# HOTĂRÂRE

***privind*** validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

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

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

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

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

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

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

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

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

Luând în considerare:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Daniela Cristina GHIȚULICĂ*
*Director general*

*Carmen MIRIAN*
*Director Direcţia Asigurarea Calităţii*

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

*Consilier juridic*

**NR. 318/H/22.10.2026**

**ANEXA NR. 19**
*la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026*

Anexa 19.4

| DATE DE IDENTIFICARE | |
|---|---|
| Instituţia de învăţământ superior/organizaţia furnizoare de educaţie | Universitatea de Vest din Timişoara |
| Şcoala(ile) doctorală(e) | Ştiințe Exacte şi Ştiințele Naturii |
| Domeniul de studii universitare de doctorat (DSUD) | *Geografie* |
| Procedura/procesul de evaluare externă a calităţii educaţiei | Menținerea acreditării |

**DECIZIA**

**Descrierea pe scurt a procesului de luare a deciziei**

Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Ştiințe Exacte şi Ştiințe ale Naturii (CPS_C1) din 05.10.2026, propunerea de decizie fiind consemnată în PV **nr.** 5075/05.10.2026**.**

Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/20.10.2026**

**Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei**

| Domeniul | Standarde Î / N | Indicatori de performanţă Î / PÎ / N |
|---|---|---|
| A | **Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1.<br>N: 0 | **Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1<br>PÎ: 0<br>N: 0 |
| B | **Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2.<br>N: 0 | **Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1<br>PÎ: 0<br>N: 0 |
| C | **Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1<br>N: 0 | **Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1<br>PÎ: 0<br>N: 0 |

**Motivarea deciziei**

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

- *32 indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit şi 0 neîndeplinit*
- *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

| Decizia | Menţinerea acreditării |
|---|---|

The Romanian Agency for Quality Assurance in Higher Education

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

| | |
|---|---|
| Higher Education Institution/Education Provider Organization: | **WEST UNIVERSITY OF TIMIȘOARA** |
| Doctoral School: | **of Exact Science and Natural Sciences (SDSESN)** |
| Doctoral Domain: | GEOGRAPHY |
| The objective of the external evaluation: | Maintaining accreditation (MAC) |

Members of the ARACIS Evaluation Panel

| No. | Last Name and First Name | Team role | Signature |
|---|---|---|---|
| 1. | **IONAC NICOLETA** | Evaluating Expert - RNE | |
| 2. | **CUCIUREANU GHEORGHE** | International Expert – RNE-I | |
| 3. | **BUNGĂU TUDOR** | PhD Student – Evaluating Expert RNE-S | |

# 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.);

The present External Evaluation Report (REE) was drafted during the ARACIS *Maintaining the Accreditation (MAC)* visit of Doctoral Study Domain in Geography at the West University of Timișoara, between 3 – 4 September 2026. The members of the ARACIS Evaluation Panel were: Ionac Nicoleta – as Evaluating Expert RNE; Cuciureanu Gheorghe – as International Evaluation Expert RNE-I, Bungău Tudor – as PhD Student-Evaluating Expert RNE-S.

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

The West University of Timișoara (UVT) was set up by Royal Decree-Royal Law No. 660/30.12.1944 and has been operating as main higher education and research institution in the western region of Romania ever since, with its position being reinforced by the Council of Ministers' Decision No. 999/27.09.1962 and changing its name into the West University of Timișoara through Decision of Romanian Government No. 458/29.07.1994.

In 2012, UVT became a founding member of the UNIVERSITARIA Consortium in Romania, a joint project to promote higher quality standards in academic education and research work, which was initially formed by five prestigious universities in the country (the University of Bucharest, the Babeș-Bolyai University in Cluj-Napoca, Alexandru Ioan Cuza University in Iași and the Academy of Economic Sciences in Bucharest) and later extended to 10 universities (including the Craiova, Constanța, Galați, Sibiu and Chișinău universities).

In 2020, the West University of Timișoara has become a founding member of the UNITA European Alliance, together with the University of Beira Interior (Portugal), the University of Zaragoza (Spain), the University of Turin (Italy), the University of Pau and the University of Savoie Mont Blanc (France) and it also joined the Timișoara University Alliance - ATU, a formal academic structure among higher education institutions in Timișoara.

At present, in order to achieve and support its development and management of strategic international activities, UVT is affiliated with 8 important international organisations (AUF, EUA, IAU, EAEC, EAIE etc.) and consequently meets international quality standards, as confirmed by the university's inclusion in both national and international rankings.

All activities of the West University of Timișoara are carried out in full compliance with the University Chart provisions, which are in line with national legislation and the principles of the European Higher Education *Area (EHEA*) and are known to the members of the UVT community. According to the UVT Chart (Article 5), its general mission is education and advanced research, generating, transferring and certifying knowledge to society through various and adequate means, specifically described in Article 6, based on the principles of university autonomy, in full compliance with national and international regulations (Art. 8).

The University Senate is UVT's main governing body, operating on specific rules and regulations and being composed of university teaching staff and students who are elected democratically by universal, direct and secret ballot. All information about the composition of the UVT Senate, the Senate Committees and the decisions of this structure are available on the institution's website: https://uvt.ro/ro/organizare/senat-uvt/.

The UVT's executive management is ensured by the Board of Directors and its operating rules and procedures, as well as specific structure and decisions are also available on the website: https://uvt.ro/ro/organizare/consiliul-de-administratie/.

In fact, all information of public interest can be found on the UVT website: www.uvt.ro .

The UVT's administrative and academic structure is actually presented by two organizational charts, one for teaching and research activities and the other one for technical and administrative issues.

UVT's academic community consists of over 600 tenured teaching staff: professors, lecturers, and university assistants, as well as associate teaching staff, who train about 15,000 students. Currently, the 12 faculties of the West University of Timișoara (*Faculty of Arts and Design; Faculty of Chemistry, Biology, Geography; Faculty of Law; Faculty of Economics and Business Administration; Faculty of Education and Social Work (Faculty of Physical Education and Sport; Faculty of Physics and Geography; Faculty of Computer Science; Faculty of Letters, History, Philosophy and Theology; Faculty of Music and Theatre; Faculty of Psychology and Educational Sciences; Faculty of Sociology and Social Work; Faculty of Governance and Communication Sciences*) provide 83 bachelor's degree programs and 98 master's degree programs in 35 domains of study.

Moreover, with nearly 800 international students and 400 outgoing Erasmus+ mobility programs for students, teachers and administrative staff, the activities of the Department of International Relations (DRI) are also supporting numerous BSc/BA and MSc/MA study programs in foreign languages.

The West University of Timișoara is also *an Organizing Institution for Doctoral Studies (IOSUD – UVT)***,** operating under the provisions of the National Education Law (199/2023, updated) and OM 3020/2024 – Framework Regulation for Doctoral Studies, also specifically referred to in UVT Chart *(Chapter 8, Article 42)*. The UVT IOSUD is governed by the Council for Doctoral Studies – CSUD, composed of both representatives of the PhD supervisors, who have been elected for a five yrs.' mandate (2024-2029) and of the doctoral students, who are renewed annually, alongside representatives of strategic stakeholders. The first doctoral studies were organized at the West University of Timișoara in the 1970s, in the domains of Philology (Literature, Language and Linguistics), Geography and Physics. After the 1990s, the unprecedented development of the higher education system in Romania, new faculties and doctoral programs were gradually adding up to the UVT IOSUD, so that, during the 2025-2026 academic year, UVT enlisted eight doctoral schools with 26 domains: Arts (Domain: Visual Arts), ***Law*** (Domain: Law), ***Economics and Business Administration*** (Domain: Accounting, Economics, Marketing, Management, Finance), ***Philosophy, Sociology and Political Sciences*** (Domains: Social Work, Sociology, Philosophy, Political Sciences, Communication Sciences), ***Music and Theatre*** (Domains: Music, Theatre and Performing Arts), ***Psychology*** (Domains: Psychology, Education Sciences, Sports Science and Physical Education), ***Exact Sciences and Natural Sciences*** (Domains: Biology, Chemistry, Physics, Geography, Computer Science, Geography), ***Humanities*** (Domains: Philology and History).

The previous External Evaluation Report on the quality of IOSUD-UVT was completed in 2021 and its subsequent ARACIS Council Decision no. 100/25.11.2021 ***maintained the accreditations*** for 21 of the 22 doctoral study domains, with the Marketing domain receiving only "*conditional accreditation*". Later, the Marketing domain has also received a *maintaining the accreditation* license through ARACIS Council Decision no. 95/H/27.04.2023. Subsequently, four other new doctoral domains were accredited: Economic Informatics (28.07.2022), Social Work (31.08.2022), Communication Sciences (13.07.2023) and Biology (31.08.2023).

All information regarding specific aspects on doctoral studies, postdoctoral research programs and habilitation and affiliation procedures is available on a separate page of the IOSUD-UVT website – https://doctorat.uvt.ro.

- 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 School of Exact and Natural Sciences (SDSESN)* at the West University of Timișoara (UVT) was set up in 2024, including the following domains: Biology, Chemistry, Physics, Geography and Computer Science, which are administratively being managed by the faculties of: Chemistry-Biology-Geography, Physics, Geography-Computer Science. The SDSESN structure was meant to make better use of the existing human resources (doctoral students, doctoral supervisors) and material resources (research laboratories) to promote and develop the *Institute for Advanced Environmental Research (ICAM)* – a highly performant interdisciplinary research base for environment-related studies. Actually, the SDSESN main mission is to provide the doctoral students in the above-mentioned related domains with the most adequate and advanced tools to carry out high-quality scientific research activities both nationally and internationally. They are being offered specific Ph.D. programmes, consisting of specific courses, seminars, practical activities, which are included in the curricula being approved annually by the SDSESN Council (composed of the Head of the doctoral school, six doctoral supervisors representing the component domains, and two doctoral students). All doctoral programmes ensure the development of adequate both professional and transversal skills.

The *Doctoral School of Geography (DSUD Geography)* at the West University of Timișoara was first set up in 1991 (according to Government Decision no. 38/1991) at the Department of Geography within the Faculty of Chemistry, Biology, Geography (FCBG); initially being structured on two main subject areas: Physical Geography and Human Geography. Then, in 2009, the Doctoral School of Geography was included into the newly-founded Faculty of Chemistry, Biology, Geography (according to Order No. 5732/22.10.2009 of the Minister of Education, Research and Innovation), with three initial doctoral supervisors (Prof. Remus Cretan, Prof. Nicolae Popa and Prof. Petru Urdea), who were later joined by Prof. Lucian Dragut and Prof. Mircea Voiculescu (in 2014-2015) and by Ms. Sorina Voiculescu (accredited in 2025). The DSUD Geography within the Doctoral School of Geography in the Faculty of Chemistry, Biology, Geography was accredited in 2021, but in 2024 it was included in the larger Doctoral School of Exact and Natural Sciences (SDSESN) within the West University of Timișoara (UVT). Its main mission is to train doctoral researchers to obtain a PhD in Geography and to provide doctoral programmes on current research topics of great interest to the academic community, resulting in high-quality doctoral theses and publications. To achieve a high level of quality in fundamental and applied scientific research in Geography, in a national and international context, academic collaborations with international partners have been established and regional/national research work has been adapted to the requirements of international society.

