesses: - ü <i>The development of doctoral research is mainly supported by several academic clusters and specialized infrastructures,</i> which may lead to an uneven distribution of scientific activity among the research directions. - ü <i>Limited capacity for the expansion of the doctoral school.</i> The current number of doctoral supervisors and the relatively moderate dynamics of doctoral student recruitment may reduce the pace of development and diversification of doctoral research. - ü <i>Dependence of advanced research on external funding.</i> A significant part of infrastructure modernization and research activities is supported through competitive projects and external funding, which may affect the predictability of long-term development. - ü <i>Uneven capitalization of the existing digital potential.</i> Although the institutional digital infrastructure is well developed, its integration into all doctoral research activities and topics is progressing at different rates. - ü <i>Relatively limited number of doctoral outcomes with international academic circulation.</i> Theses written in internationally used languages, joint supervision arrangements (cotutelle), and external academic participation are increasing, but they still represent a limited component compared to the potential of the field.

professional and academic environment through the development of consultation and collaboration mechanisms with stakeholders in the forestry sector.		
SWOT analysis		
Opportunities: - ü Increasing emphasis on environmental protection at European level and broader access to European research funding. European programmes dedicated to the environment and research can support doctoral projects and international collaborations. - ü Modern university infrastructure, providing appropriate conditions for the implementation of teaching and research activities, supported by continuous investments in expansion and modernization. - ü Integration into European projects such as LIFE / Horizon Europe. The increasing EU focus on biodiversity and sustainable forest management creates opportunities for accessing more competitive research consortia than those currently available. - ü Development of digital technologies in the fields of environment and forestry. The increasingly frequent use of remote sensing, artificial intelligence, and GIS for data collection and analysis provides new directions for doctoral research. - ü Increasing collaboration between universities through academic mobility programmes and international partnerships facilitates knowledge exchange and the development of joint supervision arrangements (cotutelle) and international doctoral programmes. - ü Growing interest in sustainable forest management. The forestry sector and related fields increasingly require applied scientific expertise.	EXTERNAL FACTORS	Threats: - ü The tendency of master's graduates not to continue doctoral studies at the local level, preferring university centres with higher visibility or international programmes perceived as offering superior professional and academic perspectives. - ü The unjustified pressure exerted by mass media and the distorted presentation of forestry-related issues by media outlets and various NGOs may contribute to a decrease in young people's interest in the Forestry field and, consequently, in pursuing doctoral studies in this area. - ü Frequent changes in national funding policies, which may lead to budgetary instability, with effects on the reduction of the number of doctoral grants and the interruption of long-term projects. - ü Increased legislative pressure and stricter EU regulations on the forestry sector, which may become overly restrictive for applied research activities and difficult to implement in practice. - ü Regional demographic decline, leading to a reduction in the recruitment base and, consequently, to a decrease in the number of potential candidates for the evaluated doctoral study domain.

ü Development of collaborations with forest administration and the private sector, including Romsilva, private forest districts, environmental non-governmental organizations, and consulting companies, which can increase the practical applicability of doctoral research.		
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
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	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
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	It is recommended that the university analyses the feasibility of implementing a universal internet access platform standard in European universities, e.g. eduroam.
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	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The university may consider enhancing the dissemination of information regarding funding opportunities available to doctoral students to support their scientific development.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	The doctoral school should further enhance the visibility of its evaluation and consultation processes and results to promote stakeholders' continuous engagement and active participation in quality assurance activities.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
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	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

Of the total number of performance indicators evaluated, all 32 were assessed as fulfilled.

VI. Conclusions

Following the evaluation process, the following general conclusions are drawn regarding the quality of education provided within the doctoral study programme in the field of Forestry offered by "Ștefan cel Mare" University of Suceava. The doctoral programme has been operating for 30 years and has been consolidated over time, being aligned with current trends in forestry. The doctoral supervisors have the necessary expertise to conduct the doctoral programme, and the material and research infrastructure is appropriately developed, ensuring adequate conditions for the educational process. Doctoral students, graduates, and employers express a positive opinion regarding the evaluated study programme. Following the completion of the periodic evaluation procedure of the doctoral study programme in the field of Forestry within "Ștefan cel Mare" University of Suceava, the evaluation committee recommends the maintenance of accreditation, accompanied by several recommendations aimed at increasing the quality of this programme.



Propose and substantiate a decision.

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

- a) ~~accreditation*~~ (AC)/**maintaining accreditation** (MAC);
- b) ~~conditional maintaining of the provisional authorisation to operate*~~ (CMPA)/**conditional maintaining of accreditation** (CMAC);
- c) ~~non-accreditation*~~ (NAC)/~~withdrawal of the accreditation~~ (WAC).

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.

The schedule of the on-site visit

Minutes of the meetings

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



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Miercuri/ <i>Wednesday</i>, 22.07.2026			
16:00- 16:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location E227 (second floor, E building)
16:30- 17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prorector cu activitatea de cercetare la USV - <i>Vice Rector for Academic Affairs at USV</i> , - Director CSUD - Director al Școlii Doctorale de Științe Aplicate și Inginerești



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
17:00- 17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Președintele Comisiei de etică a USV - Conf. univ. dr. S.C. - Președintele Subcomisiei de etică a cercetării din USV
17:30- 18:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Prof. univ. dr.ing. L.B Prof. univ. dr.ing. C.C.R Prof. univ. dr. ing. M.L.D Conf. univ. dr. ing. G.D Conf. univ. dr. ing. C.P. Prof. univ. dr. ing. O.P.
Joi/ Tuesday, 23.07.2026			



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location E227 (second floor, E building)
9:30- 10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Prof. univ. dr. ing. M.L.D Conf. univ. dr. ing. G.D Conf. univ. dr. ing. C.P.
10:00- 11:00	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the</i>	



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
		<i>Romanian Academy, as applicable</i>	
11:00-11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: -Secretar CEAC USV -președinte CEAC USV
11:30-12:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Au participat 8 cadre didactice



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
12:30-13:30	Pauză de prânz/ <i>Lunch</i>		
13:30-14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ¹ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - student (anul IV) - student (anul IV) - student (anul III) - student (anul IV) - student (anul I) - student (anul I) - student (anul IV) - student anul II)
14:20-14:30	Pauză/ <i>Break</i>		
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{2,3} ai DSUD/	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location E227 (second floor, E building)

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

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

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



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	<i>Meeting of the external quality evaluation experts' panel with alumni⁴ of the DSUD</i>	- Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i> - absolvent (2021) - absolvent (2024) - absolvent ROGOJAN (2022)
15:20-15:30	Pauză/ <i>Break</i>		
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers⁵ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i> - reprezentanți INCDS / representing National Forest Research Institute - reprezentanți ai Gărzii Forestiere Suceava (/ representing National Forest Guard
16:20-16:30	Pauză/ <i>Break</i>		
16:30-18:00	Întâlnirea tehnică a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location E227 (second floor, E building)

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

⁵ Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.



Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	(Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>		
Vineri/ Friday, 24.07.2026			
09:00 - 11:00	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location E227 (second floor, E building)
11:00-12:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location E227 (second floor, E building) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof univ. dr. M.D. – Prorector cu activitatea didactică a USV - Conf. univ. dr. A.R.– Prorector cu activitatea de cercetare la USV - Prof univ. dr. ing. L.B. – Director CSUD USV



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			- Prof. univ. dr. ing. S.M. Director al Școlii Doctorale de Științe Aplicate și Inginerești
12:00- 13:00	Prânz/ Lunch		

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

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