## 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 members of the present evaluating panel have analyzed the following documents:

- The Internal Evaluation Report – REI, its annexes and its links to website pages.

During the on-site visit, the following documents were also requested and analyzed:

- Regulation on the organization and conduct of the admission competition for doctoral university studies Doctoral School of Exact Sciences and Natural-SDSESN – Annex 1
- Excerpt from the SDSESN Report with the results of the evaluations of the doctoral supervisors by the Ph.D. sudents – Annex 2

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

During the on-site visit, the following locations have been visited: the *Institute for Advanced Environmental Research (ICAM)*- research facility, the Computer/GIS lab (Room 136) the Doctoral Secretary Office, Ph.D. Study Room 137, convivial spaces. A complete account of the topics and the persons who actively engaged in the debates is given in the *Minutes of the On-site Visit to DSUD Geography at UVT.*

- Other relevant methods or aspects.

The members of the evaluation panel have accessed the external links available in the REI and on all DSUD Geography related pages: https://doctorat.uvt.ro/scoli/sdsesn/geografie/

## 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<br>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<br>I.P.A.1.1.1 | For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law. |

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

UVT has adequate organizational and management components for its academic, research and administrative activities, with a clear organigram. All these work according to the general regulations (for each component) and to the specific procedures of monitoring, reviewing and reporting of results. There are regulations which are accompanied by corresponding procedures or norms of application, presented as Annexes. The main areas of university activity are monitored and evaluated annually, the results being published in Institutional Reports.

Within the UVT, the IOSUD operates in accordance with the national laws and regulations, with the UVT's and its own operating regulations and a specific management structure (CSUD) that was established in accordance with the *Methodology for the organization and conduct of the selection and election process for the management structures of doctoral schools at IOSUD - UVT*. IOSUD-UVT organizes various Ph.D. study programmes, according to the *National Qualifications Framework (CNC)*, and the admission of students is carried out in accordance with the *Methodology for the*

*organisation and conduct of admissions to doctoral studies* (adopted by University Senate Decision No. 37 of 17 July 2025). The quality of education and academic research at doctoral level is being monitored through annual internal self-assessments and periodic assessments every 5 years, in accordance with the O.M. 3200/07.02.2020 and the *Methodology for the evaluation of doctoral studies and the systems of criteria, standards and performance indicators* used in the evaluation.

In accordance with the provisions of the *Code of Doctoral Studies* and its own Regulations, the CSUD ensures the operational management of the IOSUD-UVT, by developing the IOSUD-UVT strategy, drafting the Regulations for doctoral studies, approving the establishment/closure of doctoral schools and the affiliation of doctoral supervisors to a doctoral school within IOSUD-UVT, by formulating proposals for allocation of places and by managing its own revenues from study fees and budgetary allowances. At the beginning of each academic year, all doctoral students complete the Doctoral Studies Contract, which is accompanied by additional documents regulating certain contractual clauses, if necessary.

Doctoral studies are completed in accordance with the *Institutional Regulations on the organisation and functioning of doctoral studies in doctoral schools at UVT* (approved by the University Senate Decision No. 45 of 20.11.2025). All information related to legislative aspects, forms and templates for the public defence of the doctoral thesis are available on the CSUD platform.

UVT has also adopted efficient mechanisms for the equivalence of doctoral degrees and titles obtained abroad in accordance with the legislation in force: *Methodology for the recognition of doctoral degrees and titles obtained abroad*, which is implemented at institutions that are subject to an international mutual recognition agreement concluded at intergovernmental or interuniversity level.

Furthermore, UVT promotes and applies clear and documented policies on academic integrity, copyright protection and against plagiarism, fraud and any form of discrimination, in accordance with the legislation in force and the *Code of Ethics and Professional Conduct* approved by the University Senate.

- ✓ 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 UVT organizational structure and management, alongside the UVT IOSUD regulations, procedures and methodologies are adequate, in force and cover all types of academic, research and administrative aspects.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

All methodologies, regulations and procedures of the UVT SDSESN are carried out in a transparent manner, with the direct involvement of doctoral supervisors, doctoral students, graduates and socio-economic partners. Special consultation with relevant stakeholders in the IOSUD UVT (DSUD Geography) is carried out through: a. regular meetings of the CSUD and SDSESN Council members, in which proposals for changes or updates to the methodologies, regulations and procedures specific to each domain are discussed; b. thematic meetings of doctoral supervisors and prominent researchers in the domain of interest: c. standardised questionnaires are being applied to doctoral students to obtain feedback on various organisational, administrative and academic issues. The results of consultations with all parties involved are analysed and important recommendations are included in official documents (curricula, course contents, procedures for periodic evaluation of doctoral students' activity, etc.).

✓ 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 debates with the representatives of some strategic stakeholders for the DSUD Geography (the representative of the Timiș County Inspectorate for Schools, the Head of the Consulting Unit for West Development Region and the Head of the Timiș County Agency for Tourism), that took place during the on-site visit, revealed that:

- ICAM and the DSUD Geography research work play a key role in improving the skills of the teaching staff working in the Timiș county schools of all grades and greatly help pupils to develop adequate competences in Geography;
- the Ph.D. students in Geography have actively been involved in various work projects for the development of the West Development Region but more applied studies would be highly desirable;
- the PhD students in Geography have greatly contributed to the completion of a specific strategy for the development of tourism in the Timiș County with a pro-active attitude and support from institutional level.

✓ Aspects that constitute best practice examples

A good correlation between the topics and activities of the PhD studies and the practical and applied projects carried out by most strategic stakeholders.

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

UVT and, more specifically, the Faculty of Chemistry, Biology and Geography have adequate teaching and research facilities (lecture halls, seminar rooms, offices, laboratories, library, reading rooms, etc.), as well as accommodation and spaces for social, cultural or sporting activities for PhD students. The spaces specifically designated for PhD students in Geography are located in two buildings: an auditorium, 6 lecture / seminar rooms and one research laboratory in the Faculty headquarters and two highly-performant research laboratories with 2 accompanying offices and one large, modern media room in the ICAM research centre - *Institute for Advanced Environmental Research*, located in a brand new building, specially designed and built for interdisciplinary environmental studies. Detailed info about the research activities being carried out in the UVT centres and laboratories equipped with modern equipment and up-to-date softwares for advanced geographical studies (DSUD in Geography), is available on https://cbg.uvt.ro/cercetare/centre-de-cercetare/ and https://doctorat.uvt.ro/studii-doctorale/doctoranzi-nou-admisi/ .

UVT also has a library with a reading room and its own collection of books, consisting of Romanian and foreign specialist literature, corresponding to the subjects in the curriculum of DSUD Geography. PhD students in Geography also have access to the *Eugen Todoran Central University Library (BCUT)*, containing over 12,000 books and specialist courses and 33 collections of Romanian and foreign specialist journals, in a very modern hall with 90 seats and free access to the shelves plus a *self-service* electronic lending system. PhD students have access, through the UVT and Library networks, to major international scientific databases relevant to their research, including Web of Knowledge/Current Contents, ScienceDirect, SpringerLink, ProQuest, EBSCO, Embase and Scopus.

✓ 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

During the on-site visit, the members of the evaluating panel have also visited the new building of **the Institute for Advanced Environmental Research (ICAM)**, where completely new, dedicated laboratories have been created and equipped with the latest research technologies in environmental studies. Everything was functional and three PhD students, who were working on their theses, have presented some of their most important results, with convincing imagery, data and facts, demonstrating that the research infrastructure fully allows them to produce doctoral theses of a very high standard.

The available digital and information resources provide PhD students with appropriate access to the scientific literature required for doctoral research.

✓ Aspects that constitute best practice examples

A fully operational and modern research centre, complementary to the curriculum activities of the DSUD Geography, is always a good solution for a high-quality PhD programme. The establishment of a dedicated Doctoral Room (Sala Doctorală), specifically designed for PhD students and doctoral activities, provides an appropriate and coherent environment for doctoral teaching, preparation and presentation of progress reports, doctoral thesis presentations and various academic and research-related meetings.

✓ Recommendations: NONE

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources
The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

| | |
|---|---|
| Indicator I.P.A.2.2.1 | The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work. |

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

UVT pays special attention to the maintenance of its premises and assets in order to ensure optimal conditions for study, research, work and university life. The General Administrative Directorate and its specialized structures are periodically monitoring and carrying out repairs and maintenance work, at its own expense, as well as modernisations on buildings, installations and equipment. All IT, media and research equipment is carefully evidenced, maintained and replaced as needed to effectively support teaching and research activities. There is an operational procedure for repairs and maintenance carried out in-house, as well as a procedure designed to ensure safe and healthy conditions.

✓ 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

All educational and research spaces are very clean, modern and fully benefiting from direct exposure to sunlight. There is a real institutional care for functionality, efficiency and sanity.

✓ Aspects that constitute best practice examples

A brand new research base was created in the *Institute for Advanced Environmental Research (ICAM)*, supported by a consistent non-reimbursable funding that UVT managed to attract.

✓ Recommendations: NONE

The indicator is: fulfilled / partially fulfilled / unfulfilled.

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

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

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

There are six doctoral supervisors in the DSUD GEOGRAPHY; all of them working as Full Professors in UVT but two of them being retired (https://doctorat.uvt.ro/scoli/sdsesn/geografie/). All of them definitely meet the CNATDCU standards and have a high international scientific visibility, as evidenced by the quality of the scientific results published in Web of Science indexed journals (*Annex 5: IPA 3.1.1. List of publications by supervisors)* or by their membership in important international scientific committees. The non-Geography topics in the PhD curriculum are also taught by highly-qualified teaching staff, who are also doctoral supervisors with proven expertise in the subjects they teach. In SDSESN-Geography, the average number of doctoral students coordinated by a doctoral

supervisor in 2021-2025 is 4 and there have been no cases in which a doctoral supervisor has simultaneously coordinated more than PhD 8 students.

✓ 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

All the six professors who are also PhD supervisors in the DSUD Geography are highly-qualified teaching staff with the most adequate professional competence and qualification to train PhD students and guide their scientific research work in order to write high-quality theses and publish original articles in high-impact international journals, thus receiving a proper recognition from the international geographical community.

✓ Aspects that constitute best practice examples

All the six doctoral supervisors provide scientific expertise on original research diections in Romania. The strong international scientific recognition and visibility of the doctoral supervisors, reflected in international co-supervised PhD theses, membership in scientific and editorial committees of prestigious journals and conferences, and the significant citation impact of their publications, constitutes a best practice supporting the quality and international profile of DSUD Geography.

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

UVT actively supports the professional and personal development of its teaching, research and administrative staff in accordance with its strategic plan, which aims to attract and motivate high-quality staff capable of contributing to the university's educational and research excellence. UVT has an operational procedure for staff mobility within the Erasmus+ programme, regulating the organisation and implementation of outgoing staff mobility for teaching (STA) and/or training (STT). The doctoral supervisors in the DSUD Geography have all benefited from ERASMUS mobility programmes and had access to financial resources for participation in conferences, workshops, etc., according to an operational procedure for outgoing staff mobility for teaching (STA) and/or training (STT) within the ERASMUS+ programme.

✓ 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 framework provides academic staff with appropriate opportunities for professional development and international mobility. The six doctoral supervisors are actively involved in activities of self-development both regarding their teaching skills and their research abilities. However, their very original professional studies and results demonstrate that they also have genuine and consistent hobbies, concerns for their own well-being and a large cultural appetite.

✓ Aspects that constitute best practice examples

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

UVT strictly complies with all national legal provisions regarding the recruitment of teaching and research staff, with all procedures being transparent and fully observing the principles of transparency, competitiveness and non-discrimination**.** The recruitment of the teaching staff is carried out in accordance with the legislation in force, through a competition based on the Competition Methodology for indefinite or fixed-term periods approved by the UVT Senate (Senate Decision No. 27 of 20.02.2025). Each faculty may adopt specific criteria that must be met by candidates on vacant positions and all information in this respect is available on the university's website. (Example: https://cariere.uvt.ro/wp-content/uploads/2025/02/Metodologie-de-concurs-UVT_promovare_februarie_2025.pdf) .

✓ 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

During the on-site visit, while talking to all parties of interest (management representatives, doctoral supervisors, Commision of Ethics members etc.), it was evident that the recruitment methodologies and procedures are fully compppliant with the national regulations and are very strictly applied to all candidates, ensuring equal chances to all of them; professional worthiness and results being the only aspects being taken into consideration. The centralised publication of recruitment-related information on a dedicated webpage contributes to the transparency, accessibility and predictability of recruitment procedures.

✓ Aspects that constitute best practice examples

✓ Recommendations: NONE

The indicator is: fulfilled.

## Criterion A.4. Digitalisation of institutional processes

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

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

UVT has actively integrated IT tools into its own procedures in order to facilitate access to information and ensure good quality educational and administrative services, both for the members of the academic community and for any other interested parties. For teaching activities, UVT uses the Moodle and eLearning educational platforms; for research activities, it provides access to international

databases (Web of Science, Scopus and ScienceDirect); for direct communication between the teaching staff and the students, WiFi networks and other IT resources are available in all its buildings; and for administrative activities,ther is an internal platform for file storage and management, allowing document sharing among members of the academic community.

✓ 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

UVT has an adequate IT infrastructure to support all educational, scientific and administrative activities, with dedicated platforms and internet resources meeting the most modern requirements.

✓ Aspects that constitute best practice examples

The doctoral studies platform (doctorat.uvt.ro) provides comprehensive, well-structured and easily accessible information and guidance for PhD students, including those in Geography, throughout the entire doctoral pathway, from admission to the public defence of the doctoral thesis, thus contributing to transparency and effective academic and administrative support.

✓ Recommendations: NONE

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*<br>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 highe(r education qualification. |

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

The training of PhD students in DSUD Geography (SDSESN – UVT) focuses on *acquiring advanced and applied* skills *in research*, *development, innovation and technology transfer* to allow them proper insertion and adjustment to the labour market as National Qualifications Framework (CNC) level 8 specialists. The *learning outcomes* are clearly defined in the SDSESN Curriculum in terms of knowledge, aptitudes and transversal skills, being closely correlated with the subjects in each doctoral domain. The PhD curriculum is structured on 8 semesters with a total number of 240 ECTS. The first semester (30 ECTS) is dedicated to a collective training stage with 2 compulsory and 2 optional disciplines (out of a selection of four), while the 7 remaining semesters are exclusively dedicated to individual research and training stages with two major types of activities with varying ECTS. The PhD curriculum also includes a matrix of correlation between each activity and the three

* 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.

main categories of learning outcomes (in terms of knowledge, aptitudes and transversal skills) supposedly acquired: https://doctorat.uvt.ro/scoli/sdsesn/geografie/.

For each subject included in the collective stage of the curriculum, there is a course description containing information about ECTS, the number of hours required to complete the theme, the expected learning outcomes, the topics of debate / scientific experiments / practical works with their corresponding communication / teaching means, basic reference lists; all being available online on the above-mentioned webpage. Obviously, they observe all legal requirements and focus on more advanced means of personal training in the specific domain of Geography, in which problem-solving and context-referring skills are highly demanded. All these courses also include various practical activities, which are either done individually, by each PhD student, depending on his/her own topic, or through collaborations in interdisciplinary teams, with interested stakeholders (as already stated at I.P.a. 1.2.1.) or in joint research teams within projects / grants of their own doctoral supervisors. All these activities are mainly focused on modern and advanced research means and methods, so, research skills are greatly encouraged and specifically evaluated, according to clear criteria mentioned in each course description.

The PhD programme includes the courses "Research Ethics and Professional Deontology" and "Scientific Authorship and Research Project Management". The analysis of the course syllabi shows that some topics partially overlap, while the bibliographies include a significant number of older references and present some inconsistencies. The responsible use of artificial intelligence in research is not explicitly addressed, and recent relevant European reference documents on research integrity and emerging research practices are not included.

- ✓ 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 PhD curriculum in Geography fully complies with all legal requirements and effectively provides the learning outcomes being expected at this level. All courses included in the collective stage of PhD training are comprehensive, containing all relevant information on how the corresponding learning outcomes might be best achieved.

While the doctoral training programme provides a relevant framework for developing research competencies, the content and learning resources of the two above-mentioned courses developing transversal research competencies would benefit from updating and better coordination in order to reflect current developments in research integrity, scientific authorship and research practices.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations:

Update and better coordinate the content and learning resources of the courses "Research Ethics and Professional Deontology" and "Scientific Authorship and Research Project Management", taking into account recent developments in research integrity, scientific authorship and publication practices, including the responsible use of generative artificial intelligence, and relevant up-to-date European standards and guidance.

The indicator is: fulfilled.

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### 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

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| the qualification level, as well as correlation with the envisaged occupations. |
| Indicator I.P.B.2.1.2 — The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO). |

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

The expected learning outcomes (knowledge, skills and competences) included in the curriculum of the DSUD Geography are in accordance with level 8 of the National Qualifications Framework (CNC) and the European Qualifications Framework (EQF); a detailed accompanying matrix presenting the thorough correlation between all types of activities and their related learning outcome. The learning outcomes are also specified in the course descriptions of the collective PhD training stage, which detail the competences, objectives, content and evaluation methods for each course.

PhD students are also involved in applied and participatory research addressing urban, territorial and environmental issues, often in cooperation with public authorities and other external stakeholders (e.g. [redacted] – participatory research related to the General Urban Plan and urban and territorial development strategies of Timișoara; [redacted] – participatory urban development and urban heat resilience; [redacted] – urban regeneration and urban heat resilience).

✓ 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 PhD training programme in Geography from the SDSESN – UVT has been designed and organized in full accordance with the learning outcomes required for a level 8 CNC specialist, in which advanced research and entrepreneurial abilities play a key role. The curricular framework, together with evidence from the academic and professional activities of PhD students and graduates, indicates that the competences developed through the programme are relevant and transferable to research and professional contexts related to the field of Geography.

✓ Aspects that constitute best practice examples.

The involvement of Geography PhD students in participatory and applied research addressing real urban, territorial and socio-economic challenges constitutes a good practice in connecting doctoral training with the needs of the local and regional community. Their contribution to concrete urban planning, territorial development and climate resilience initiatives, in cooperation with the Municipality of Timișoara and other relevant stakeholders, enables them to apply doctoral research competences in real decision-making and professional contexts.

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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| Standard S.B.3.1 Principles<br>The organisational component implements the principles of student-centred learning. |
| Indicator I.P.B.3.1.1 — The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning |

and teaching activities and experiences.

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

IOSUD-SDSESN-Geography implements student-centred learning principles through: a flexible curriculum adapted to the training needs of PhD students and closely correlated with their research theme; general and specific disciplines allowing the development of both professional skills and transversal skills; teaching methods promoting interactive approaches and applied activities; evaluation processes combining both formative and summative elements, in order to support the personal and professional progress of each doctoral student.

In IOSUD-UVT and SDSESN, after admission, each PhD student completes an Individual Doctoral University Study Program in agreement with his/her doctoral supervisor, which is carried out according to the timetable displayed for each domain, available on the IOSUD website (https://doctorat.uvt.ro/studii-doctorale/doctoranzi-nou-admisi/). They may also choose from the subjects offered by other UVT doctoral schools, but only during the semester 1 of the first academic year, with no more than 30 ECTS. The activity of each PhD student is monitored by means of the Annual Activity Report, with all activities being displayed on the website under the Research Path. Academic and research guidance is being offered to PhD students throughout their doctoral training by a large number of doctoral supervisors, associate professors and professors, demonstrating that UVT provides them with a coherent, modern and flexible framework to study and develop, adapted to their own individual needs.

✓ 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 most important, effective and realistic means showing that student-centred learning strategies are fully implemented and operational in UVT-SDSESN, are: the continuous interaction between PhD students and their supervisors, according to regular meetings and contacts; cooperation among PhD students, especially in interdisciplinary teams, on practical research activities, as well as for dissemination of their results; sustained active learning based on demonstration and fact-finding strategies requiring active involvement and, nonetheless, the good collaboration relationships with strategic stakeholders offering attractive and interesting opportunities forPhD students to work, develop and earn money too.

✓ Aspects that constitute best practice examples

Two of the doctoral supervisors in Geography have included PhD students in their teams completing important and consistent research projects. Examples: Prof. univ. dr. Sorina Voiculescu is providing a financial grant for a PhD student in *The Story of Alexandra and Luiza – Disposable Bodies* (on progress) and Prof. univ. dr. Popa Nicolae has included 3-4 PhD students in his CIRCUZEN (2024-2025) project funded by AUF-ECO and CREATONVIL (2019-2021) research grant funded by PNCDI. The involvement of academics and researchers from different institutions, including specialists from abroad (Italy, Spain and Austria), in the Guidance and Academic Integrity Committees represents a good practice that broadens the range of academic and research expertise available to PhD students and strengthens the collegial and international dimension of doctoral supervision.

✓ Recommendations: NONE

The indicator is: fulfilled.

| Indicator I.P. B.3.1.2 | The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually. |
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UVT- SDSESN-Geography provides concrete opportunities for academic mobility to any PhD student, who may be interested to attend in person, virtually or in a mixed format, any international manifestation or training stage, through the Erasmus+ programme, coordinated by the UVT Erasmus Office (https://www.uvt.ro/international/erasmus/). There are clear and transparent procedures for the organisation, recognition and validation of study and practical mobility stages, in accordance with the Erasmus Charter and the Erasmus+ Guide for Students (https://doctorat.uvt.ro/csud/baza-legala/).

✓ 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

Most PhD students enrolled in the 2025-2025 academic year have participated in scientific conferences, summer schools, have published or even submitted scientific articles to various Q1 or Q2 journals, mainly because IOSUD-UVT has adopted and implemented a strategic internationalization plan and an operational procedure to encourage performance especially in the doctoral research activities through participation in documentation/research internships abroad.

✓ Aspects that constitute best practice examples

It is worth mentioning that all PhD students from SDSESN-Geography who completed their doctoral studies between 2021 and 2025, have participated in at least one international scientific conference according to the Annexes attached to the REI). The existence of a dedicated methodology providing financial support for PhD students' mobility and research activities, complemented by centralized and easily accessible information on mobility opportunities through the doctoral studies website, constitutes a good practice in supporting PhD students' academic mobility, research activities and international exposure.

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

UVT ensures equal educational opportunities for all students, according to the provisions of the Institutional Regulations on the Organisation and Functioning of Doctoral Studies: https://doctorat.uvt.ro/csud/baza-legala/. In this regard, all PhD students have access to high-quality educational resources and opportunities developed within the SDSESN (Curriculum, Course Descriptions), regardless of their social, economic or geographical background. The diversity of learning styles and abilities is taken into account through: flexibility in the choice of research topics and doctoral supervisors; access to a variety of educational resources (digital libraries, databases, online platforms, research laboratories); participation in scientific activities

(workshops, conferences, summer schools) adapted to each student's field of interest; individual support mechanisms (tutoring, mentoring, academic and career counselling, academic guidance and integrity committees, international mobility); compliance with the principles of inclusion and non-discrimination, fully concordant with national legislation and institutional regulations.

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

The SDSESN-Geography commitment to ensure equal opportunities to all PhD students, regardless of their previous experience, learning style or specific needs, is best demonstrated by the fact that regularly (a. at the end of each year of study; b. at the end of a cycle of studies; c. at a maximum period of 5 years from the last periodic external evaluation), quality standards and performance indicators for both PhD students and doctoral supervisors at all levels are being verified for full compliance with the principle of fair access to education and research resources.

✓ Aspects that constitute best practice examples

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

All UVT students have equal access to resources and support services contributing to their learning and professional training. Some of the most obvious aspects in this respect include: the educational infrastructure (lecture halls and seminar rooms equipped with modern equipment, research laboratories, physical and electronic libraries, as well as online learning management platforms)0; the academic and professional counselling services, mentoring and tutoring activities, technical and administrative support; access to ramps, lifts and inscriptions adapted for people with visual impairments; accommodation in student halls and access to the canteen, recreation areas and sports facilities; basic medical services and psychological counselling and/or career guidance centres through the Career Counselling and Guidance Centre (CCOC).

✓ 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

All PhD students in SDSESN-Geography have access to: training courses in accordance with the SDSESN curriculum; information resources (library, international databases or other educational platforms); international mobility, conferences and events where they can present their research results

according to the specific topic of their thesis. Moreover, they can also participate as members in research, development and innovation projects.

✓ Aspects that constitute best practice examples

The centralised provision of easily accessible information and support mechanisms for PhD students, covering participation in scientific events and academic mobility, publication in Web of Science-indexed journals, research-related expenses, and involvement in teaching activities, constitutes a good practice in supporting their academic, research and professional development throughout the doctoral programme.

✓ Recommendations: NONE

The indicator is: fulfilled.

### Criterion B.5. Learning outcomes

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

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

In the SDSESN-Geography curriculum, the learning outcomes are described in a clear, coherent and accessible manner, through a matrix, in direct correlation with each type of activity planned for the first semester collective training stage. They are represented by theoretical knowledge, practical and applied skills and transversal competences (teamwork, autonomous learning, use of technology, etc.). Moreover, each course description identifies the exact learning outcomes and specific skills meant to be acquired by the PhD students after completing their PhD training programme. These course descriptions are annually updated and analyzed / approved by the SDSESN council, allowing PhD students to clearly understand the level of performance expected from them.

✓ 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 are clearly defined both in relation with the Level 8 CNC qualification requirements and with the specific academic and research activities in the curriculum. The debates with the doctoral supervisors and the PhD students have highlighted the ways in which these competences / skills are being formed and evaluated.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

According to the SDSESN Geography curriculum, each subject file / course description defines the exact learning outcomes that are meant to be formed and the type of evaluation that is intended to verify the degree / grade to which they have been achieved. In case of individual training activities from semesters 2-8, clear requirements for promotion are given to PhD students, so that, by the end of their PhD programme, they must acquire 240 ECTS. The completion of their PhD programme involves the public defence of their doctoral thesis, which is first evaluated by an internal academic guidance and integrity committee and then by an external committee of specialists in the domain, and eventually validated by the Geography Committee of the CNADTCU, in accordance with the provisions of the national laws.

✓ 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 acquired while attending a PhD programme in Geography at UVT is carried out through both continuous and final assessments. During their studies, PhD students must acquire at least 240 ECTS and must present at least one annual scientific research report, in accordance with their individual PhD training plan, which is verified and supervised by the doctoral supervisor, under the guidance of the academic integrity committee. Moreover, the PhD students must publish their results in scientific journals and must attend various conferences or workshops, under the guidance of their doctoral supervisor.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE.

The indicator is: fulfilled.

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

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

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

On their admission to the PhD programme in Geography, candidates are giving an interview before the admission committee and are assessed on the basis of their level of training and knowledge in the domain, their ability to address specific research problems and to formulate innovative solutions, and on the quantifiable results of their previous scientific research. They must present their alleged topic of research in relation to the current state of research in the domain, by highlighting their potential personal contribution The IOSUD-UVT admission procedures are in accordance with national laws and the rules and methodology approved at institutional level. All information about the necessary documents, locations and registration schedule are available on the IOSUD website (https://doctorat.uvt.ro/studii-doctorale/admitere/). After admission, UVT provides a study contract (https://doctorat.uvt.ro/studii-doctorale/doctoranzi-nou-admisi/) that all PhD students need to sign and comply with its terms and conditions.

✓ 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

All admission regulations and procedures are equally applied to all candidates and in all PhD domains. All info is available to candidates both on the UVT webpage and directly, through the Secretary Office. The on-site visit to the UVT PhD Secretary Office has demonstrated that they are fully operational.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

In UVT, the admission of candidates to doctoral studies generally complies with the provisions of the national laws and regulations but is more specifically detailed by internal methodologies, such as *Methodology for the organisation and conduct of admissions to doctoral studies* (adopted by University Senate Decision No. 37 of 17 July 2025 - (https://doctorat.uvt.ro/studii-doctorale/admitere/) and *Regulation for Organizing the Admission to the Doctoral Studies at SDSESN in the academic year 2026-2027* (attached to the REE). According to all these, admission to the third cycle (PhD) of university studies is based on the principles of fairness and equal opportunities, as well as the establishment of support measures to ensure access for vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities. In addition, the UVT has implemented a *Gender Equality Plan*, promoting fundamental rights, non-discrimination and equal opportunities for every person engaged in academic activities or in circumstances related to the university, regardless of ethnic origin, citizenship, gender, religion, age, disability or sexual orientation.

✓ 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 SDSESN level, the admission of candidates to the 6 domains of doctoral studies, including Geography, is specifically regulated by the *Regulation for Organizing the Admission to the Doctoral Studies at SDSESN in the academic year 2026-2027* (attached to the present REE), which includes some contradictory terms with potential legal consequences, contradicting or confusing on the clear expression of admission based on non-discrimination and equal opportunities for all candidates. The debates of the evaluating panel members with representatives of the SDSESN have tried to clear out any misunderstandings but the written form of the respective regulation, provided upon special request, is undoubtedly raising questions on the compliance of its provisions with the general principle of fairness. In this respect, the members of the present evaluating panel have drawn the attention that, irrespective how great the UVT's desire to encourage and stimulate high-quality activity and results in active and highly-performant doctoral supervisors and PhD students may be, the institutional regulations must not include provisions expressed in confusing legal language that may create bias

attitudes, especially in the requirements of admission process, suggesting a more insightful and careful legal revision of the whole document but especially of Art. 12 d; Art. 14 f; Art. 33 – 3, 4.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations:

A thorough legal revision of *Regulation for Organizing the Admission to the Doctoral Studies at SDSESN in the academic year 2026-2027* to eliminate any bias expression contradicting the non-discriminatory principle.

The indicator is: fulfilled.

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

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

The professional activity of PhD students in UVT is regulated by: the Framework Regulation on Doctoral Studies (approved by Ministry Order No. 3020/2024, published in the Official Monitor, Part I No. 56 of 22 January 2024); Regulations of the doctoral schools of IOSUD-UVT (https://doctorat.uvt.ro/csud/baza-legala); regulations on the initiation, approval, monitoring and periodic evaluation of study programmes; Methodology for self-evaluation of the activity of IOSUD-UVT and the activity of doctoral schools within IOSUD-UVT; Methodology for organising and conducting admissions to the third cycle of doctoral studies; Doctoral student guide. All institutional regulations are well operational and visible on the IOSUD-UVT website and clearly define the general framework and specifics of the students' academic path, including: periodic academic evaluation of PhD students' activity, which is carried out through presentation of their annual reports prepared through individual study and research plans that are an integral part of the study contract; evaluation of PhD students' scientific activity, based on a self-assessment procedure; compliance with academic ethics and integrity standards regarding the publication of research results; full and equal access to social and academic support services (including participation in various events, publication of articles, etc.) and counselling services available to doctoral students.

- ✓ 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

In SDSESN-Geography, PhD students actively participate in decision-making processes regarding the organization and improvement of their academic path through representation in decision-making structures and transparent communication with their doctoral supervisors. The talks with their representatives during the on-site visit, have outlined that, despite governmental funding shortages, UVT does great efforts to support high-quality research work and results through additional funding, especially for international mobility and on-field practical research work, as well as through tax exemption mechanisms, in for more vulnerable PhD students.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: NONE

The indicator is: fulfilled.

## Criterion B.8. Internationalisation process

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

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

UVT in general, and the SDSESN in particular carry out many international cooperation actions to support the mobility of its community members and the academic and research collaboration with international partners, such as the UNITA international collaboration program (https://www.uvt.ro/unita/ , https://www.uvt.ro/unita/mobilitati/ ), the Erasmus programs (https://ri.uvt.ro/programul-de-mobilitati-erasmus/) and the collaboration actions in French-speaking programs (https://www.uvt.ro/francophonie/). The doctoral supervisors in DSUD Geography participate in various international conferences, where they are members of scientific committees or plenary speakers, or have developed international collaborations with personalities from abroad, producing substantial results in research activity, as articles published in WoS journals.

✓ 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

Most publications of PhD students and doctoral supervisors in Geography have been carried out through international collaboration with experts of great value in the area of the doctoral thesis and, moreover, have also delivered PhD theses under joint co-supervision between UVT and another university from abroad (For example, the PhD thesis defended under the co-supervision of UVT – UJI University of Castellon by Drd. Jupîneanț Adriana, under the coordination of Professor Crețan Remus).

SDSESN promotes international cooperation actions in order to harmonize its PhD programs doctoral with international quality standards and to make UVT as an active partner in international academic and scientific exchanges, thus continuously updating the teaching methods, research topics and interdisciplinary approaches. Further development of international partnerships, growing support for the participation of PhD students and doctoral supervisors in international mobility programs and a more significant increase of PhD theses under joint international co-supervision are considered priorities in internationalisation actions.

✓ Aspects that constitute best practice examples

The strong integration of international collaboration into doctoral research, reflected in joint publications involving PhD students, doctoral supervisors and recognized international researchers, constitutes a good practice that strengthens both the international dimension of doctoral training and the scientific visibility of DSUD Geography.

✓ Recommendations: NONE

The indicator is: fulfilled.

## Criterion B.9. Scientific research results

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

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

In UVT, research results are currently being capitalized by PhD students through presentations at scientific conferences, scientific publications, technology transfer and patents. Benefiting from the modern research infrastructure available at the ICAM – UVT research centres, the PhD students have already published articles in journals indexed by Science Citation Index Expanded under the guidance of their doctoral supervisors and/or members of their supervisory committees. Since the last external evaluation, there have been significant changes in the activities of DSUD Geography, as many PhD students have already publicly defended their theses with very good scientific results.

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

As shown in REI and its Annexes 2 and 3, all PhD students in DSUD Geography, who completed or are currently enrolled in doctoral studies, have published at least one article in an indexed journal or other relevant contribution in the last 5 years. Likewise is valid for the doctoral supervisors, who carried out many scientific research projects, in which PhD students in doctoral programmes were also involved (for example: a PhD student in Geography is a member of the CARPPERM Young Teams Project - PN-IV-P2-2.1-TE-2023-0603, and another one participated in summer schools).

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

The research activities carried out within SDSESN Geography are directly related to the objectives and research topics established by the UVT IOSUD-CSUD and SDSESN Council. PhD students and doctoral supervisors are involved in research projects supporting the development of advanced skills and contributing to scientific progress in component domains. The national and international visibility of doctoral supervisors in DSUD Geography is highlighted by their activity in various scientific committees, international publications (with each of them having at least 5 publications in WoS indexed journals) and membership in the boards of some important international professional associations. During 2024–February 2026 alone, the doctoral supervisors produced more than 60 publications indexed in Web of Science and/or Scopus, including articles published in prestigious journals across a diversified range of international publishers, such as MDPI (19), Elsevier (12), Taylor & Francis (8), Wiley (7), Copernicus, Springer and others (according to REI Annex 5). The research work of PhD students consists of presentations at scientific conferences and scientific publications,

with all PhD students having at least one paperwork or participation in a national or international conference (according to Annexes 2, 3 and 5 to REI).

✓ 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 international visibility of the doctoral supervisors in SDSESN-Geography is confirmed by their Hirsch indices and their membership in the scientific committees of international publications and conferences (Annexes 5 and 7 to REI). The soar of their recent publication output demonstrate consistent research productivity and engagement with multiple international scientific communities and publication channels. As regards the PhD students, they have participated and presented papers at different international conferences or workshops, with at least one article or another type of original contribution per first author being indexed in international databases (Annexes 2 and 3 to REI).

✓ Aspects that constitute best practice examples

The sustained publication activity of the Geography doctoral supervisors, together with the presence of research outputs in highly ranked journals and their balanced distribution across several established international publishers, constitutes a best practice in maintaining a strong, diversified and internationally visible research environment for doctoral education.

✓ Recommendations: NONE
The indicator is: fulfilled.

## DOMAIN C. Quality management

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

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

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

In order to improve the quality of education at the level of PhD programmes, IOSUD-UVT has implemented certain internal methodologies establishing systems of criteria, standards and performance indicators, in accordance with the ARACIS standards and requirements, to self-assess its specific activities and results, all available on the IOSUD-UVT website: https://doctorat.uvt.ro/studii-doctorale. Moreover, further strategic and operational directions have been detailed in specific procedures, being defined and implemented through the 2025-2029 *Institutional Strategic Plan*.

As regards the SDSESN, the internal evaluation of the quality of its PhD programmes and the performance of doctoral supervisors and students is carried out annually through mechanisms monitoring the scientific activity of PhD students, the performance of the doctoral supervisors and their compliance with the CNATDCU requirements, the effectiveness of the PhD programme (the course descriptions, the distribution of courses according to proven expertise, the relationship between teaching quality and learning outcomes) and the results of annual evaluations of the doctoral

supervisors (self-assessment, assessment by PhD students, annual assessment by the SDSESN management).

UVT adopted the Regulation regarding the use of generative artificial intelligence in educational process, establishing rules and responsibilities for the ethical, responsible and transparent use of generative AI by students and academic staff. The Regulation, appliable from the second semester of the 2025–2026 academic year, is complemented by practical guidelines and a model transparency statement for declaring the use of generative AI.

✓ 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

In UVT, the PhD programmes are given special attention as regards both the content of the subjects in the curriculum, which are analyzed and approved by the SDSESN Council annually, and the academic status of the teaching staff who must have proven expertise in the alleged subjects in Geography, that are going to be chosen by future PhD students.

The quality assurance framework demonstrates the institution's capacity to respond to emerging challenges affecting teaching, learning and academic integrity. The regulation of generative AI provides a structured institutional approach that enables the integration of new technologies into the educational process while safeguarding academic integrity and human responsibility.

✓ Aspects that constitute best practice examples

The institutional framework for the responsible use of generative artificial intelligence constitutes a best practice in adapting quality assurance mechanisms to emerging technological developments, by combining clear institutional rules with practical instruments for their implementation in the educational process.

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

UVT operates regular consultation and active involvement of its academic members and other stakeholders (students, graduates, employers, institutional partners) in the process of developing, reviewing and implementing its internal procedures through: public consultations organized whenever new regulations and methodologies need to be adopted; operational activities carried out by all its structures (faculty councils, specialist committees of the Senate or faculties, the Administrative Board, the Ethics Committee, the Quality Assurance commissions etc.; satisfaction and internal evaluation questionnaires administered periodically among students (www.evaluare.uvt.ro). In addition, regular consultations are also held with employers, representatives of business community and partner institutions; their opinions being thoroughly analysed and integrated into the training and evaluation activities or in the process of reviewing documents and procedures. Of course, Students are represented in all management structures, in accordance with the rules of representation.

✓ 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

Most importantly, UVT-IOSUD and SDSESN have introduced clear regulations to periodically survey on the students' opinions and their satisfaction with the educational/training activities, student services and infrastructure availability. The latest results of such a survey have been provided during the on-site visit of this evaluation and have been attached to the present REE as Annex 2. In all UVT spaces, there are QAR code zones where students can make complaints about the infrastructure conditions and services provided by the institution. During the on-site visit, the talks with the PhD students in Geography have revealed a great degree of satisfaction about their research work, mobility opportunities and on-field equipment for applied studies. Moreover, the representatives of some external partners / employers have highlighted the excellent collaboration terms and results with the doctoral supervisors and PhD students in Geography.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

UVT has a *Code of Academic Ethics and Professional Conduct* that protects academic autonomy, integrity and freedom, and an internal *Regulation on the organization and functioning of the Academic Ethics Committee*, in order to prevent and properly deal with possible violations of the code of ethics and academic integrity. Moreover, the discipline of *Academic Ethics and Integrity/Scientific Research Ethics* part of any curricullum at bachelor's, master's and PhD programmes. The UVT *Ethics Committee* is an autonomous body that plays an essential role in promoting and guaranteeing the principles of academic integrity, fairness and professional responsibility within the university community; its composition, decisions and annual reports are available on the university website at: https://www.uvt.ro/organizare/comisia-etica/ .

✓ 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 debates with the representatives of the UVT Academic Ethics Committee during the on-site visit have revealed that there has been absolutely NO problem, shortcoming or complaint as far as the DSUD Geography was concerned. All regulations are being observed and all PhD theses prove very low coefficients of similarity on anti-plagiarism checks. This is mainly due to the fact that, at

institutional level, there is a very good risk management system at work, which greatly reduces or even counteracts any potential breaches of laws.

At the same time, the rapid emergence of new challenges in research and publication practices, particularly those related to generative artificial intelligence and questionable or predatory publishing practices, increases the need for continuous awareness-raising and training (no specific examples of workshops addressing such emerging issues were mentioned by members of the Committee). This is also relevant in view of the need identified in the analysis of the doctoral courses on research ethics and scientific authorship to update some of their content in line with recent developments.

✓ Aspects that constitute best practice examples

✓ Recommendations:

Organize periodic workshops for PhD students and doctoral supervisors on emerging issues in research ethics and integrity, including the responsible use of artificial intelligence, research and publication integrity, and the identification and avoidance of questionable or predatory publishing practices.

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

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

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

IOSUD-UVT has implemented the Regulation on the initiation, monitoring and periodic review of all level study programmes (Ba/Bsc, Ma/Msc and PhD) for both full-time and part-time forms of education. The internal evaluation of the quality of doctoral programmes and the performance of doctoral supervisors and doctoral students is carried out annually.

✓ 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

SDSESN apllies all the quality assessment procedures that have been adopted at university level, with specific items of evaluation for doctoral supervisors and PhD students. Its annual reports strongly support and substantiate all measures taken to increase the quality of its PhD programmes. The results of the latest evaluation (for the academic year 2025-2026) were presented during the on-site visit and have been attached as Annex 2 to the present REE.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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|---|---|
| Indicator | Members of its own community and other stakeholders are involved in the procedure |

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| I.P.C.3.1.2 | implementation process. |

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

All members of the academic community (teaching staff, (PhD) students, graduates and potential employers) actively participate in the implementation of quality assurance standards and procedures, in accordance with the national laws and institutional regulations. At the PhD level concerned, annually, CSUD-UVT, SDSESN and DSUD Geography analyse the evaluation statistical indicators and results and adopt efficient measures to improve the quality of all educational, research, financial, administrative etc. aspects of level 8 human and material resources and activities. A representative of the institutional QA structure is always available to these meetings for any further consultation.

✓ 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 supervisors and the students are the most implied parties in reviewing and applying QA procedures. The consultations with the external stakeholders are mainly focused on best practices and ways of improving the curriculum, the course contents and the practical works.

✓ Aspects that constitute best practice examples

✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

IOSUD-UVT and SDSESN implements clear procedures for the periodic evaluation of the teaching staff, auxiliary teaching and administrative staff, in accordance with national and internal regulations. According to *the Methodology for the evaluation of teaching staff by students at the West University of Timişoara (UVT) (adopted by* UVT Senate Decision No. 23 of 28.11.2024), the evaluation of the teaching staff by students can be carried out online, through the platform *evaluare.uvt.ro* platform, that can be accessed on a Sign-in basis. Thus, each semester, any member of the academic community, may provide feed-back, through standardised anonymous questionnaires, to aspects like scientific and teaching competence, teaching quality, clarity of presentation, availability for guidance and compliance with academic ethics of any doctoral supervisor or teaching staff. The results of these evaluations are centralised and analysed by the responsible structures, and the conclusions are communicated to the programme management and the evaluated teaching staff. Then, adequate measures are proposed to improve the teaching activities and to strengthen the teacher-student relationship.

✓ 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 periodic evaluation of the DSUD Geography programme has greatly contributed to the continuous improvement of the teaching staff and the doctoral activities, strengthening a quality-oriented organisational culture and supporting a student-centred educational process, as stated above at I.P.C. 3.1.1.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

UVT has a secure and integrated IT system that directly supports the internal QA mechanisms by collecting, sorting out, systematically analysing relevant data for multiple purposes: for human resources (to construct curricula, to study group composition, to calculate job hours and salaries, to monitor the attendance records of teaching staff and research project personnel etc.); for students (to have secure access to their own academic records, to evaluate their teaching staff/doctoral supervisors and the learning environment etc.); for any external beneficiaries (to get informed on all aspects of UVT mission, objectives, activities and achievements).

✓ 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

SDSESN collects meaningful data for QA processes and delivers them to the CEAC, which analyzes them and includes them in annual reports.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

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

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

Information of public interest is published on UVT website. The interface with end-users is decent, logic and clear. All curriculum contents are structured according to study programmes and all other info about academic events are displayed in due time.

✓ 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

Access to any information of public interest on the PhD programme in Geography is available on the website ddicated to UVT PhD activities, in connection with SDSESN. Both its content and its interface are adequate.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

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

IOSUD-UVT ensures the transparency of decision-making processes by publishing and communicating the decisions, regulations and procedures adopted by all the management structures (CSUD, University Senate, Administrative Board). Decision-making processes are based on consultation with members of the academic community and observe the specific QA standards and procedures. Beside their main body of clauses, they also contain details on how transparency is assured: by publishing the legal norms on which they are based in the subsequent reports, regulations, decisions, info bulletins and webpages.

However, some decision-making related sections are not fully updated. On the CSUD decisions webpage, decisions are available only up to April 2025; although subsequent meetings held in 2025 are listed, the corresponding decisions are marked as “available soon”. On the Doctoral School webpage, decisions of the Doctoral School Council are not publicly available, while the section dedicated to reports is marked as “TBD”. At the time of the evaluation, the UVT Academic Ethics Committee webpage did not include decisions for 2026, while the latest annual report available was for 2024.

✓ 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

Starting from the principle of active participation of PhD students in management bodies, any decisions regarding the organisation of the doctoral programmes, admission, resource allocation, academic performance evaluation, mobility and international collaborations are communicated through official channels (the institution's website, online platforms and official emails). Nevertheless, the incomplete or delayed publication of some decisions and reports indicates that the systematic and timely updating of information related to decision-making could further be improved.

✓ Aspects that constitute best practice examples

✓ Recommendations:

Ensure the systematic and timely publication and updating of decisions and activity reports of the structures involved in doctoral education.

The indicator is: fulfilled.

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

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

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

The DSUD Geography within the Doctoral School of Geography in the Faculty of Chemistry, Biology, Geography was accredited in 25.11.2021, but in 2024 it was included in the larger Doctoral School of Exact and Natural Sciences (SDSESN) within the West University of Timișoara (UVT). All external quality assessment procedures were carried out based on the ARACIS and IOSUD-UVT Regulations, and the assessment process for maintaining accreditation was initiated following approval by the CSUD. In 30.07.2025, a progress report was submitted for the periodic assessment of SDSESN-Geography. According to the subsequent ARACIS Intermediate External Progress Evaluation Report, five recommendations resulting from the previous external evaluation were considered fully implemented and four partially implemented.

✓ 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 present REE for maintaining the accreditation of the UVT – DSUD Geography has been completed in 20.09.2026, in full concordance with the ARACIS QA evaluation terms and conditions. The evidence examined during the present evaluation also indicates continued follow-up and progress regarding the recommendations assessed as partially implemented in the 2025 intermediate external progress evaluation. In particular, the Doctoral School Council operates in accordance with the applicable regulatory framework (A.1.1.1); measures have been taken to diversify the financial support available to PhD students, including access to European funding and mobility opportunities, with further efforts in this direction being encouraged (A.1.3.2); evaluation and planning mechanisms are provided for within the institutional and Doctoral School regulatory framework (C.1.1.2); and the internationalization of doctoral education and research in Geography has further developed (C.3.1.1).

Progress in the latter area is also supported by the adoption of the UVT Strategy for internationalization and global cooperation 2026–2030 and by the institutional Methodology regulating access to financial support for PhD students' mobility and research activities, alongside concrete developments such as international co-supervision, participation of PhD students in international mobility and research activities, and international research collaboration involving doctoral supervisors and PhD students.

✓ Aspects that constitute best practice examples
✓ Recommendations: NONE

The indicator is: fulfilled.

## IV. SWOT Analysis

| Strengths: | | Weaknesses: |
|---|---|---|
| ✓ DSUD Geography in UVT is already a renowned academic brand, based on tradition, outstanding results and original PhD research directions in Romania and abroad.<br>✓ All doctoral supervisors are well-known experts in their scientific area, with high-quality and impact publications in WoS indexed journals, with many citations in prestigious international journals, as members of various national and international scientific committees and editorial boards of high-impact journals or as coordinators of important research projects, including PhD students.<br>✓ The effectiveness and quality of doctoral supervision are demonstrated by the successful completion of 13 PhD theses during the evaluated period, with no theses rejected by CNATDCU, confirming the capacity of DSUD Geography to consistently support PhD students towards successful completion of their doctoral research.<br>✓ The *Institute for Advanced Research on the Environment – ICAM* is one of UVT's most important infrastructure component for interdisciplinary research on environmental sciences, stimulating high-quality, original and applied PhD works, with consistent impact on regional and international scientific production.<br>✓ The PhD students in Geography, who are admitted exclusively on their scientific capabilities and results, are very committed to deliver valuable PhD works and publications, as demonstrated by their achievements, especially that UVT and SDSESN support them with very good learning and research conditions, beside financial assistance for on-field practical works, participation on international conferences or in Erasmus+ mobility stages, as well as for publication of their results and articles, whenever and however possible. | INTERNAL FACTORS ⬆ | ✓ No major weaknesses have been identified in relation with the mission, curriculum, organization and functioning, the activities and the end-results of the DSUD Geography in SDSESN.<br>✓ However, several aspects could further be improved in order to ensure its sustainable development and adaptation to emerging challenges:<br>1. The funding sources available for doctoral research remain insufficiently diversified, particularly regarding international competitive funding and the involvement of employers and other external stakeholders in supporting doctoral research, which may limit the development of more ambitious research initiatives and the participation of PhD students in them.<br>2. The current content of doctoral training in research ethics and academic integrity may require more systematic updating in response to emerging challenges, particularly those related to the responsible use of artificial intelligence, the appropriate interpretation of similarity reports, research and publication integrity, and other evolving integrity risks. |

| | | |
|---|---|---|
| ✓ The doctoral studies website provides comprehensive, well-structured and easily accessible information and guidance for PhD students throughout their doctoral pathway, from admission to completion, contributing to transparency and effective academic and administrative support. | | |

## SWOT analysis

| | | |
|---|---|---|
| **Opportunities:**<br>✓ UVT's membership in UNITA international joint association of universities provides a good opportunity for international collaboration at PhD level, by increasing its number of joint co-supervised theses.<br>✓ Good international relationships between doctoral supervisors in SDSESN – DSUD Geography and renowned international experts and organizations (such as AUF, Fulbright Foundation) have created optimal conditions to increase both the quality and the visibility of its learning environment and scientific or professional prestige.<br>✓ Attraction of international experts from foreign universities and research institutes into the guidance committes of PhD students has greatly contributed to obtaining more innovative and interesting results in their PhD works.<br>✓ The permanent availability and professional assistance of important external stakeholders / employers in offering interesting and applied job, project or career opportunities to the PhD students in the SDSESN-DSUD Geography is an important advantage to dwell on further priority research themes.<br>✓ The development and modernization priorities of Timişoara and the West Region provide significant opportunities for applied doctoral research in areas such as urban and spatial planning, regional development, tourism, mobility and environmental management, where geographical expertise can make an important contribution.<br>✓ Increasing climate- and environment-related challenges, including water | EXTERNAL FACTORS | **Threats:**<br>The threats identified are not specific to DSUD Geography, but they may negatively impede further developments of PhD studies and research work:<br>✓ The insufficient and unpredictable funding of scientific research work at national level<br>✓ The diminishing number of budget-funded places with scholarships at PhD level, which might increase the numbers of PhD students who give up their doctoral training and abandon the system:<br>✓ Lack of proper recognition and adequate financial support for PhD candidates or students might discourage them to pursue their level 8 studies in Romania and leave for other universities or research opportunities abroad.<br>✓ Regulations and evaluations at national level do not properly and timely encourage professional performance in PhD programs, mainly due to scarce funding, opportunism on evaluation standards and excess of quantitative assessments.<br>✓ Broader trends towards the massification and increasing standardization of doctoral education, together with an excessive reliance on quantitative performance indicators, may insufficiently account for the specific nature of doctoral studies as individualized, research-intensive training focused on the production of original knowledge, with potential negative effects on the quality and relevance of doctoral research.<br>✓ The integration of Geography into a larger multidisciplinary doctoral school may, in the longer term, pose challenges to maintaining the academic identity and visibility of the field and to adequately addressing its specific educational, methodological and |

| | | |
|---|---|---|
| scarcity, extreme natural phenomena and growing pressures on natural resources, provide new opportunities for relevant and societally impactful doctoral research in Geography.<br>✓ Rapid developments in geospatial technologies, remote sensing, spatial data analysis and artificial intelligence provide important opportunities for methodological innovation, interdisciplinary approaches and the development of new research directions within DSUD Geography. | | research needs.<br>✓ Limited or difficult access to relevant public data held by external institutions may constrain doctoral research, particularly in environment-related and applied geographical studies. |

## IV. 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 | NONE |
| 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 | NONE |
| 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 | NONE |
| 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 | NONE |
| 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 | F | NONE |

| No. | Performance Indicator | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|---|---|---|---|
| | competences to teach the subject matters assigned to them in the job list. | | |
| 6. | I.P.A.3.1.2 The HEI ensures professional and personal development for its staff. | F | NONE |
| 7. | I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently. | F | NONE |
| 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 | NONE |
| 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 | Update and better coordinate the content and learning resources of the courses "Research Ethics and Professional Deontology" and "Scientific Authorship and Research Project Management", taking into account recent developments in research integrity, scientific authorship and publication practices, including the responsible use of generative artificial intelligence, and relevant up-to-date European standards and guidance. |
| 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 | NONE |
| 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 | NONE |
| 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 | NONE |
| 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 | NONE |
| 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 | F | NONE |

| No. | Performance Indicator | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|---|---|---|---|
| | cycle, and the form of organisation of the study programme. | | |
| 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 | NONE |
| 16. | I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams. | F | NONE |
| 17. | I.P.B.7.1.1 The organisational component applies the admission procedures. | F | NONE |
| 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 | A thorough legal revision of *Regulation for Organizing the Admission to the Doctoral Studies at SDSESN in the academic year 2026-2027* to eliminate any bias expression contradicting the principle of equal opportunities. |
| 19. | I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity. | F | NONE |
| 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 | NONE |
| 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 | NONE |
| 22. | I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalized upon in an adequate manner. | F | NONE |
| 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 | NONE |
| 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 | NONE |
| 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 | Organize periodic workshops for PhD students and doctoral supervisors on emerging issues in research ethics and integrity, including the responsible use of artificial intelligence, research and publication integrity, and the identification and avoidance of questionable or |

| No. | Performance Indicator | Extent to which it was fulfilled (F/PF/UF) | Recommendations |
|---|---|---|---|
| | | | predatory publishing practices. |
| 26. | **I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance. | F | NONE |
| 27. | **I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process. | F | NONE |
| 28. | **I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers. | F | NONE |
| 29. | **I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process. | F | NONE |
| 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 | NONE |
| 31. | **I.P.C.6.1.2** The organisational component ensures transparent decision-making processes. | F | Ensure the systematic and timely publication and updating of decisions and activity reports of the structures involved in doctoral education. |
| 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 | NONE |

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 |

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

The debates taking place during the on-site visit with representatives of UVT SDSESN – DSUD Geography (doctoral supevisors, PhD students, graduates, external stakeholders) have outlined its great academic and scientific importantance and contribution to progress in Romania, despite some systemic shortcomings or drawbacks referring mainly to the insufficient funding of PhD research field-work and international mobilities, as well as excessive quantitative assessments in evaluation standards at all levels. But, the necessity of legally regulating all aspects of academic and research activities

requires a permanent revision of all methodologies and procedures, irrespective of their scientific domain, by law specialists who are not always available for all such QA activities. In this respect, the recommendation that was made on I.P.B.7.1.2. is not necessarily connected to any flaw or deficiency in the management of the SDSESN – DSUD Geography, instead it requires a closer attention from the UVT's law specialists. Moreover, for further proper improvements, non-Geography staff involved in auxiliary, nonetheless extremely important, course subjects in the DSUD Geography curriculum (such as: *Research Ethics and Professional Deontology* and *Scientific Authorship and Research Project Management*, should update and better coordinate the content and learning resources of their courses by taking into account the recent developments especially in scientific authorship and publication practices, including the responsible use of generative artificial intelligence, and relevant up-to-date European standards and guidance.

That is why, in SDSESN – DSUD Geography case, out of all the 32 performance evaluation items / indicators that were taken into consideration, all 32 were considered as fulfilled and the 4 recommendations that were made, refer mainly to existing, but not essential aspects related to this evaluation.

## VI. Conclusions

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

The *Doctoral School of Exact and Natural Sciences (SDSESN)* at the West University of Timișoara (UVT), including the following domains: Biology, Chemistry, Physics, Geography and Computer Science, is meant to make better use of the existing human resources (doctoral students, doctoral supervisors) and material resources (research laboratories) to promote and develop the *Institute for Advanced Environmental Research (ICAM)* – a highly performant interdisciplinary research base for environment-related studies.

The *Doctoral School of Geography (DSUD Geography) in SDSESN* at the West University of Timișoara has achieved a high level of quality in fundamental and applied scientific research in Geography, in a national and international context, with academic collaborations and regional/national research work that has been adapted to the requirements of international society.

*Propose and substantiate a decision.*

*For all the above-mentioned reasons, following the completion of the maintaining accreditation procedure, the decision of the evaluation panel shall be:* maintaining accreditation (MAC).

## VII. Annexes

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

1. *Annex. 1. Regulation for Organizing the Admission to the Doctoral Studies at SDSESN in the academic year 2026-2027*
2. *Annex 2. Results of the evaluation on SDSESN – DSUS Geography curriculum, activities and performance of doctoral supervisors in the academic year 2025_2026.*

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| **Întâlniri preliminare / Preparatory meetings** | | | |
| 27 mai 2026 19.00-19.30 | Întâlnirea membrilor comisiei de experți în evaluarea externă a calității (online) | Membrii comisiei/ Panel members Online | ✓ Aspectele constatate de către membrii comisiei în urma analizei raportului de evaluare internă a DSUD GEOGRAFIE UVT (REI) Aspects noticed by the panel members following the analysis of UVT-DSUD Geography REI. |
| 28 august 2026 11.00-11.30 | Întâlnirea membrilor comisiei de experți în evaluarea externă a calității (online) | Membrii comisiei/ Panel members Online | ✓ Rolurile și a responsabilitățile membrilor comisiei pe parcursul vizitei la fața locului / Roles and respoonsabilites of the panel members during the on-site visit<br>✓ Obiectivele întâlnirilor și subiectele abordate pe parcursul discuțiilor / Objectives of the meetings and topics of debates |
| Ziua 1 – Joi / Thursday: 3 septembrie / September 2026 | | | |
| 09:00- 09:30 | Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation* | Membrii comisiei/ Panel members Sala/Room 137 | ✓ Stabilirea tipurilor de consemnări în proiectul raportului de evaluare externă REE / Establishing the types of notes in the EER during the on-site visit<br>✓ Pregătirea întâlnirilor programate / Preparation of the scheduled meetings |
| 09:30-10:00 | Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Echipa care a realizat REI/ *Team that has drafted the IER*<br>Director SDSESN / Head of SDSESN: Prof. univ. dr. Lungu Mihail<br>Director SD Geografie / Head of Doctoral School in Geography: Prof. Univ. Dr. C. R.<br>Sala/Room 137 | ✓ Elaborarea raportului de evaluare internă / Brief account on how IER was made<br>✓ Constatările membrilor comisiei, desprinse din analiza REI / Observations of panel members on IER statements and facts<br>✓ Organizarea vizitei la fața locului / Organization of the on-site visit |
| 10:00-10.45 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice/** *Meeting of the external quality* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the* | ✓ Obiectivele și programul vizitei de evaluare / The objectives and the schedule of the evaluation visit<br>✓ Prezentarea generală a componentei organizatorice și a Școlii Doctorale / General presentation of organizational structures of the Doctoral School<br>✓ Metodologii, regulamente și proceduri; și revizuirea acestora / Methodologies, regulations and procedures – systematic updates<br>✓ Implicarea părților interesate în dezvoltarea, aplicarea și revizuirea metodologiilor, regulamentelor |

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | *evaluation experts' panel with the representatives of the management of the organisational component* | *organisational component* - Persoana de contact/ *Contact person*<br>• Director CSUD / CSUD Head: Prof. Univ. Dr. S. F. A.<br>• Prorector / Vice-Rector: Prof. Univ. Dr.I. M.<br>• Decan Facultatea de Geografie/ Dean of Faculty of Geography: Prof. univ. habil dr. N. I.<br>• Director SDSESN / Head of SDSESN: Prof. Univ. Dr. L. M. (Persoana de contact / Contact person)<br>• Director SD Geografie / Head of Doctoral School in Geography: Prof. Univ. Dr. C. R.<br>Sala/Room 137 | și procedurilor / How are interested parties involved in dveloping, applying and revision of methodologies, regulations and procedures<br>✓ Colaborare internațională și programe de mobilitate academică pentru doctoranzi și personal / International cooperation and academic mobility programs for PhD students and doctoral supervisors<br>✓ Oportunități echitabile, accesul la resurse și servicii în funcție de nevoile individuale de învățare / Equal opportunities, access to resources and servics according to the individual learnng needs<br>✓ Gestionarea bazei materiale / Management of the material base<br>✓ Procedurile de recrutare a personalului / Teaching staff recruitment procedures<br>✓ Utilizarea tehnologiilor informației și comunicării pentru creșterea calității serviciilor oferite / Use of information and communication technologies to increase the quality of the services being provided<br>✓ Transparența proceselor decizionale / Transparency of decision-making processes<br>✓ Publicarea și accesul la informațiile de interes public / Publication and access to information of public interest |
| 10:45-11.00 | • Pauză/ *Break* | | |
| 11:00-12:00 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br><br>- Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*<br>• Prof. Univ. Dr. C. R.<br>• Prof. Univ. Dr. Habil D. L.<br>• Prof. Univ. Dr. P. N.<br>• Prof. Univ. Dr. U. P.<br>• Prof. Univ. Dr. Habil V. M.<br>• Conf. Univ. Dr. Habil. V. S.<br>Sala/ Room 137 | ✓ Conținutul PS doctorale Geografie / Content of the PhD study programme in Geography<br>✓ Experiențele de învățare, predare, instruire practică, cercetare și evaluare / The learning, teaching, practical training, research and evaluation activities<br>✓ Adaptarea la nevoile individuale de învățare /Adaptation to the individual learning needs<br>✓ Valorificarea rezultatelor activităților de cercetare științifică / How the results of research work are being used<br>✓ Implicarea în procesul de adoptare și revizuire a metodologiilor, regulamentelor și procedurilor de aplicare / Involvement in the adoption and revision process of methodologies, regulations and enforcement procedures<br>✓ Evaluarea periodică a calităţii activităţilor personalului didactic și didactic auxiliar / Periodical assessment of the quality of activities performed by teachinf staff and auxiliary teaching staff<br>✓ Formarea profesională și dezvoltarea personală a doctoranzilor / Professional training and personal development of PhD students<br>✓ Spațiile dedicate activității personalului și dotările aferente / Spaces dedicated to educational and research activities and associated facilities |

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | | | ✓ Condițiile de muncă / Working conditions<br>✓ Colaborare internațională și programe de mobilitate academică / International cooperation and academic mobility programs<br>✓ Accesul la informațiile de interes public / Access to information of public interest |
| 12:00 -12:45 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai structurilor organizatorice în domeniul asigurării calității de la nivelul UVT**/ *Meeting of the external quality evaluation experts' panel with **representatives of the quality assurance organisational structures in WUT*** | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității de la nivelul UVT/ *Representatives of quality assurance organisational structures in WUT*<br>- A. B. - Serviciul de Management al Calității și Suport pentru Procesul Educațional / Dept. of Quality Management and Support for th Educational Process<br>- I. M. - prorector responsabil cu inovarea educațională, cariera academică și relația cu studenții / Vicerector in charge with Educational Innovation, Academic Career and Relatinships with Students<br>Sala / Room 137 | ✓ Direcții strategice, acțiuni și proceduri aplicate consecvent / Strategic directions, actions and procedures being systematically applied<br>✓ Funcționarea în baza Regulamentului / Functioning according to Regulations<br>✓ Impactul asupra calității educației / Impact on the quality of higher education activities<br>✓ Implicarea părților interesate / Involvement of interested parties<br>✓ Colectarea și analiza datelor / Collection and analysis of data<br>✓ Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune / Clarification of some aspects resulting from the activitites and debates during the on-site visit, if appliable |
| 12:45 - 13:30 | Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with **members of the University Ethics Committee*** | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*<br>- Prof. Univ. Dr M.-A. T., presedintele comisiei de etica pe UVT / Head of the Ethics Commission in WUT<br>- Conf. univ. dr. B. G. Ț., membru comisie | ✓ Funcționarea în baza Regulamentului și în condiții de independență / Functioning on the approved regulations and on terms of independence<br>✓ Respectarea eticii cercetării științifice / Observing ethics in scientific research activities |

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | | etica UVT / Member of the Ethics Commission in WUT<br>- Student E. C.<br>Sala / Room 137 | |
| 13:30 - 14:30 | Pauză de prânz/ *Lunch Break* | | |
| 14:30 - 15:00 | Vizitarea bazei materiale/ *Visiting the material resources* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Reprezentanți ai instituției / *Representatives of the HEI*<br>• Prof. Univ. Dr. N. P.<br>• Conf. univ. Dr. A. D.<br>Sala / Room -UVT | ✓ Analiza bazei materiale / Analysis of the material base<br>✓ Gestionarea bazei materiale / Management of the material base |
| 15:00 -15:30 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the **staff in charge with the research centres/laboratories*** | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*<br>- Prof. univ. dr. Nicolae Popa–profesor/professor<br>- Lect. univ. dr. A. S. – lector/lecturer<br>Sala / Room 137 | ✓ Activități de cercetare științifică în concordanță cu obiectivele DSUD evaluat / Rsearch activities in concordance with the objectives of the DSUD under evaluation<br>✓ Analiza bazei materiale, inclusiv în ceea ce privește dotările și resursele de documentare științifică / Analysis of the material base, especially of documentation resources and facilities<br>✓ Acțiuni de cooperare internațională și colaborarea în activitatea de cercetare / Actions of international cooperation in research activities<br>✓ Valorificarea rezultatelor activităților de cercetare științifică / How end results of scientific research are being used |
| 15:30 –16.15 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți** * , † ai DSUD/ *Meeting of the external quality evaluation experts' panel with **alumni‡ of the DSUD*** | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Absolvenți ai domeniului de studii evaluat/ ***Graduates***<br>Nume/Name – [redacted] – an absolvire/ year of graduation 2019<br>- Nume/Name – [redacted] an absolvire/ year of graduation 2022<br>- Nume/Name – [redacted] | ✓ Activități pentru asigurarea unei tranziții facile către piața muncii / Activities ensuring a smooth transition to the labour market<br>✓ Adecvarea curriculum-ului la nevoile de dezvoltare a individualității, pentru formarea personalității și dezvoltarea unui set de valori, necesare pentru dezvoltarea spiritului antreprenorial, participare cetățenească, incluziune socială și angajare pe piața muncii / Proper adjustment of curriculum to the individual development needs, to shape the character and to develop a set of values useful for entrepreneurship, citizenship involvment, social inclusion and insertion on the labour market |

* Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.

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

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

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | | [redacted] an absolvire/ year of graduation 2017<br>- Nume/Name – [redacted] - an absolvire/ year of graduation 2016<br>- Nume/Name – [redacted] - an absolvire/ year of graduation 2024<br>- Nume/Name – [redacted] an absolvire/ year of graduation 2024<br>- Nume/Name – [redacted] -an absolvire/ year of graduation 2024<br>- Nume/Name – [redacted] - an absolvire/ year of graduation 2024<br>- Nume/Name – [redacted] an absolvire/ year of graduation 2024<br>Nume/Name – [redacted] - an absolvire/ year of graduation 2024<br>Nume/Name – [redacted] - an absolvire/ year of graduation 2022<br>Nume/Name – [redacted] - an absolvire/ year of graduation 2021<br>Sala / Room 137 | ✓ Utilizarea tehnologiilor informației și comunicării pentru creșterea calității serviciilor oferite / Use of information and communication technologies to increase the quality of the services being offered<br>✓ Participarea în programe de mobilitate academică / Participation in academic mobility programs<br>✓ Accesul la informațiile de interes public / Access to information of public interest |
| 16:15 –16:30 | Pauză/ *Break* | | |
| 16:30 –17:15 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with **employers** * **of the DSUD alumni*** | - Comisia de experți evaluatori ai ARACIS/ ***Panel members***<br>Angajatori/***Employers***<br>- Nume/Name – F. K. - Functia/Position Inspector Scolar Geografie<br>- Nume/Name – S. M. - Director ADR Timis / Head of ADR Timiș<br>- Nume/Name – D. G. - Specialist in turism la Casa Calfelor /Tourist specialist | ✓ Competențele absolvenților / Graduates' competences<br>✓ Implicarea în activitățile de învățare, predare, instruire practică, cercetare / Involvment in learning, teaching, practical training and research activities<br>✓ Implicarea în elaborarea metodologiilor şi regulamentelor, precum şi a procedurilor de aplicare (asigurarea calităţii, inclusiv în domeniul eticii şi deontologiei universitare; iniţierea, monitorizarea şi revizuirea periodică a PS) / Involvment in writing the methodologies, regulations and procedures in QA activities, including in the ethical domain, in initiating, |

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

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | | at Craftsmanship House in Timisoara<br>- Nume/Name – L. S.- Lider Project management la Organizatia de Management al Destinatiei Turistice / Leader of Project Management of the Organisation for the Management of Touristic Destination inTimisoara<br>Sala / Room 137 | monitoring and periodically reviewing the study programmes<br>✓ Utilizarea tehnologiilor informației și comunicării pentru creșterea calității serviciilor oferite/ Use of information and communication technologies to increase the quality of the services being offered<br>✓ Participarea la activități pentru a sprijini o tranziție facilă către piața muncii / Particcipation in activities ensuring a smooth transition to the labour market<br>✓ Accesul la informațiile de interes public / Access to information of public interest |
| 17:15 –18:00 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți* doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with **doctoral students of the DSUD*** | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br><br>- Studenți doctoranzi/ *Doctoral students*<br>- [redacted] anul 4, doctorat in cotutela la Torino. Asistent de cercetare<br>- [redacted], anul 6, asistent de cercetare<br>- [redacted] anul II, coordonator R. C.<br>- [redacted], anul II, coordonator M. V.<br>- [redacted], anul IV, R. C.<br>- [redacted], anul V, M. V.<br>- [redacted], anul VI, coordonator M. V.<br>- [redacted], anul III, coordonator M. V.<br>- [redacted], anul II, coordonator R. C.<br>Sala / Room 137 | ✓ Aplicarea principiilor învățării centrate pe student / Application of student-centered learning principles<br>✓ Oportunități echitabile, accesul la resurse și servicii / Equal opportunities and access to resources and services<br>✓ Structurarea curriculum-ului în raport cu rezultatele așteptate ale învățării / Building the curriculum in relation with the expected learning outcomes<br>✓ Adecvarea curriculum-ului la nevoile de dezvoltare a individualității, pentru formarea personalității și dezvoltarea unui set de valori, necesare pentru dezvoltarea spiritului antreprenorial, participare cetățenească, incluziune socială și angajare pe piața muncii / Adequacy of curriculum to the individual needs of development, to shape the character and to develop a set of values useful for entrepreneurship, citizenship involvment, social inclusion and insertion on the labour market<br>✓ Evaluarea rezultatelor învățării / Evaluation of the learning results<br>✓ Procesul de evaluare a prestației cadrelor didactice / Evaluation of the teaching staff activities<br>✓ Participarea în activități de cercetare științifică / Participation in research activities<br>✓ Participarea în programe de mobilitate academică / Participation in academic mobility programs<br>✓ Implicarea în procesul de adoptare și revizuire a metodologiilor, regulamentelor și procedurilor de aplicare / Involvment in the process of adopting and reviewing the methodologies, regulations and applied procedures<br>✓ Spațiile dedicate proceselor de învățământ, de cercetare și administrative, precum și pentru servicii destinate studenților doctoranzi / Spaces for |

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| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | | | teaching, administrative, research and student activities<br>✓ Utilizarea tehnologiilor informației și comunicării pentru creșterea calității serviciilor oferite / Use of information and communication technologies to increase the quality of the services being offered<br>✓ Activități pentru a asigura o tranziție facilă către piața muncii / Activities to ensure a smooth transition to the labour market<br>✓ Accesul la informațiile de interes public / Access to information of public interest. |
| Ziua 2 - Vineri / *Friday:* 4 septembrie/September 2026 | | | |
| 9:00 - 9:30 | **Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI) / *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>Sala / Room 137 | ✓ Concluzii asupra întâlnirii/întâlnirilor precedente / Conclusions on the previous-day meetings<br>✓ Efectuarea de consemnări în proiectul raportului de evaluare externă REE – Notes in the EER draft |
| 9:30 – 10:15 | Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calității la nivelul DSUD și facultățiii/** *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures in the faculty and Doctoral School* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures in the faculty and Doctoral School*<br>- Prof. univ. dr. M.V.<br>- Conf. univ. dr. D. V.<br>- Student E. E. C.<br>Sala / Room 137 | ✓ Direcții strategice, acțiuni și proceduri aplicate consecvent / Strategic directions, actions and procedures being systematically applied<br>✓ Impactul asupra calității educației / Impact on the higher education quality<br>✓ Implicarea părților interesate / Involvment of interested parties<br>✓ Colectarea și analiza datelor / Data collection and analysis<br>Resurse și condiții asigurate pentru activități specifice de cercetare (de teren, cartografiere, experimentale etc.) / Resources and conditions ensured for speciffic research activities (on field, mapping, experimental etc.). |

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| 10:15 –11:00 | Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității*/** *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br><br>- Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures*<br>- Persoana de contact/ *Contact person*<br>- Prof. univ. dr. N. I., decan<br>- Prof. univ. dr. M. L.<br>- A. B. - Serviciul de Management al Calității și Suport pentru Procesul Educațional / Dept. of Quality Management and Support for the Educational Process<br>- Prof. univ. dr. M. V.<br>- Conf. univ. dr. D. V.<br>- Student E. E. C.<br>Sala / Room 137 | ✓ Impactul asupra calității educației / Impact on the higher education quality<br>✓ Aportul și suportul unor structuri organizatorice instituționale specifice (Departament IT, Secretariat, Departament de Relații Internaționale și Mobilități Studențești, CCOP etc.) în asigurarea resurselor și condițiilor de învățare și valorificare a rezultatelor învățării și cercetării științifice / Contribution and support of some specific institutional structures (IT Dept., Secretary Office, International Relations Dept., CCOP etc.) in providing the necessary learning resources and conditions and in using the the results of the learning and research activities.<br>✓ Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune./ Clarification of some aspects deriveed form debates during the on-site visit. |
| 11:00 -11:15 | Pauză/ *Break* | | |
| 11:15 –12:45 | Finalizarea activităților de evaluare/ *Completion of evaluation activities* | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>Sala /Room 137 | Efectuarea de consemnări în proiectul raportului de evaluare externă REE / Making notes in the EER draft |
| 12:45 –13:30 | Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea | - Comisia de experți evaluatori ai ARACIS/ *Panel members*<br>- Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management*<br><br>- Persoana de contact/ | ✓ Concluzii preliminare / Preliminary conclusions<br>✓ Puncte tari și puncte slabe / Strong and weak points<br>✓ Recomandări preliminare / Preliminary reccommendations |

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

| **Data/Date Intervalul orar/ *Hour*** | **Activități de evaluare/ *Evaluation activities*** | **Participanți/Sala *Participants/Room*** | **Scopul / Teme de discuție Scope / Topics of debates** |
|---|---|---|---|
| | concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process* | *Contact person*<br>- Prof. univ. dr. A. F. Sava - Prorector / Vicerector<br>- Prof. univ. dr. N. I. - Decan facultate FCBG / Dean of FCBG<br>- Prof. univ. dr. M. L. - Director scoala doctorala SDSESN / Head of SDSESN Doctoral School<br>- Conf. univ. dr. I.S. J. - Director Departamentul de Geografie / Head of Geography Dept.<br>Sala / Room 137 | |